



# KEEPING CHILDREN SAFE IN EDUCATION WHAT YOU NEED TO KNOW



A child means everyone under the age of 18.



Children need the right help at the right time to address risks



Remember 'it could happen here' where safeguarding is concerned.



We are all responsible for the welfare of children and keeping the environment safe, whatever our job.

## What is safeguarding?

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.



## What do I need to do?



### ALWAYS ACT

in the best interests of the child. Never promise confidentiality.



### KNOW HOW

to identify children who may benefit from early help.



### KNOW THE DIFFERENT

types of abuse and neglect, so that you can identify children who may be in need of help or protection.



Know what to do if a child tells you they are being abused or neglected.



Know who the Designated Safeguarding Lead is and talk to them as soon as you are concerned.



Everyone must read: Keeping Children Safe in Education Part One and Annex A, Child Protection policy, Staff behaviour policy



Any staff member can make a referral to children's social care, but they should inform the designated safeguarding lead as soon as possible.



If a teacher feels Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.



All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

## Staff Behaviour



If you are concerned about the behaviour of any staff member, you should speak to the headteacher. Concerns about the headteacher should be referred to the Chair of Governors.

## Whistleblowing



If you're worried about poor or unsafe safeguarding practices, or potential failures in the school, talk to the Designated Safeguarding Lead, any senior leader, or the Chair of Governors. If you feel unable to talk someone in school, you can call the NSPCC whistleblowing helpline on 0800 028 0285 or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

For consultancy, training and advice, go to [www.safeguardinginschools.co.uk](http://www.safeguardinginschools.co.uk)

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# Everyday Safety For Primary And Nursery Schools

**M Lipman**



## **Everyday Safety For Primary And Nursery Schools:**

**Everyday Safety in Primary and Nursery Schools** Malcolm Griffin,2001 A practical guide to dealing with issues of everyday safety in schools The book is written with day to day school management in mind and will greatly assist in the business of running the school safely

**Explaining in the Primary School** Ted Wragg,George A Brown,2002-09-26 Wragg and Brown offer activities and discussion points to help teachers build up a repertoire of techniques for various situations and to evaluate the effectiveness of their explanations in the classroom

Assessment and Learning in the Primary School E. C. Wragg,2003-08-27 This is an innovative yet practical resource book for teachers focusing on the classroom and covering vital skills for primary and secondary teachers The book is strongly influenced by the findings of numerous research projects during which hundreds of teachers were observed at work This book addresses both formal and informal ways of assessing children s work and progress Pupils learning is often neglected in the debate so this book puts what children actually learn right at its centre Divided into six units Ted Wragg addresses important topics such as principles and purposes of assessment written oral and practical evaluation self assessment the whole school approach staff development and appraisal The inclusion of practical activities discussion topics photographs cartoons and case examples makes this a very user friendly book for both trainee and experienced teachers in primary schools

**Class Management in the Primary School** E. C. Wragg,2002-09-26 Ted Wragg helps teachers to clarify their own aims and to find the strategies which will work for them Topics covered include first encounter the establishment of rules and relationships time management and specific discipline problems

**Questioning in the Primary School** E. C. Wragg,George A. Brown,2002-09-26 An explanation of the different types and patterns of questions primary teachers should ask and offers useful practical exercises to enable both experienced and trainee teachers to improve their own and others questioning skills

**Forthcoming Books** Rose Arny,2001-06

**Traffic Safety Materials Catalog** ,2003

**Primary Science Kit** Rosemary Sherrington,2002 Devised to help teachers of primary science in schools This title offers a two year age band structure correlation to the QCA Scheme of Work and recommended teaching times The Overview page is to introduce the themes in the unit Review page is meant to assess learning The Teacher Resource Books contain structured lesson plans

