Safeguarding and Child Protection Policy – appendix

Wainwright Primary Academy

September 2023

Diverse Academies

Contents

1   Academy Statement

We follow all aspects of statutory safeguarding guidance outlined in the Trust policy.

1.1 To achieve and maintain outstanding safeguarding practice, Wainwright Primary Academy is committed to pupil wellbeing through:

Communicating our vision:

To inspire. To raise aspiration. To create brighter tomorrows.

Our mission:

We nurture curiosity, develop wellbeing and empower children and young people to go beyond their aspirations. Together, we make a difference in our diverse communities, and in the lives of those who learn with us and work with us.

Articulating our values

We empower. We respect. We care.

The academy aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are properly training in recognising and reporting safeguarding issues

2   Safeguarding personnel/key contacts

Staff contacts

2.1 Local academy committee - link governor – Pete Edwards, pedwards@gov.diverse-ac.org.uk

2.2 Principal - Jon Chapman, jchapman@wainwrightprimary-ac.org.uk

2.3   Designated Safeguarding Lead - Julia Hallam - jhallam@wainwrightprimary-ac.org.uk

2.4   CLA contact – Lauren Fox - lfox@wainwrightprimary-ac.org.uk

2.5   Mental Health lead - Julia Hallam - jhallam@wainwrightprimary-ac.org.uk

2.6   LGBTQ Champion - Julia Hallam - jhallam@wainwrightprimary-ac.org.uk

2.7   Academy Counselling / ELSA staff - Julia Hallam - jhallam@wainwrightprimary-ac.org.uk

2.8   Online Safety Lead   - Paul Dowse – pdowse@wainwrightprimary-ac.org.uk

3   Responsibility for implementing the safeguarding policy in the academy

The local academy committee, delegate responsibility for day-to-day operational safeguarding to the Principal, wider leadership team and the designated safeguarding lead at Wainwright Primary. Responsibilities are outlined in the Diverse Academies Safeguarding and Child Protection Policy

4   Training

In addition to the guidance outlined in he Diverse Academies Safeguarding and Child Protection Policy:

Attendance to safeguarding training at Wainwright Primary Academy will be logged on My Concern, which will include confirmation of having read and understood KCSIE part 1and part 5 and whistle-blowing protocols. Statutory training must also be logged on the local academy Single Central Register (SCR).

It is expected that all staff receive update training annually and update their statutory training every two years.

Training resources are kept in a Sharepoint area and we use the National College and National Online Safety hubs for our training.

5   Working with parents/carers

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so. In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

6   Curriculum - safeguarding

6.1   RSE

Wainwright Primary Academy has a specific [Relationships and Sex Education Policy appendix](#).

6.2   Online safety

Wainwright Primary Academy has a specific [Online Safety Policy appendix](#)

6.3   Mental health

Wainwright Primary Academy has a specific [Mental Health Policy appendix](#)

7   Child-on-child sexual harassment and sexual violence

7.1   In addition to the Trust policy guidance:

If a child experiences child-on-child sexual abuse or there are concerns a child might be displaying

harmful sexual behaviour (HSB), the academy Designated Safeguarding Lead Julia Hallam is informed, and appropriate action is taken. We use the term 'Healthy Relationships' in our curriculum when teaching children about appropriate behaviour and consent

7.2   Pupil voice

We ensure that pupils know they can talk to staff confidentially or by writing their worries, problems, concerns down and posting them in the worry boxes/monsters which can be found in all classrooms/bases and outside the PDBA Lead/DSL's office. We use our reflection sessions in our Jigsaw PSHE lessons to create a safe space for pupils to share.

7.3   Support

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images

- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy appendix.

7.4   The curriculum

We teach healthy relationships as part of our weekly PSHE Jigsaw lessons.

At Wainwright Primary Academy, relationship, sex and health education contributes to the foundation of PSHE and Citizenship by ensuring that all our children:

- Have the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, online relationships and relationships with other children and adults.
- Are taught about positive emotional and mental well-being, including how friendships can support us in making us feel happy and secure.
- Develop confidence in talking, listening and thinking about feelings and relationships.
- Establish personal space and boundaries, knowing when this is safe and unsafe, and showing respect and understanding of each other's differences.
- Are able to name parts of the body, describe how their bodies work and how to keep ourselves physically and mentally healthy.
- Can protect themselves and ask for help and support.
- Understand about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting to an adult) and how to get help.
- Are prepared for puberty.
- Are prepared for the changes that adolescence brings and drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

We build in key themes to our assemblies to ensure that key messages are fed through constantly and that our children understand how to report concerns.

The programme of study for Computing encompasses the following with respect for online safety

Children Learn:

- Who the academy safeguarding team are.

- Engage in age-appropriate online safety education opportunities.
- Contribute to policy development and review.
- Read and adhere to online safety policies.
- Respect the feelings of others, both off and online.
- Take responsibility for keeping themselves and others safe online.
- Where and how to find help with any online incidents or concerns.
- How, when and where to report concerns and when to seek help from a trusted adult.
- Self-image and identity
- Online relationships
- Online reputation
- Online bullying
- Managing online information
- Health, wellbeing and lifestyle
- Privacy and security
- Copyright and ownership

8   Local contextual safeguarding

8.1   Wainwright has deep connections with various members of the community, such as the local policing team and the local authority teams who work with our Mini-Police and wider year groups in school. They help us to deliver key areas of contextual concern, such as knife crime and child criminal exploitation.

We also work with many other local agencies (listed in section 9) to provide a rounded and joined up approach to safeguarding.

8.2   Early Years, SEND and EAL pupils are a few of the identified groups at WPA who may require extra safeguards due to communication issues. We work with staff to provide extra training and support, to ensure that staff are aware of potential signs of abuse such as changes in mood and behaviour.

9   Mobile phones and cameras

9.1 Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present (such as the staffroom), or in the case of

EYFS outside of the unit and classrooms. Staff members' personal phones will remain in their bags or cupboards/lockers during contact time with pupils. Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the academy.

10   Working with agencies

10.1   The following is a list of agencies who the academy regularly work with to deliver safeguarding in our curriculum

NSPCC

Equation

Premier League Primary Stars

The National College

National Online Safety Hub

Nottinghamshire Safeguarding Children Partnership

Via Road Safety Partnership

Stonewall

Youth Mental Health First Aid

Jigsaw Learning

This policy appendix is reviewed annually to reflect national guidance and local academy strategies to managing attendance.