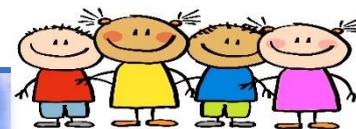




# The Diamond

## Keeping our School Community Safe

(Safeguarding Newsletter Easter 2024 Edition)

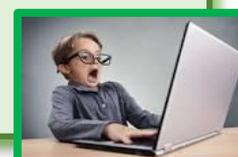


### Useful Safeguarding Acronyms and Vocabulary

DSL: Designated Safeguarding Lead  
 MASH: Multi-Agency Safeguarding Hub  
 CP: Child Protection  
 CiN: Child in Need  
 CEOP: Child Exploitation and On-Line Protection Centre  
 KCSIE: Keeping Children Safe in Education  
 PREVENT: Part of the Government's Counter-Terrorism Strategy to stop people from being drawn into extremism  
 CAMHS: Child and Adolescent Mental Health Services  
 SEND: Special Educational Needs & Disabilities

### School Filtering and Monitoring Systems

As part of keeping children safe whilst at school we use a filtering system called Smoothwall. This system filters and monitors all laptops, phones and tablets. It monitors what activities are taking place and filters out any items that are deemed unsafe and inappropriate. Smoothwall works in a way that it captures user activity as it happens, automatically sending potential risks through to the Headteacher. These can then be acted on. The content is then blocked so it cannot be accessed.





## **Mandy Farrar - School Safeguarding and Wellbeing Officer**

My role as a Safeguarding and Well-being Officer is incredibly rewarding. The benefits of helping make a difference for a child make it all very worthwhile. One of my aims is to break down barriers that cause issues around attendance and punctuality. Success at school isn't only about what goes on inside the classroom it's also about ensuring that children are happy, confident, settled, and attending school so they can fulfil their potential.

I work closely with key staff at Diamond Wood to identify and resolve issues that cause barriers to learning. I have regular meetings with parents and children making sure that they have everything required to ensure that they are ready to learn.

I am here to listen and support families to overcome problems that may have an impact on learning and development.

I work in partnership with lots of outside agencies to ensure that all issues are addressed timely and proportionately.

The safeguarding of children at Diamond Wood is paramount. We work extremely hard to ensure that all our pupils receive the support they need both at home and at school. Please contact me on the school number if I can help in any way. I am always here to listen.

Telephone me on the school number: 01924 325308



### **Tips for listening to children.**

**Discussing mental health can be challenging. Children and young people may worry about being labelled or stigmatised, upsetting others, or the potential consequences.**

**Parents and carers may have concerns about saying the wrong thing, exacerbating the situation, or treatment options.**

**Creating a safe and loving environment is crucial for children with mental illness. Maintain a supportive and low-stress atmosphere at home. Structure can help reduce stress. Parents and carers can try making a contract with their child, ensuring they feel comfortable talking or finding alternative ways to communicate when they're struggling. This gives children a safe outlet to express their feelings. A safe environment also entails open communication and dialogue. Encourage your child to understand their mental health by regularly checking up on their wellbeing. Help them understand how to manage their emotions, identify feelings, and recognise their influence on behaviour. This allows children to understand how we think, feel, and behave, and how each influences each other.**

**PLEASE REMEMBER! You are not alone. There are numerous resources available to assist you and your child.**

**We have a Child Development Practitioner who works in school every fortnight, and Mandy Farrar is available to support you if you need to talk about your worries.**

**Please do not hesitate to contact us if you need support.**



## School Nursing Service

The Local School Nurse and Health Visiting Teams work in partnership with families, GPs, other NHS organisations, education, social care, and other practitioners to support children and young people to ensure that their health needs are being met.

The School Nursing Team consists of Registered Nurses with an additional specialist School Nursing Qualification.

The team is part of a wider partnership called Thriving Kirklees.

Here at Diamond Wood, we work closely with the School Nursing Team.

Beverley Batley is a Child Development Practitioner who works alongside the school nurses. She works with families to provide information and advice to empower parents/carers enabling them to provide the care and support their children need at each stage of development.

