

Appendix E: School Specific Safeguarding Procedures

 The logo for John Wilkinson School & Nursery is a red circle containing a white stylized wheel with a hand holding a spoke. The text 'JOHN WILKINSON SCHOOL & NURSERY' is written in a circle around the top, and 'BROSELEY' is at the bottom.	At John Wilkinson Primary School and Nursery, we follow the Trust policy to ensure we embed a culture of safeguarding at the heart of our practice. We want all children to come to school with the ability to thrive and achieve a sense of belonging within school and their wider community. Below outlines school-specific procedures to support this.
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Working Ways:

We recognise that safeguarding is dynamic and must respond to the evolving needs and experiences of our children and community. Our approach ensures that all stakeholders - pupils, parents, staff, governors, and external agencies - are actively involved in maintaining a safe environment.

Responding to Concerns

If concerns arise - we act swiftly and adaptively through the following measures:

- **Targeted Curriculum Response**
Additional lessons, assemblies, or PSHE sessions are delivered to address the specific issue, ensuring children receive age-appropriate guidance and practical strategies to stay safe.
- **Parent and Carer Communication**
We share information through multiple channels:
 - **Weekly newsletters** for general updates.
 - **Targeted letters or emails** for specific issues.
 - **Safeguarding leaflets** and resources for ongoing awareness.
 - **Tailored communication** for individual families or groups where necessary.
- **Collaboration with Stakeholders**
We work closely with:
 - **Local schools** to share trends and best practice.
 - **Local police and Early Help services** for advice and intervention.
 - **External experts and speakers** to deliver specialist input in assemblies and workshops. This collaboration ensures our response is informed, consistent, and aligned with local and national safeguarding priorities.
- **Accessible Information**
Up-to-date safeguarding resources, policies, and advice are available on our school website for all families to access at any time.

How Stakeholders Can Raise Concerns

- **Pupils** can speak to any trusted adult in school, use worry boxes, or request to see the Designated Safeguarding Lead (DSL).
- **Parents and carers** can contact the school via phone, email, or in person. Safeguarding concerns will be given high priority and passed on to the relevant person without delay.
- **Staff and external partners** follow clear reporting procedures through CPOMs, Early Help Module and Operation Encompass as well as direct communication with the DSL team.

Ongoing Updates and Engagement

- **Regular newsletters** and **website updates** keep parents informed of safeguarding themes and advice.

- **Parent workshops and information evenings** are scheduled, or signposted, to provide practical guidance on emerging issues such as online safety.
- **Student voice activities** (e.g., surveys, school council) ensure pupils' perspectives inform our safeguarding approach.

Strategic Safeguarding Meetings

Our Designated Safeguarding Lead (DSL) meets regularly with key members of staff - including the Attendance Lead, Deputy DSLs and SENDCo - using the Belonging Framework as a foundation to ensure a holistic approach to pupil wellbeing. These meetings focus on sharing relevant information, identifying patterns across attendance, behaviour, and SEND needs, and agreeing on coordinated actions to support vulnerable pupils. Each discussion is solution-focused, with clear actions recorded and monitored through CPOMs, ensuring that safeguarding decisions are informed, joined-up, and responsive to the needs of every child.

Children potentially at greater risk of harm

Our DSL works closely with internal and external partners to ensure a coordinated approach to safeguarding and wellbeing. Regular meetings with key SLT members (Attendance Lead, Behaviour Lead, SENDCo) identify pupils who may require additional support, and where appropriate, referrals are made to services such as **Early Help**, the **School Nursing Team**, and the **Education Welfare Officer**. We actively **signpost families and young people** to relevant local services, including mental health support, parenting programmes, and community resources, and share information about **local events and workshops** through newsletters, our website, and direct communication. The DSL also attends and facilitates **multi-agency meetings** with professionals from **social care, police, Early Help, health services, and the Education Welfare Service** to share concerns, recognise emerging local needs, and agree on joint actions. This proactive, collaborative approach ensures that families receive timely support and that safeguarding decisions are informed by a full picture of the child's circumstances.

Staff with specific safeguarding responsibilities in school:

DSL:	Mrs S Beard
DDSLs:	Mr R Carr, Mrs L McGowan and Mrs S Bowen
SENDCo:	Mrs T Boam
Designated Teacher:	Mrs L Fleming
LAC Coordinator:	Mrs L Fleming
Early Help Coordinator:	Mrs S Beard
Mental Health Lead:	Mrs S Beard
Attendance Lead:	Mrs R Phillips (with Mrs S Beard)
Behaviour Lead:	Mr R Carr

Teaching our children how to keep safe

Safeguarding Policy Statement: Curriculum, Prevent, British Values, Protected Characteristics, Collective Worship, and Trusted Adults

At John Wilkinson Primary School and Nursery, safeguarding is a golden thread running through every aspect of our curriculum, collective worship, and wider provision. We are committed to equipping every child with the knowledge, skills, and values needed to stay safe, thrive in modern Britain, and contribute positively to society.

