

SAFEGUARDING SUMMER 2017



Safeguarding of ALL pupils at St. Aloysius is carried out in accordance with current statutory guidance from the DfE including Keeping Children Safe in Education (September 2016) and Working Together to Safeguard Children (February 2017).

HOW IS THIS ACHIEVED AT ST. ALOYSIUS?

i) Staff Training

Designated Lead for Safeguarding: Carole Godfrey

Deputy Designated Leads: Nick Conway/Kathryn Fenwick

Designated Teachers trained: Dionne Dunn, Vicky James and Julie Doughty

Designated staff undergo training annually and all staff refresh their safeguarding knowledge and skills annually at the beginning of the year and regularly throughout the year in staff meetings when legislation changes.

ii) Information Sharing

The DfE guidance recommends encouraging staff at all levels to report safeguarding concerns and share information promptly and in detail. While a single incident may not mean much on its own, a series of incidents witnessed by different members of staff could build a picture of a safeguarding problem that would otherwise be missed.

At St. Aloysius staff are vigilant in their recording of any concerns that they have about our children through CPOMS (Child Protection Monitoring System). It is an effective way of communicating with Designated Safeguarding Leads.

iii) Acting Upon Information

The Designated Safeguarding lead is regularly in contact with Social Care for those children under Child Protection and those undergoing assessments.

Regular contact with multi-agencies for those families being supported through Early Help. (Working Together to Safeguard Children- A guide to inter-agency working to safeguard and promote the welfare of children). By working with integrated teams we can support families to support themselves.

iv) Regular Meetings/Day to day support

Regular meetings are held and parents in need continually talk to the Designated Leads in person or by telephone if they need support, advice or help.



v) Safeguarding teaching for our children



School continue to use Kidsafe as a means of teaching our children how to keep themselves safe. Topics include bullying and cyber bullying prevention, Internet safety and choices around inappropriate on-line gaming and films, abuse and domestic abuse prevention. Lessons are taught through Key Stage 1 and 2 and this will continue in the next academic year.

Arrangements Around Safeguarding Pupils with SEN

All staff are aware that children who have SEN could face additional challenges in terms of possible abuse.

St. Aloysius Safeguarding Policy outlines that signs of abuse can be masked by a pupil's disability and that safeguarding arrangements in place take into account the needs of individual pupils as set out in their EHCP.

Designated times are given to Safeguarding within staff meetings to regularly share with staff their statutory duty in safeguarding the children in their care.

The most recent update was: June 2017 when this extract from 'Keeping children Safe in Education', Safeguarding Disabled Children p 21 was given to staff to discuss:

85. Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- **assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;**
- **the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and**
- **communication barriers and difficulties in overcoming these barriers.**

Staff understand the vulnerabilities of SEND children and how it is important to safeguard them and ensure any concerns are referred immediately.

Attendance

Attendance at St. Aloysius is above national average at 97%. Meetings are held every week to monitor those children who are at risk of missing significant aspects of their learning. Appropriate challenge is presented to parents through Early Help work, Outreach support, meetings in school or telephone calls to outline children's current attendance.



Emotional Well-Being

Counselling

The emotional well-being of our children is extremely important to St. Aloysius. We strive to provide the highest quality provision for all children, in particular the most vulnerable of our children who require additional support at different times in their lives. The Counselling sessions provide support for 10 of our children. The Year 6 children who are moving to St. Joseph's Academy have recently concluded their sessions and the impact of the support is clear from what they say:



'It has helped me talk more freely about my feelings and thoughts. I found the support, patience and having a chance to express my emotions the most useful.'

'I'm a lot more happy; it has made me feel better.'

'I think counselling was excellent because I felt really safe and properly listened to.'

'I think it was a great experience for me because it was all at my pace and no hurry.'

One child is to continue with counselling beyond transition after securing additional funding through the LAC team.

Rainbows



The emotional support we have been able to provide through the Rainbows Programme has improved children's self-esteem, giving them coping strategies and helping them to adjust and adapt. It is a 12-14 week programme which provides an emotionally safe environment for children to guide them through grieving a significant loss in their lives. The voices of our children say it all:

'In my time in Rainbows I have learnt how to cope with hard times in our lives. I would recommend Rainbows to all of my friends. If I had another chance to come again I would.'

'I liked how Rainbows has helped me cope with losing my Dad and Nanny. How I made new friends. How I can let my doubts out of my head.'

Mentoring

The mentoring support we give to our children is improving significantly as staff become more skilled in this area and our children know that they have someone that they can talk to on a regular basis. Staff know their children well and staff work with each individual child in a different way in order to meet their needs. We will continue to build upon this good practise.

Safeguarding Summer 2017

