Child Protection and Safeguarding Policy 2026 - 2027

Appendix 1 - Additional School Specific Safeguarding Information and Procedures

Our Safeguarding Approach

Intent

At Grange Park, safeguarding is everyone's responsibility. Our intent is to create a safe, inclusive and nurturing environment where every child is known, valued, listened to and protected from harm. We are committed to identifying vulnerability early, providing the right help at the right time and working in partnership with children, families and other agencies.

Our safeguarding approach reflects the **Telford and Wrekin** context and local priorities, including **domestic abuse, child sexual and criminal exploitation, emotional health and wellbeing, and effective family help**. We recognise that harm can occur both within and outside the family home, including through peer groups, the local community and online environments.

Our high level of SEND means we are particularly alert to barriers children may face in communicating concerns, understanding risk and accessing support. Persistent absence is treated as a potential safeguarding indicator as well as an educational concern. We will explore the underlying reasons for absence and consider whether anxiety, bullying, SEND, family circumstances or other vulnerabilities are contributing.

Implementation

Safeguarding is everyone's responsibility. The DSL and Deputy DSLs provide effective leadership and oversight, while all staff receive appropriate training and understand their responsibility to recognise, record and report concerns.

We use **attendance, behaviour, safeguarding, SEND, Pupil Premium, pastoral and pupil voice data** to identify patterns and emerging vulnerabilities. We work proactively with families and partner agencies to provide early help and family support, recognising that early intervention can prevent concerns from escalating.

We monitor attendance closely, with particular focus on persistent and emerging patterns of absence. We work with children and families to identify and address barriers to attendance and consider whether absence may be linked to anxiety, SEND, bullying, family circumstances, neglect, domestic abuse or other safeguarding concerns.

Our curriculum is **data-informed, responsive and tailored to the needs of our pupils**, including those with SEND. Through PSHE, relationships education, online safety, health education and wider curriculum opportunities, children learn about healthy relationships, boundaries, consent, bullying, peer pressure, exploitation, online risks, emotional wellbeing and how to seek help. Curriculum content is adapted in response to identified safeguarding needs and emerging local risks.

We use a **contextual safeguarding approach**, recognising that children may experience harm within peer groups, the school environment, the local community, routes to and from school and online spaces. We are alert to the fact that grooming and exploitation can affect primary-aged children and respond to indicators of vulnerability at the earliest opportunity.

We actively promote respectful relationships and take all concerns about child-on-child abuse seriously. Preventative education, appropriate supervision, clear expectations, pastoral support and proportionate intervention are used to reduce risk and challenge harmful behaviour.
Safeguarding remains under continual review through **DSL/DDSL monitoring, case reviews, attendance and behaviour analysis, safeguarding records, early help activity, training, audits, safer recruitment, curriculum evaluation and multi-agency working**. Our policies and practice are reviewed regularly to ensure they remain compliant, effective and responsive to changing needs.

Impact

The DSL, DDSLs and leaders will analyse safeguarding information alongside attendance, behaviour, SEND and Pupil Premium data, looking for **patterns, themes and cumulative concerns** rather than considering incidents in isolation.
Governors/Trustees will seek assurance through regular safeguarding discussions, CAT audits, data analysis, case reviews, training information, safer recruitment checks, pupil and parent feedback. They will provide appropriate challenge and ensure that safeguarding remains a strategic priority.
Pupil voice is central to our safeguarding evaluation. Through surveys, pastoral conversations, PSHE, assemblies and individual safeguarding work, children will have accessible opportunities to tell us about their experiences, relationships and places or situations where they feel unsafe. Appropriate communication strategies will be used to ensure that SEND does not become a barrier to being heard.
Our ultimate impact will be a **strong and reflective safeguarding culture where vulnerability is recognised early, contextual risks are understood and addressed, children and families receive the right help at the right time, and every member of our school community contributes to keeping children safe**.

The DSL Team

At Grange Park Primary school, we make safeguarding the highest priority and we have a 'high vigilance' culture, knowing that 'It could happen here'. We have one Lead DSL - Zoe Meredith and four deputy DSLs – Rebecca Marshall, Mrs Hartley, Jemma Roberts, Gail Rance and Ian Lambie. Gail Rance is currently responsible for safeguarding in the Early Years and Ian Lambie is responsible for online safety. We display the following poster in every classroom, office, meeting room, as well as it being displayed on the visual monitor in our main office area where visits arrive. We refer to these posters throughout the year, as well as delivering a whole school safeguarding assembly in September so that the children are aware of any staff changes to the safeguarding team from the previous year.



