

Safeguarding at Malin Bridge

There is an open and positive culture around safeguarding but also one of vigilance, with an understanding that serious incidents could happen at Malin Bridge.



Vision

Nurturing the wellbeing of ourselves and others, and making sure that everyone in our school community is safe, is a key element of Malin Bridge.

Culture

Malin Bridge is a welcoming and supporting school with a true sense of belonging. There are high expectations for all with a focus on continuous school improvement.

Safeguarding Priorities

Ensure the identification of safeguarding issues is effective

Put appropriate support in place for all identified issues.

Ensure that workload is manageable for staff whilst ensuring safeguarding is tight.

Safeguarding and Citizenship Curriculum

Safeguarding is intricately woven into the citizenship curriculum as a fundamental and non-negotiable element. Within the context of citizenship, students learn about their rights and responsibilities as individuals, including understanding the importance of protecting themselves and others from harm, discrimination, and exploitation.

This education helps them recognize signs of abuse, discrimination, or unsafe situations and equips them with the knowledge to report and seek help when needed. In lessons, pupils explore personal safety, including online safety, mental health, and healthy relationships. These topics not only empower students to make informed decisions about their own well-being but also teach them to be vigilant and supportive of their peers.

We are keen to understand the risks that our children encounter both in and out of school and we are proactive in engaging with pupils to help keep them safe. By working together with others in our local area, as well as parents and carers, and local residents we can help keep our pupils safe and take action when they are not.

Curriculum Knowledge Sheets

Each unit taught has a corresponding knowledge sheet which details the precise **substantive knowledge** that pupils will be taught. This provides consistency across all classes, so all children are exposed to the same knowledge. The knowledge listed is not all for memorisation; rather, it provides a context to support children in developing skills and disciplinary knowledge.

These documents also detail the prior knowledge children need to have in order to assimilate new knowledge into existing schema.

KS1 CITIZEN

Over KS1, children's learning in Citizenship should include the following:

- ✔ Making choices about how to be healthy and safe.
- ✔ Knowing what to do in an emergency.
- ✔ Knowing how to manage emotions.
- ✔ Celebrating diversity within their own community and throughout the world.

BY THE END OF KS1, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO:

Health and Wellbeing

Demonstrate they can think about themselves by recognising what they like and dislike so they can make real and informed choices that improve their physical and emotional health, understanding that choices can have good and not so good consequences.

Describe what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.

Recall the names for the main parts of the body (including external genitalia) and explain the bodily similarities and differences between boys and girls.

Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets if they make them feel uncomfortable.

Relationships

Recognise that their behaviour can affect other people and show an understanding of what is fair and unfair, kind and unkind, what is right and wrong and what bullying is.

Identify and respect the differences and similarities between people sharing their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.

Communicate their feelings to others, to recognise how others show feelings and how to respond understanding that feelings as well as bodies can be hurt.

Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).

(continued overleaf)

LKS2 CITIZEN

Over LKS2, children's learning in citizenship should include the following:

- ✔ Making choices about how to be healthy and safe.
- ✔ Knowing what to do in an emergency.
- ✔ Knowing how to manage emotions.
- ✔ Celebrating diversity within their own community and throughout the world.

BY THE END OF LKS2, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO:

Health and Wellbeing

Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.

Recognise what positively and negatively affects their physical, mental and emotional health so they can understand the concept of a 'balanced lifestyle'.

Recognise how their increasing independence brings increased responsibility to keep themselves and others safe.

Understand bacteria and viruses can affect health and that following simple routines can reduce their spread.

Explain school rules about health and safety, basic emergency procedures, where and how to get help and be able to assess and predict dangers differentiating between the terms, 'risk', 'danger' and 'hazard'.

Take care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact and be clear on strategies required to get support if they have fears for themselves or their peers.

Relationships

Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships understanding the differences between acquaintances, friends, relatives and families.

Recognise and challenge stereotypes understanding that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.

Work collaboratively towards shared goals.

Recognise and manage 'shares'.

(continued overleaf)

UKS2 CITIZEN

Over UKS2, children's learning in citizenship should include the following:

- ✔ Making choices about how to be healthy and safe.
- ✔ Knowing what to do in an emergency.
- ✔ Knowing how to manage emotions.
- ✔ Celebrating diversity within their community and throughout the world.
- ✔ Undertaking enterprise projects.

BY THE END OF UKS2, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO:

Health and Wellbeing

Show an understanding of what positively and negatively affects their physical, mental and emotional health.

Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

Discuss change, including transitions, loss, separation, divorce and bereavement.

