



# Our Safeguarding Charter



## We are committed to:

- ✓ Always acting in the best interests of the child, ensuring their views and wishes are heard and acted upon.
- ✓ Safeguarding children and promoting their welfare. This is a shared responsibility within our school and together with all partner agencies.
- ✓ Working with partner agencies to safeguard children by adhering to Local Safeguarding Children Partnership policies and procedures and National Guidance, particularly the LSCP responding to needs framework / levels of need guidance. We will contribute to effective holistic assessments of the child and family to ensure better outcomes for children.
- ✓ Working in partnership with other agencies to provide Early Help in keeping with the statutory Guidance in 'Keeping Children Safe in Education' (DfE) and 'Working Together to Safeguard Children' (DfE). Schools are well placed to promote Early Help and undertake Early Help Assessments with other agencies before children's needs escalate to a point where a statutory referral to Children's Services is required.
- ✓ Providing effective induction of all staff and volunteers, and regular on-going training to ensure all adults can recognise signs and indicators of abuse and harm. Adults working with children are always expected to act in the best interests of the child and understand that, if necessary, anyone can make a referral to Children's Services.
- ✓ Ensuring that safer recruitment practices are adhered to and that we have well understood safeguarding policies and procedures. Our code of conduct for adults will promote safer working practices and a culture of vigilance and challenge.
- ✓ Challenging ourselves and multi-agency partners to ensure actions to improve outcomes for children are completed in a timely way; always escalating our concerns when a child's needs remain unmet following local escalation procedures.
- ✓ Quality assuring our practices and specifically completing any actions arising from the Local Safeguarding Children Partnership's 175 safeguarding audit. Governors and school leaders will quality assure all safeguarding practices. The head teacher should provide support and oversight of the Designated Safeguarding Lead and safeguarding team through effective supervision reviewing their decisions, actions and record keeping.
- ✓ Implementing any learning arising from Local and National serious case reviews and other reviews, for example the need to listen and respond to the views and wishes of children, especially when assessing their needs and providing on-going support.
- ✓ Providing children with a curriculum which enables them to learn about risk and how to keep themselves safe and maintain happy and healthy relationships. We will provide a listening culture where children have identified adults who they can discuss their concerns with.