Beverley comes to school every two weeks and can offer advice on:

- Attachment
- Dental care
- Child development
- General age and stage development
- Head lice management
- Healthy diet
- The importance of play
- Minor ailments
- Positive parenting
- Sleep management
- Toilet training

If you would like to talk to Beverley please contact school to discuss the referral process.



## Community Plus Team Kirklees

The Community Plus team work with people of all ages, providing flexible and personalised support.

They can:

- Help you think about what changes you want to make and support you in achieving your goals.
- Support you to connect to groups and activities.
- Work with you to build confidence in what you want to do.
- Help connect you to volunteering and employment opportunities.
- Reduce isolation and loneliness through connecting you to other people.

Their support:

They actively engage with communities to support the development of new groups and activities by:

- Helping to identify gaps in community provision.
- Signposting to specialist support.
- Provide funding through the Community Grant Scheme.
- Support community groups promote activities.
- Support joint working through connecting groups.
- Connecting communities and community groups to council services.
- Working to build confidence.
- Support you to access training.
- Help connect you to volunteering and employment opportunities.



## School Governors:



### What do school governors do?

School governors offer strategic guidance, rather than getting involved in the operational aspects of school. This involves:

- Working with the other board members to plan the school's strategic direction.
- Overseeing the school's financial performance, ensuring money is well spent.
- Holding the headteacher or school leadership team to account.

A school governor's relationship with the school's leadership team involves challenging existing processes to drive school improvement. School governors usually attend around six meetings per year. Although becoming a school governor requires drive and commitment, there are many professional and personal rewards, including career development opportunities and the chance to support children and young people's futures.

### The role:

Governor's work with the headteacher and senior leadership team to drive the school's strategic development and raise achievement standards. Duties include setting the school's vision, aims, and objectives, approving the school budget, and appointing the headteacher.

### Why do people become school governors?

Governing within a trust or school also provides an opportunity for personal development, building skills, and experience in areas such as project management, budgeting, and working as part of a leadership team.

**If you would like to know who the School Governors are please check out the Diamond Wood Academy website.**



## Overview of our Personal Development curriculum during this half term:

Nursery	Reception	Year 1	Year 2
<b>Being my best, how can I keep myself healthy?</b>			
<b>By the end of the half term, we intend children to know the following:</b>			
<p>Can name what their bodies need for energy (food, water, exercise, sleep)</p> <p>Can describe how they feel when they don't have enough food, water, exercise or sleep (tired, hungry, thirsty)</p> <p>Can make healthy choices independently, in their home or education setting (snack time, meal time, going to bed)</p> <p>Explain how people might feel if they find something hard (Sad, cross, angry)</p> <p>Suggest ways to encourage others to keep going (Facial expressions and gestures)</p> <p>Be able to try new activities and be resilient.</p>	<p>Can name healthy foods and drink and knows about eating in moderation.</p> <p>Knows strategies for how to develop their confidence and resilience.</p> <p>Knows some activities to promote positive mental health and 5 ways to support their well-being.</p> <p>Understands the changes in their body during exercise and what is happening to their body.</p> <p>Knows why their body needs sleep and knows ways to have a calm evening and bedtime routine.</p>	<p>Knows that at least 5 portions of fruit and vegetables keep them healthy.</p> <p>Understands which foods to eat more of and those to eat less of to have a healthy diet.</p> <p>Understands the importance of regular hygiene routines.</p> <p>Knows how diseases can spread and what to do to prevent the spread of disease.</p> <p>Know that when learning a new skill, it is okay to fail safely.</p> <p>Can identify ways to resolve disagreements.</p>	<p>Understands how to help themselves and others to develop a positive attitude that supports their well-being.</p> <p>Can explain that some choices can be either healthy or unhealthy and can make a difference in their own health.</p> <p>Understand how germs can be spread and know that vaccinations can help to prevent certain illnesses.</p> <p>Comprehends the importance of good dental hygiene and describe the routines.</p> <p>Can identify major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain).</p> <p>Understands how to make a clear and efficient call to emergency services if necessary and knows the concept of basic first aid.</p>

WHAT'S  
**NEW**  
WHAT'S  
**NEXT**

### What's coming up this term:

Mental Health Awareness Week	15.05.24
Child safety Week	17 to 21.06.24
School Readiness Event	26.06.24