Zoe Meredith	Rebecca Marshall	Ian Lambie	Fran Hartley	Gail Rance	Jemma Roberts	Marc Clark
Deputy Head teacher & Designated Safeguard-ing Lead	Assistant head teacher & Deputy Designated Safeguarding Lead	Year 6 class teacher, E-Safety Coordinator & Deputy Designated Safeguarding Lead	Admin Assiatnt & Deputy Designated Safeguarding Lead	Reception class teacher & Deputy Designated Safeguarding Lead	SENDCo & Deputy Designated Safeguarding Lead	Safeguarding Governor

We ensure ALL staff in school undertake annual safeguarding training and our DSL and four DDSL's attend regular Telford and Wrekin update meetings every term. Our CPOMs reporting system ensures that any safeguarding/behaviour concerns are reported and documented efficiently and all staff know that they must go directly to our DSL or deputy DDSLs if they have any safeguarding concerns about a child.
Our DSL writes and circulates a 'Safeguarding Newsletter' every half term to keep staff up-to-date with any key safeguarding information, as well as reminding staff members about key information from the 'Child Protection' training that they complete at the beginning of each academic year. This newsletter is also displayed on our safeguarding notice board in the staff room, so it can be referred to at any time.

Early Help Support

Here at Grange Park Primary school, we have a good understanding of our local community and we pride ourselves on the strong relationships we have with our families. All staff are trained to identify when child and their families may need 'Early Help', whether that is through our whether that is through support from directly through school, for example, organising food parcels or supplying school uniform, or futher intervention is required via local agencies. The DSL and deputies also support our families with housing applications as well as supporting them to organise their finances. This is an extremely valuable part of our 'Early Help' offer.
We currently have a high number of families on an Early Help Plan and we ensure that our school Pastoral Coordinator completes daily check ins with these children. We encourage as many professionals to attend the meetings as possible in order to give the best possible support that we can.

Mental Health

Promoting positive mental health and well-being is paramount at this school and we encourage the children (and staff) to talk openly about their mental health. This is encouraged by offering 'daily check ins' as the children arrive at school. The class teachers can also refer any children to our Pastoral Coordinator for additional support if they are concerned about any of the children in their class following their daily check-ins. We will then escalate to our Early Help model if we feel that further support is needed from outside agencies such as BeeU or Kooth.

Safeguarding Supervision Meetings

Safeguarding Supervision meetings take place every half term and are attended by the DSL and deputy DSLs to ensure that any concerns about individual children and/or their families are discussed collectively. It gives them the opportunity to feedback any 'Early Help' support that has been put in place and whether further (or different) support needs to be considered. Families are then allocated between the DSL and deputy DSLs to ensure that the same person works with the child, family and outside agencies to ensure a consistent approach and to build positive working relationships. This is then reviewed at the next safeguarding supervision meeting.

Site Security

All doors in the school are key card controlled to ensure secure access throughout the day. All staff wear school lanyards to confirm they are part of the school community. All visitors to the school must wear a lanyard to confirm they are permitted access. Black lanyards identify visitors who must be escorted while dark - green lanyards are used to identify those who are DBS checked and are permitted to move around the school unescorted.
On very rare occasions a pupil may choose to leave school without permission; on these occasions parents are notified immediately and communication remains regular until the student is located and returned to site. Reasons for leaving site are always ascertained and plans are put in place to prevent repeat occurrences, including Risk Assessments where appropriate.

Alternative Provision

Grange Park Primary School is committed to ensuring that all pupils accessing Alternative Provision (AP), whether on or off the school site, are safe, appropriately supported and able to access a suitable education.
The school follows **Telford & Wrekin Council's Alternative Provision Policy, procedures and associated guidance in full**. This includes all requirements relating to the identification, commissioning, monitoring and review of alternative provision, with safeguarding and the welfare of pupils remaining paramount at all times.
The school recognises that, where a pupil accesses Alternative Provision arranged by the school, the school retains overall responsibility for that pupil's safeguarding, welfare, attendance and educational provision.
Before any placement is agreed, Grange Park Primary School will ensure that appropriate checks and quality assurance processes have been completed. This includes:

- Ensuring that the provider has appropriate child protection and safeguarding policies and procedures in place.
- Obtaining written confirmation that appropriate safer recruitment and safeguarding checks have been undertaken on all relevant adults working with pupils.
- Checking the provider's health and safety arrangements, insurance, suitability of the premises and relevant risk assessments.

- Ensuring that the provision is appropriate to the individual pupil's needs and that any relevant SEND, medical, behavioural or safeguarding information is shared securely with the provider.
- Ensuring that the provider understands and follows the school's expectations and procedures for reporting safeguarding concerns, allegations and incidents.
- Checking the provider's registration status and ensuring that it meets the relevant legal requirements.

During any Alternative Provision placement, the school will:

- Maintain regular communication with the provider, parents/carers and relevant professionals.
- Monitor and record pupil attendance, following up any unexplained absence promptly.
- Maintain oversight of the pupil's safety, welfare and educational progress.
- Ensure that any safeguarding concerns are reported immediately to the school's Designated Safeguarding Lead (DSL), in accordance with the school's child protection procedures and local safeguarding arrangements.
- Ensure that any concerns about the conduct or suitability of adults working within the provision are dealt with promptly and appropriately.
- Undertake regular reviews of the placement to ensure that it continues to meet the pupil's needs and that safeguarding arrangements remain effective.

The Headteacher and Designated Safeguarding Lead will maintain oversight of safeguarding arrangements for all pupils accessing Alternative Provision, ensuring that the school's responsibilities are met in full.