



The Role of the Designated Safeguarding Lead

Chandlers Ridge Academy has appointed from our SLT Louise Lidgard to be our Designated Safeguarding Lead. The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children (KCSIE 2022).

Deputy Safeguarding Lead

At Chandlers Ridge Academy, we have appointed the following Deputy Designated Lead. These individuals are trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputy the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the Designated Safeguarding Lead.

Any deputies should be trained to the same standard as the Designated Safeguarding Lead and the role should be explicit in their job description. The Designated Safeguarding Lead has a very detailed role.

However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via **MACH 01642 726004 or out of hours 01642 524552**

The broad areas of responsibility for the Designated Safeguarding Leads are identified here:

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours of 8.30am-4.30pm Monday-Friday) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, in exceptional circumstances availability via phone and or other such media is acceptable. The headteacher and DSL will ensure adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage Referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme

- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

Chandlers Ridge Academy work closely with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- as required, liaise with the “case manager” and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO’s), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college¹⁵². This includes:
 - o ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
 - o supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

Information sharing and managing the child protection file

At Chandlers Ridge the designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information is confidential and stored securely using CPOMS.

Records include:

- a clear and comprehensive summary of the concern

- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome. The file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSIE 2022. Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term.

Safeguarding Culture

SAFE

- Know safeguarding and protecting children is everyone's responsibility
- Identify signs of concerns immediately
- Train all our staff to the highest level by keeping all staff updated with new guidance and policies
- Monitor attendance thoroughly
- Have rigorous monitoring of vulnerable children
- Communicate regularly with external agencies
- Listen to our children
- Care for each other
- Have an open culture where everybody is heard
- Support children and their families
- We develop a culture where children learn to be safe at all times

Safeguarding in the Curriculum

Jigsaw – Statutory Guidance

Ofsted has stated that schools and colleges should be safe environments where children and young people can learn. Put simply, Jigsaw helps to teach children about the keeping themselves safe and promotes an ethos in school that strongly supports keeping children safe in many diverse situations.

From the Early Years onwards, children are taught about what to say and do if they don't like something – from encountering strangers to bullying, and from unwanted physical contact to racism and being safe with technology. As ever, the emphasis is on helping children realise their independence and responsibility for themselves, rather than employing scare tactics and horror stories to frighten children and dissuade them from choosing certain paths.

Online Safety

How Jigsaw PSHE supports:

- Self-image and identity
- Online relationships
- Online reputation
- Online bullying
- Managing online information

- Health, well-being and lifestyle
- Privacy and security
- Copyright and ownership

Online safety is a whole school issue. The framework aims to support the development of the curriculum and is of particular relevance to PSHE education, Relationships and Sex Education, Health Education and Computing. It is designed, however, to be usable across the curriculum and to be central to a whole school approach to safeguarding and online safety.

Sexual Harassment

Relationships, once a complex topic, gradually become clearer to the growing child, which relieves them of a lot of confusion and social stress. Through the RSE program, children emerge with valuable skills, like the ability to actively listen to their peers, negotiate effectively, make rational decisions, and think logically.

Jigsaw's vision is to equip young adults with the tools to enjoy and take control of their sexual lives whilst teaching them to recognise dangers like sexually transmitted infections, abuse, and harassment. RSE emphasises that individuals have the right to a healthy sex life and full reproductive rights within the boundaries of safety and wellbeing.

British Values

Jigsaw contributes to British Values in every single lesson!

We have mapped all Jigsaw lessons against the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and found that ALL Jigsaw lessons contribute to one or more of these values in some way.

There are two mapping documents: one showing how each Puzzle contributes overall, and the other demonstrating how each individual lesson contributes.

For example, as you would expect, the 'Being Me In My World' Puzzle covers lots of the values in most lessons, where citizenship is learnt about; but in the 'Healthy Me' Puzzle there are also ample opportunities for learning about mutual respect, individual liberty and the rule of law.

Prevent: Extremism and Radicalisation

Jigsaw does not cover radicalisation and extremist behaviour explicitly, as the concepts themselves are perhaps not appropriate for teaching about in primary schools: whilst we want to prepare children for life, at the same time we do not want to alarm them. Rather, Jigsaw makes a significant contribution towards ensuring that the curriculum and the learning environment that children experience lays down a grounding in which the ideological and emotional roots of extremist beliefs, attitudes and behaviours cannot flourish. This contribution emerges first and foremost through the overall character of the Jigsaw scheme and the learning styles it advocates, but also through many aspects of the specific content of the themes or 'Puzzles' that make up the programme.

Children are taught to know their own minds, to operate from a position of self-awareness and self-valuing, and to develop the capacity to empathise with others.

Preventing Racism

Jigsaw, the mindful approach to PSHE, for ages 3-16, is a comprehensive PSHE Programme for Personal, Social, Health Education. Central to the ethos of Jigsaw PSHE is the belief that we are all unique and that should be celebrated and enjoyed. World events have highlighted issues where this belief in equality may either not be shared or perhaps not passed on to our young people explicitly enough. We therefore see this as an opportunity to signpost the inherent response to racism already contained within Jigsaw. This will help teachers and children realise that they have a role to play in forming a better society for now and in the future. It can also support parents when the learning is discussed at home.