### Children's Mental Health

Knowing how to talk to children about their mental health, or recognising the signs that they might be struggling, can be hard. Signs of anxiety in children can sometimes look like normal behaviour, particularly in older children who can keep their feelings to themselves. It's also natural for children to feel stressed or anxious about the challenges that come with going to school. Whilst these experiences can be very difficult, they're different from longer-term anxiety, which affects how a child feels every day. It can help to think about what's normal for your child and if you've noticed signs that they've been behaving differently recently. Signs of anxiety in children can include:

- Becoming socially withdrawn
- Feeling nervous
- Feeling tearful, upset, or angry
- Trouble sleeping and changes in eating habits

Ways to help a child who's struggling include:

- Let them know you're there for them
- Be patient and stay calm and approachable
- Let them know that their feelings are valid
- Think of healthy ways to cope, like going for a walk together, breathing exercises or mindfulness
- Encourage them to talk to a trusted adult at their school
- Take care of yourself and get support if you need to. Try not to blame yourself for what's happening and to stay hopeful about your child's recovery.



### Operation Encompass

Our school participates in a national scheme called 'Operation Encompass'. One of the principles of Operation Encompass is that all incidents of domestic abuse are shared with schools, not just those where an offense can be identified. This system has been established to help schools provide in-house support to children who have been present at, exposed to, or involved in any domestic abuse incident. We know that children can be significantly harmed physically and/or emotionally during these situations and that it negatively affects their learning and behaviour. Therefore, as part of the Operation Encompass procedure, and to help mitigate the resulting negative impact, our school receives a phone call the morning after a child has been witness to or involved in any reported domestic abuse incident. We are then able to use this information to provide the right support to any child and their family as and when it is needed.



## Designated Safeguarding Leads (DSL) Diamond Wood Community Academy



Mandy Farrar    Sally Titherington    Becki Price

Safeguarding Officer    Head Teacher    Deputy Head Teacher



### The Single Central Record (SCR)

This is sometimes referred to as the single central register and is a statutory requirement for all schools and academies in England and Wales. It keeps and maintains one record of pre-employment checks, and regulated activity, and records information of all staff, volunteers, students, and governors working in school.

#### Why is the Single Central Record important?

The SCR acts as a centralised repository that collates and verifies essential information about staff, ensuring that all personnel meet the necessary safeguarding requirements. This includes verifying staff identity, qualifications, references, and background checks.

#### What should be on a Single Central Record?

A SCR should include all individuals who work or volunteer in school in a way that brings them into regular contact with children and young people even if the work is only for one day.

During an Ofsted inspection, the inspector will ask to view the record. The DFE Statutory Guidance for Schools and Colleges, 'Keeping Children Safe in Education, requires all schools to produce and maintain a SCR of Recruitment and Vetting Checks.

School leaders carry out the operational task of physically checking the SCR and ensuring all of the relevant boxes are complete and the document is up to date.

Governors are responsible for the strategic task of monitoring that school leaders are keeping up with their statutory duties.



PCSO's (Police Community Support Officers) are part of Neighbourhood Policing Teams. They are highly visible and accessible in the community. All their public-facing duties are carried out in full uniform. They engage with local people and partners to identify and tackle issues that matter most to them. They problem-solve, take part in preventative work and identify and safeguard the most vulnerable people in communities. They also work with our young people in school. Our PCSO is Julie Buxton.



A key provider of domestic abuse support services in Kirklees. We believe that everyone has the right to live free from all forms of abuse and have the right to be free from potential or actual harm.

<https://pdap.co.uk/>



Organisation that helps the perpetrator with strategies and support to stop abusing others.

<https://stopdomesticabuse.uk/>

### Duty and Advice – Quick Reference Numbers

The following are phone numbers for **Children's Services Duty and Advice Team**.

If you have an immediate concern for a child's safety, call the police on **999**

**For professionals (24 hours):**

**01484 414 960**

**For members of the public (9am-5pm office hours):**

**01484 456848**

**For members of the public, outside of 9am-5pm office hours:**

**Please call the relevant services**

**If you are a child:**

**01484 456848 or Child Line: 0800 1111 (calls are free)**