Recognise how their increasing independence brings increased responsibility to keep themselves and others safe including road safety and safety in the environment (rol, water and fire safety).

Explain how their body will, and their emotions may, change as they approach and move through puberty.

Understand human reproduction.

Relationships

Recognise ways in which a relationship can be unhealthy and when to talk to if they need support.

Understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

Understand and use appropriately the terms associated with, sex, gender identity and sexual orientation including an understanding of what marriage and civil partnerships are.

Understand personal boundaries, to identify what they are willing to share with their most special people, friends, classmates and others, and that we all have rights to privacy.

Being a responsible citizen

Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.

(continued overleaf)

Contextual Safeguarding

Our citizenship curriculum reflects our contextual safeguarding knowledge. The curriculum is dynamic allowing new content to be added to the long term plan where required. New learning may be introduced, taught earlier or at different times in the year based on the information we learn. Our DSL has links with South Yorkshire Police Force and the Safer Communities Team at Sheffield City Council and this provides invaluable information regarding the contextual safeguarding issues in our school community. The DSL meets our curriculum lead each half term to ensure the changes required to our curriculum are implemented.

The three contextual safeguarding issues that we are prioritising:

- Online safety of pupils
- Risk to our children in public spaces when out of school
 - Mental health of parents and carers

How curriculum is delivered and monitored

In Nursery and Reception citizenship is taught as discrete lessons, through texts and stories and continuous provision across the year. Key learning has been identified around significant dates, for example bonfire night, the summer time and visiting the seaside, with a focus on being safe and healthy.

From year 1 to year 6, the children receive one hour of taught citizenship a week. There are examples where the foundation subject focus is citizenship in some year groups. In this example additional citizenship will then be taught that half term.

Monitoring and evaluation of the curriculum ensures lessons are delivered to a high standard, as set out on the timetable and provides our children with the skills and knowledge needed to lead fulfilled, healthy and responsible lives.



Being Safe



The key concept of 'Being Safe' in citizenship captures our safeguarding curriculum. The subject story sets out how the key concepts (substantive and disciplinary) fit into the bigger picture of the curriculum. The subject story also contains an agreed glossary of definitions to ensure consistent language is used throughout school.

Phases of school	'Being Safe' Foci	Online Safety Foci
Nursery	<ul style="list-style-type: none"> Road safety, pedestrian safety rules and road crossings. Fire safety, smoke alarms, fire drills and evacuations. Water safety—RNLI visit. Animal safety and handling. 	<ul style="list-style-type: none"> What is the internet and concept of staying safe What is personal information Asking adults for help and good online habits
Reception	<ul style="list-style-type: none"> Hands on experiences that provide real life examples of being safe. Water safety—RNLI visit. Animal safety and handling. 	<ul style="list-style-type: none"> Personal information—not to share this online Responding to uncomfortable material online Make links between strangers in real life and online
Key Stage 1	<ul style="list-style-type: none"> Residential—focus on being safe, assessing risk. Recognise common dangers in home or environment, e.g. chemicals, medicines, roads, railways, water, fire. Respond to an emergency—(tell an adult and call 999). 	<ul style="list-style-type: none"> How to be safe online Keeping private information safe when online Understand why people are deceptive or malicious
Lower Key Stage 2	<ul style="list-style-type: none"> Understand risk, hazards, dangers as they become more independent and how to help others. Learn about emergency aid procedures. Rules about health and safety in school. 	<ul style="list-style-type: none"> More sophisticated understanding of what personal information is and need to keep children safe online. Websites stores our information which can be used for monetary reasons. Not everything on the internet is appropriate for children. Not everyone is truthful about who they are.
Upper Key Stage 2	<ul style="list-style-type: none"> Learn to risk assess through own lessons and hands on experiences. Develop knowledge of common dangers e.g. roads, rail, water, fire, fireworks. Learn basic first aid techniques and how to react in an emergency and call 999. Visit Crucial Crew in preparation for secondary school. 	<ul style="list-style-type: none"> Understand the physical, financial and emotional damage of sharing personal information online. Impact of sharing images online. Healthy and unhealthy attention online. Dangers of manipulation and awareness of catfishing.

Safeguarding Roles and Governance

All staff members understand their roles and responsibilities around safeguarding, undertake the statutory training every two years and engage with updates around policy and procedures which are implemented by school leaders, and the Designated Safeguarding Lead (DSL).