Spiritual Moral Social and Cultural Development

We value these aspects of children's development and believe that Jigsaw enhances each of them. We have mapped SMSC across each Puzzle and across each year group to ensure balanced coverage.

Every Jigsaw Piece (lesson) contributes to this target and our mapping grids clearly indicate which elements are enhanced in each lesson.

Financial Education

There are numerous opportunities in Jigsaw for teaching and learning about financial capability and economic well-being. The Puzzle 'Dreams and Goals' holds most of the explicit lessons on finances, where it looks at enterprise and fundraising, aspirations, jobs and careers.

For the younger year groups, learning intentions are focused on perseverance, achieving goals and thinking about what needs to happen now so that things can be better in the future.

For older year groups, the emphasis is more on jobs and careers, and also on supporting others with fundraising, etc. For example, in Year 5, there are lessons on children's dream jobs and the steps they need to take to get there, what people in a variety of jobs earn and how everyone makes a contribution in society. The end of Puzzle outcomes also offer opportunities for enterprise and learning about money and finance e.g. building a garden of Dreams and Goals enables children to collaborate to raise money for charity.

There are extra lesson plans dealing explicitly with money, spending, saving etc on the Community Area for Jigsaw legacy schools to use to supplement the lessons already in the Jigsaw Programme if they wish to.

SEND

At the end of each Jigsaw Puzzle in every year group, there is a grid showing how the lesson's learning can be differentiated. The mindfulness approach that we use across each lesson allows pupils of all abilities to access the learning. There are also alternative Connect Us activities suggested in the Community Area.

The feedback from schools reinforces that the universal delivery of Jigsaw is successful and promotes pupil voice

Children's Mental Health

There are myriad ways in which Jigsaw helps children learn about mental health; and these lessons more than cover the requirements set out in the latest government guidance on teaching about mental health. For example, each lesson plan states clearly which of the five emotional literacy domains it contains so that it is clear of the purpose of that lesson in terms of children's development, not just their 'knowledge learning'. Confidence in oneself and awareness of self – the backbones of good mental health – are sometimes tricky concepts for children (and adults!) to adopt. However, a tried-and-tested method is used in Jigsaw and is proving to be invaluable when helping children to become more successful in all aspects of their lives, not just as learners. The practice of mindfulness, where children learn to be in the present moment without judgement, is taught in every Jigsaw lesson – through the Calm Me time, through visualisation and through breathing techniques. The Jigsaw Approach is underpinned by mindfulness which aims to empower children to learn now and improve their life-chances later, and to help them develop personal awareness. Mindfulness practice enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it.

The Healthy Me Puzzle is where most of the 'traditional' health promotion lessons are. From the Eat Well plate and the importance of physical activity for a healthy body (and mind) in the earlier year groups, to the more sophisticated health messages about choice, lifestyle and mental and emotional health promotion in the older year groups, children gain a fully experiential approach to holistic health in Jigsaw – and how it is their responsibility to care for

The latest guidance recommends that schools needs to teach social and emotional skills. These skills are too important to only be learnt by osmosis, which is why Jigsaw develops them in a structured and developmental way throughout every year group. A programme like Jigsaw can be so helpful to schools, because it sets out exactly how children learn best and how to teach skills that lead to better social, emotional and mental health. Each lesson plan states clearly which of the five emotional literacy domains it contains so that it is clear of the purpose of that lesson in terms of children's development, not just their 'knowledge learning'. Additionally, everything that schools do in Jigsaw can be linked to positive behaviour policy (which is where the Learning Charter work in Being Me in My World is so useful). More intensive intervention work with more vulnerable children is needed, to ensure that all children's needs are met – at a universal and a targeted level.

Schools can be confident that a focus on well-being and mental health not only enables them to provide healthy and happy school environments for pupils and staff and prepare the citizens of tomorrow with sound character and values, but also directly supports their more immediate mission, which is shared by Jigsaw: the promotion of effective learning.

Rights respecting School Award

Jigsaw aims to empower children to understand their own rights and those of others, and supports the development of global citizenship.

We have mapped the Jigsaw Puzzles' contribution to the Rights Respecting Schools Award and to the Universal Convention on the Rights of the Child.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views.

Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Safeguarding our Children in the Community

Antisocial Behaviour

Chandlers Ridge Academy is situated on a housing estate close to a small parade of shops at The Avenue, takeaways and a park.

Contact details of services and agencies

MACH- Middlesbrough Children's hub 01642 726004 or out of hours 01642 524552

0-19 Service Health -Emotional Health and Resilience Nurse-Single Point of Contact 03333202302

CAMHS (Child and Adolescent Mental Health Service)

Telephone 0300 013 2000 (option 1)

In a mental health emergency call 0800 0516171 (24hrs, 7 days a week)

National Anti-Terrorist Hotline on 0800-789-321

Police Prevent Team on 01642 303397 or 01642 301330.

Andy Shippey Community Safety Officer PREVENT/reducing Reoffending Tel no: (01642) 728690 Mobile no: 07973770027E-mail:Andrew_Shippey@middlesbrough.gov.uk

Middlesbrough LADO-Peter Storey-01642 726004