*Traffic Safety Materials Catalog, 2003* ,2003

*The British National Bibliography* Arthur James Wells,2001

**Book Review Index** ,2003 Vols 8 10 of the 1965 1984 master cumulation constitute a title index

Everyday Revolution Amritha Purkayastha,2000

**Exploring Early Years Education and Care** Linda Miller,Rose Drury,Robin Campbell,2013-09-05 This textbook has been developed and written in response to the huge changes in the Early Years sector It will encourage students to go beyond the basics to explore and research issues in more depth and to take a critical and reflective approach to their practice The book takes full account of the curriculum framework and the Foundation Stage for early years it also acknowledges the National Literacy Strategy and the National Numeracy Strategy Exploring Issues in Early Years Education and Care enables readers to go beyond a basic

introductory level and introduces the key issues in early childhood education and care such as researching young children the place of work in early childhood reducing inequalities in child health and comparative perspectives in early childhood literacy Although rooted firmly in practice and with a UK focus the text introduces controversial issues and takes a look beyond the UK This book comes from the team that wrote the best selling Looking at Early Years Education and Care The contributors wide range of backgrounds in early years health and education ensures that the text will meet the needs of students and tutors on many different early years and early primary courses as well as reflective practitioners working in a range of Early Years settings *Educational Media Index: Pre-school and primary, grades K-3* Educational Media

Council,1964 **Boletin Internacional de Bibliografia Sobre Educacion** ,2002 **The Annual Report of Her**

**Majesty's Chief Inspector of Schools 2005/06** Great Britain: Office for Standards in Education,2006-11-22 The remit of the Office for Standards in Education OFSTED is to improve standards and quality of childcare and education for learners up to 19 years of age through regular inspection some of which is carried out jointly with other inspectorates This annual report covers the year 2005 06 and includes sections on the quality of education and care covering such areas as childcare and early learning maintained schools independent schools further education colleges initial teacher training The second section looks at issues in education and care as they apply to primary and secondary schools as well as post 16 settings including local children s services healthy eating physical health drug education in schools sexual health behaviour and anti bullying strategies **Oxford Handbook of Primary Care and Community Nursing** Judy Brook,Caroline McGraw,Val

Thurtle,2021 This Handbook provides easily accessible contemporary and evidence based material to act a reference or first point of enquiry for practitioners working in the diverse areas of primary and community care **Resources in Education**

,2000-10 *The Social History of the American Family* Marilyn J. Coleman,Lawrence H. Ganong,2014-09-02 The American family has come a long way from the days of the idealized family portrayed in iconic television shows of the 1950s and 1960s The four volumes of The Social History of the American Family explore the vital role of the family as the fundamental social unit across the span of American history Experiences of family life shape so much of an individual s development and identity yet the patterns of family structure family life and family transition vary across time space and socioeconomic contexts Both the definition of who or what counts as family and representations of the ideal family have changed over time to reflect changing mores changing living standards and lifestyles and increased levels of social heterogeneity Available in both digital and print formats this carefully balanced academic work chronicles the social cultural economic and political aspects of American families from the colonial period to the present Key themes include families and culture including mass media families and religion families and the economy families and social issues families and social stratification and conflict family structures including marriage and divorce gender roles parenting and children and mixed and non modal family forms and family law and policy Features Approximately 600 articles richly illustrated with historical photographs and color photos in

the digital edition provide historical context for students A collection of primary source documents demonstrate themes across time The signed articles with cross references and Further Readings are accompanied by a Reader s Guide Chronology of American Families Resource Guide Glossary and thorough index The Social History of the American Family is an ideal reference for students and researchers who want to explore political and social debates about the importance of the family and its evolving constructions     Report of the Minister of Education for the Year ... Victoria. Education Dept,1925

Delve into the emotional tapestry woven by Crafted by in **Everyday Safety For Primary And Nursery Schools** . This ebook, available for download in a PDF format ( \*), is more than just words on a page; it's a journey of connection and profound emotion. Immerse yourself in narratives that tug at your heartstrings. Download now to experience the pulse of each page and let your emotions run wild.

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### **Everyday Safety For Primary And Nursery Schools Introduction**

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