The (DSL) takes a proactive lead in working with pupils, parents and carers, outside agencies and colleagues from the trust on safeguarding. The majority of operational safeguarding duties, for example, attending meetings, managing and maintaining pupil records and training records is allocated to this role. Strategic leadership responsibilities are shared between the DSL and first line Designated Safeguarding Deputy who is also the designated LAC teacher. Both are then supported by a team of DSDs from across school, (see page 6).

The Malin Bridge safeguarding team work alongside the Director of Safeguarding from Chorus Education Trust. The Director provides strategic leadership and management on safeguarding policy and procedures, training and guidance and undertakes quality assurance of safeguarding our school.

Safeguarding priorities for the year are identified by the headteacher, working with the safeguarding team and these are recorded in the school improvement plan and school development plan. Progress made against these targets is updated and shared termly with school leaders, governors and trustees.

The safeguarding governor role involves termly visits to school to meet with the DSL to discuss caseloads and the strategic leadership of safeguarding. A link governor report for each visit is shared at the termly Safeguarding and Inclusion governor committee meeting.

The safeguarding team, which includes the safeguarding link governor, meets every half term. There is a strategic focus in these meetings on working to achieve actions set out in the school development plan, and school improvement plan and with a focus on identifying and overcoming any challenges faced as part of these.

Use of Data in Safeguarding

Safeguarding data, held in CPOMS helps the DSL and school leaders to understand the safeguarding landscape and inform future actions in school. Safeguarding metrics, behaviour incidents and attendance figures are reported weekly to the Director of Safeguarding and Chief Executive Officer of Chorus Education Trust. This data is also shared termly with governors and trustees. Analysis of data allows patterns and trends to be identified and provides evidence for possible curriculum changes based on contextual safeguarding.

Malin Bridge Primary Safeguarding Team



Safeguarding



We have a statutory duty to 'safeguard and promote the welfare of children'. If you have any concerns about the health and safety of a child at this school or feel that something may be troubling them, you should share this information with an appropriate member of school staff straight away. Some issues (e.g. a child's appearance, hygiene, general behaviour etc.) can be shared with any teacher or member of support staff in school. Do not worry that you may be reporting matters which seem small - we would rather you tell us something which does turn out to be a minor issue than miss a worrying situation.

However, if you think the matter is very serious and may be related to a child protection issue, you must talk to the people below as soon as possible. If you are unable to contact them, you can ask the staff in the school office to locate them and ask them to come and speak to you immediately about a confidential and urgent matter.

Thank you for supporting the children and young people of Malin Bridge Primary School.

Designated Safeguarding Lead	Deputy Safeguarding Lead	Deputy Safeguarding Lead	Deputy Safeguarding Lead	Deputy Safeguarding Lead
				
Steve Green (Health & Wellbeing Manager)	Dale Edwardes (Educational Welfare Officer)	Robbie McGrath (Headteacher)	Chris Hague (Deputy Head)	Kathryn Allen (Assistant Head)

Pastoral	Deputy Safeguarding Lead	Pastoral	Pastoral
			
Sarah Collingham (Senior SendCo/Inclusion Lead)	Gayle Trueman (Wrap-Around Childcare)	Jess Archer (Curriculum Development)	Jane Hague (School Manager)

Pastoral support and intervention

We have a genuine focus on pupil need and the positive relationships between staff, parents, carers and pupils enables us to provide the best care and guidance to all pupils.

Pupil mental health and pastoral support has become a greater focus for us and as part of this we have broadened the range of interventions and support on offer.

All classroom based staff are now recognised as emotionally available adults following training on the Trauma Informed approach and Zones of Regulation intervention. These universal strategies ensure that every child has a member of staff that they feel happy and comfortable talking to about their feelings, emotions and experiences. All classrooms have visual images linking to emotional literacy that the children can use. These support the expression of emotions and feelings.

For pupils that require additional interventions, support staff members can deliver the wave 2 zones of regulation intervention. In addition to this our health and well-being manager specialises in 1:1 interventions that support emotional regulation and personalised support for individuals and their families.



We also utilise the skills of a Mental Health Practitioner from the Mental Health Support Team one day a week who delivers the Healthy Minds Project across school and specialist mental health programmes and interventions to children and their families.

CPOMS (Child Protection Online Monitoring System)

CPOMS is an online safeguarding platform used at Malin Bridge to log information relevant to the safeguarding of our pupils. This includes safeguarding concerns, meeting notes, behaviour incidents, parental contact, actions and attendance information. The DSL, along with the DSDs, monitor this system and ensure that all safeguarding concerns are promptly actioned.