Curriculum and Safeguarding

Our curriculum is carefully planned and sequenced to empower children to keep themselves and others safe. Through PSHE, RSE, and Computing, children learn about:

- **Healthy Relationships and Consent:** Children are taught about healthy relationships, respect, consent, and personal boundaries, including how to seek help if they feel unsafe. This includes explicit teaching about the Underwear Rule, trusted adults, and strategies for resisting peer pressure
- **Online and Offline Safety:** Digital wellbeing and online safety are embedded throughout, including how to keep personal information private, recognise and respond to cyberbullying, and balance screen time with offline activities
- **Physical and Emotional Health:** Children learn about healthy habits, mental wellbeing, and how to make safe choices regarding substances, risk, and emergencies. They are taught basic first aid, how to call emergency services, and how to identify and manage hazards at home, school, and in the community
- **Diversity and Inclusion:** The curriculum celebrates diversity and challenges stereotypes, helping children understand and respect differences, and recognise discrimination and prejudice

Prevent Duty and Building Resilience

We fulfil our Prevent duty by fostering critical thinking, resilience to radicalisation, and an understanding of how to challenge extremist views. Children are taught to recognise risks, make safe choices, and understand the importance of respect, tolerance, and the rule of law. Lessons explicitly address how to identify and respond to unsafe or manipulative influences, both online and offline, and encourage children to seek help from trusted adults if they feel uncomfortable or concerned

British Values

British Values—democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs - are interwoven throughout our curriculum and collective worship. In PSHE and RSE, children learn about rights and responsibilities, the importance of equality and fairness, and how to participate in democratic processes. Computing lessons reinforce respect for others online, digital citizenship, and the responsible use of technology

Protected Characteristics

We actively promote understanding and respect for the nine Protected Characteristics of the Equality Act 2010. Our curriculum celebrates diversity, challenges stereotypes, and teaches children to recognise and challenge discrimination and prejudice. Children are encouraged to value differences, show empathy, and stand up for what is right

Collective Worship, Picture News, and Current Affairs

Collective worship is a key part of our provision for spiritual, moral, social, and cultural development. Through assemblies, Picture News resources, and themed weeks, we explore British Values, Protected Characteristics, and current affairs - both nationally and globally. Picture News enables us to respond to current issues, helping children make sense of the world, develop awareness of topical events, and reflect on their own values and beliefs. This approach encourages respectful discussion, critical thinking, and a sense of responsibility as global citizens.

Our use of Picture News and collective worship ensures that safeguarding, British Values, and equality are not taught in isolation but are continually reinforced through real-life contexts. Children are encouraged to discuss and debate current issues, consider different perspectives, and understand their rights and responsibilities in a diverse and changing world.

Trusted Adults and Reporting Concerns

A fundamental aspect of our safeguarding approach is ensuring that every child knows who the trusted adults are in school and how to report concerns. Children are taught:

- How to identify trusted adults both in school and in their wider lives.
- That they can speak to any member of staff if they are worried, feel unsafe, or have a concern about themselves or someone else.
- The importance of reporting anything that makes them feel uncomfortable, whether it happens in person, online, or in the community.
- That their concerns will be taken seriously and acted upon in line with our safeguarding procedures.

This is reinforced through curriculum lessons, assemblies, displays, and regular reminders, ensuring children feel confident and empowered to seek help whenever they need it

Adaptive Use of Safeguarding Techniques

We recognise that safeguarding is not static and must respond to the changing needs and experiences of our children and community. If concerns are raised - such as reports of online misuse of WhatsApp, gaming, or other digital platforms - we act swiftly and adaptively:

- **Targeted Curriculum Response:** Additional lessons or assemblies are delivered to address the specific issue, ensuring children receive age-appropriate guidance and strategies to stay safe.
- **Parent Communication:** Information is shared with parents and carers through general safeguarding leaflets, targeted letters, or our weekly newsletter, depending on the nature and scale of the issue. Where appropriate, communications are tailored to specific families or groups to address particular concerns.
- **Collaboration with Stakeholders:** We work closely with local stakeholders - including other local schools, the local police, and Early Help services - to monitor trends, share information, and inform our response. This enables us to bring in external speakers and experts, and to target information in both assemblies and PSHE lessons at an age-appropriate level.
- **Accessible Information:** General safeguarding information and resources are available on our school website, ensuring all families can access up-to-date advice and support at any time.

This adaptive approach ensures that our safeguarding provision remains relevant, proactive, and responsive to both local and national trends, supporting the safety and wellbeing of every child in our care.

Impact

By the end of Key Stage 2, our pupils:

- Demonstrate resilience to radicalisation and extremist influences.
- Understand and uphold British Values in their daily lives.
- Respect and celebrate diversity, recognising the importance of Protected Characteristics.
- Apply strategies for staying safe, both online and offline, and know how to seek help from trusted adults.
- Engage thoughtfully with current affairs and global issues, showing empathy and responsibility

This comprehensive approach ensures that safeguarding, Prevent, British Values, and equality are embedded in every aspect of school life, empowering children to stay safe, respect others, and flourish as responsible citizens.

Additional Coverage

This comprehensive approach ensures that safeguarding, Prevent, British Values, and equality are embedded in every aspect of school life, empowering children to stay safe, respect others, and flourish as responsible citizens.