



Blessed Robert Widmerpool Catholic Voluntary Academy

Contextual Safeguarding	
Area of risk	Mitigation
Domestic abuse	• All staff receive safeguarding training and are vigilant in recognising signs of vulnerability, sharing concerns promptly and taking appropriate action. • The school provides a safe, nurturing and supportive environment where pupils feel valued and protected. • Children and families have access to trusted adults and safe spaces within school to discuss worries, concerns or experiences. • Safety mapping is undertaken with pupils to identify safe adults and support networks both within school and in the wider community. • Positive, trusting relationships are established with parents and carers, encouraging them to seek support and share concerns at an early stage. • Targeted pastoral and safeguarding support is provided to reduce emotional, physical, social and financial vulnerabilities where identified. • Regular monitoring and multi-agency working ensure risks are identified early and appropriate interventions are implemented. • Attendance, wellbeing and engagement are closely tracked to identify any emerging safeguarding concerns and provide timely support.
Neglect	• Proactive approach to identifying and responding to neglect in line with <i>Keeping Children Safe in Education (KCSIE)</i>. • School staff receive regular safeguarding and supervision training to ensure they can recognise early indicators of neglect, including concerns relating to attendance, hygiene, presentation, emotional wellbeing, unmet medical needs and parental engagement. • All staff report concerns promptly through safeguarding procedures. • Designated Safeguarding Lead (DSL) and Deputy DSLs follow up concerns, monitor patterns, undertake welfare checks where appropriate and liaise with families to provide support at the earliest opportunity. • Robust monitoring of attendance and punctuality, working closely with families and external agencies, including the Education Welfare Service, where concerns arise. • Particular consideration is given to pupils who may be vulnerable due to caring responsibilities, with young carers identified and supported through targeted pastoral provision and referral to specialist services where appropriate. • Multi-agency working is central to the school's safeguarding approach. • School works closely with children's social care, health professionals, education welfare services and other relevant agencies to ensure children and families receive coordinated support and intervention where neglect or wider safeguarding concerns are identified.
Physical Chastisement	• The school recognises that attitudes towards physical chastisement may vary across cultures and communities. • Staff understand their safeguarding responsibilities and receive regular training in line with <i>Keeping Children Safe in Education (KCSIE)</i> to identify, recognise and respond to concerns relating to physical punishment that may place a child at risk of harm. • Staff are trained to spot signs and indicators, including unexplained injuries, frequent marks or bruises, inconsistent explanations, disclosures from children, changes in behaviour, fear of parents/carers, or signs of emotional distress.

	- Concerns are reported immediately to the Designated Safeguarding Lead (DSL) through the school's safeguarding procedures. - The DSL and Deputy DSLs carefully assess all concerns, gather relevant information, speak with children where appropriate, and maintain detailed records. - Where the threshold for significant harm or risk of harm is met, the school will make a referral to Children's Social Care through a Multi-Agency Referral Form (MARF) and work closely with external agencies to safeguard the child. - Through vigilance, staff training, a strong safeguarding culture and timely referrals, the school seeks to ensure that all children are protected from physical abuse and receive the support they need.
Mental Health	- School promotes positive mental health and wellbeing through a whole-school safeguarding approach. - All staff receive safeguarding and mental health awareness training to help them recognise signs of emotional distress, mental ill health and emerging concerns. - Staff are expected to be vigilant, share concerns promptly and take appropriate action to ensure pupils receive timely support. - The school provides a safe, nurturing and supportive environment where children and families feel able to discuss worries and seek help. - Designated staff are available to listen to concerns, and safe spaces are available for pupils requiring emotional support or regulation throughout the school day. - The curriculum, including RSHE, teaches pupils about self-esteem, emotional wellbeing, self-care, healthy relationships, recognising feelings and how to access support when needed. This helps pupils develop resilience and understand when and how to seek help for themselves or others. - Where concerns are identified, the DSL and pastoral team monitor, assess and coordinate appropriate support, working closely with parents and external agencies. - The school engages with a range of specialist SEMH services, including ELSA, BeU, counselling services and NottAlone, ensuring pupils and families can access targeted intervention and professional support when required. - Multi-agency working is a key element of the school's approach to safeguarding and promoting positive mental health outcomes.