Trips and risk assessments

We are committed to providing our children with educational visits and experiences that enhance and extend the curriculum. These provide valuable first-hand experiences and opportunities to develop personal and social skills and manage the risks of everyday life. Trip leaders complete risks assessments which help them to identify hazards, implement control measures and put in place support for individual pupils where necessary. Before any visit or experience takes place the associated risk assessment will be approved by the Education Visits Coordinator in school.

Residential Visits are approved by our Trust Estates and Facilities Manager.

Attendance

At Malin Bridge we want to support parents, carers and pupils in attending school every day. It is essential pupils attend school regularly in order to maximise the opportunities available to them. We recognise early identification and intervention is key when supporting families with attendance and punctuality.

The two main reasons why a child is not legitimately attending school, excluding illness is:

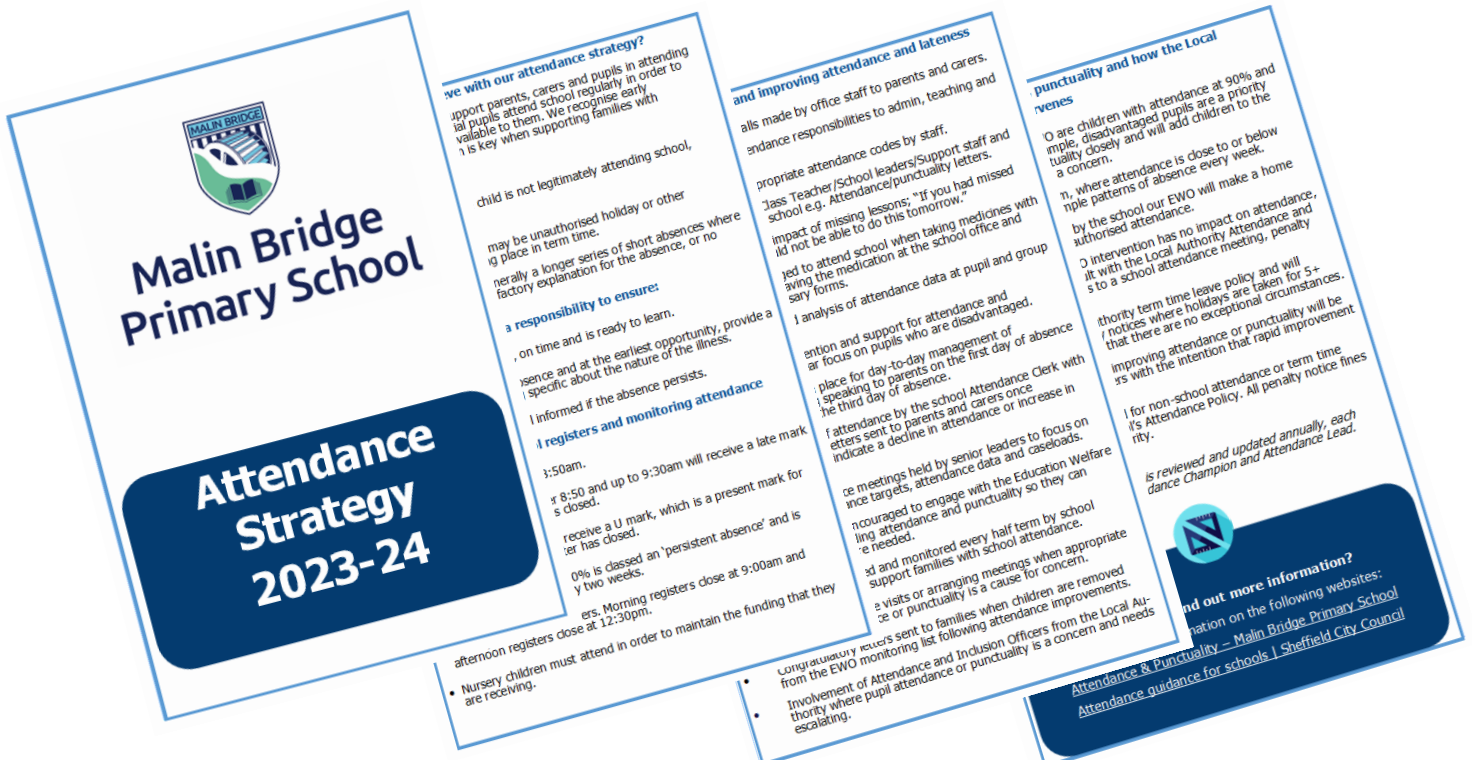
- Term time absence – This may be unauthorised holiday or other unexplained absence taking place in term time.
- Irregular attendance – Generally a longer series of short absences where there has been an unsatisfactory explanation for the absence, or no reason provided.

The benefits of regular attendance is both promoted and celebrated with pupils, parents and carers and is a priority where safeguarding around the child is a concern.

Attendance Strategy

Parents and carers understand our Attendance Strategy, approaches to improving attendance and punctuality and how we work with the local authority to tackle persistent absence.

A copy of this document is available in the appendices



Strategies for improving attendance

- First day of absence calls made by office staff to parents and carers.
- Clear allocation of attendance responsibilities to admin, teaching and leadership staff.
- Use of correct and appropriate attendance codes by staff.
- Discussions with the class teacher/school leaders/support staff and correspondence from school e.g. Attendance/punctuality letters.
- Teachers explain the impact of missing lessons; “If you had missed school today you would not be able to do this tomorrow.”
- Children are encouraged to attend school when taking medicines with parents and carers leaving the medication at the school office and completing the necessary forms.
- Rigorous tracking and analysis of attendance data at pupil and group level.
- Targeted early intervention and support for attendance and punctuality with a clear focus on pupils who are disadvantaged.
- Robust procedures in place for day-to-day management of attendance, including speaking to parents on the first day of absence and following up on the third day of absence.
- Weekly monitoring of attendance by the school Attendance Clerk with attendance concern letters sent to parents and carers once attendance patterns indicate a decline in attendance or increase in lateness.
- Half termly attendance meetings held by senior leaders to focus on whole school attendance targets, attendance data and caseloads.
- Parents and carers encouraged to engage with the Education Welfare Officer (EWO) regarding attendance and punctuality so they can receive support where needed.
- EWO caseload created and monitored every half term by school leaders and EWO to support families with school attendance.
- EWO will make home visits or arranging meetings when appropriate and where attendance or punctuality is a cause for concern.
- Congratulatory letters sent to families when children are removed from the EWO monitoring list following attendance improvements.
- Involvement of Attendance and Inclusion Officers from the Local Authority where pupil attendance or punctuality is a concern and needs escalating.

Attendance team and reporting

Class teachers and the school office team understand their roles and responsibilities around taking accurate registers and identifying patterns of absence.

The attendance clerk makes first day absence calls to parents and carers if no reasons have been provided and this is repeated again on the third day of absence. The attendance clerk undertakes weekly monitoring of attendance and this information feeds into the half termly attendance SLT meeting, attended by the attendance clerk education welfare officer (EWO), attendance champion and other school leaders. Parents and carers will receive attendance concern letters if their child's attendance is below the one of three thresholds, detailed below.

Tier one letter — below the school target of 96%

Tier two letter—between 93% and persistent absent figure of 90%

Tier three letter—persistently absent at 90% and below.

Attendance celebration letters are sent to parents and carers termly for their child to recognise 100% attendance and attendance above the school target of 96%. As a school we work with the local authority Attendance and Inclusion Service on strategies to support families as well as seeking legal advice and issue penalty notices following term time leave.

Attendance Clerk	Sophie Marston
Attendance Champion	Chris Hague
Education Welfare Officer	Dale Edwardes



Attendance Data Dashboard

	All Pupils—MB	All Pupils—National	Disadvantaged—MB	SEND—MB
2023-24	95.7%*	95.2%*	92.8%*	95.4%*
2022-23	95.4%	92.5% ^	92.4%	94.8%

* Attendance figure as of 18.12.23

^ [CBP-9710.pdf \(parliament.uk\)](#) Page 10



Quality Assurance

As a safeguarding team we are continuously assessing and gathering evidence regarding our safeguarding systems, practice and curriculum with the aim of improving our responses and actions. Through learning walks, pupil interviews, analysis of data, and scrutiny of curriculum plans we create an evidence base to understand the successes and next steps around the leadership of safeguarding.

Incorporating a range of staff members with different knowledge and expertise to this quality assurance process enables us to offer a safeguarding curriculum and practice that is always evolving. Beyond our school, the Director of Safeguarding from our trust undertakes quality assurance audits, learning walks and staff interviews which provides invaluable feedback and an evidence base on our daily practice. The outcomes of monitoring and evaluation feeds back into the safeguarding action plan so the team can continue to have the correct focus on strategic work being carried out and future CPD and whole school training.



Appendices

(available on request)

Safeguarding Policy

Citizenship Booklet

Curriculum Knowledge Sheets

Personal Development Booklet

Attendance Strategy

Attendance Letters

Attendance Policy

SEND Booklet



Malin Bridge Primary School

Chorus Education Trust