

# St Mary's CE VC First School/ Charminster



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# Welcome



Dear Parents

In this prospectus we hope to give you a flavour of the life and work of our school. As well as reading about us please come and visit to see us 'in action'. Jane Dixon or Bev Hayes in our school office will be happy to arrange a convenient time for you.

A child's early years are such an important time in their development and we strive very hard to make their introduction to school a happy and constructive one. If there are ever any concerns you may have, however trivial they may seem to you please talk with your child's class teacher. We are always keen to listen and endeavour to support you in your child's development wherever possible.

We pride ourselves as a successful school and are always looking to improve. We very much look forward to working in partnership with you to ensure the best possible start to your child's schooling.

Yours sincerely

Suzanne Garner

Headteacher

Lyn Paine

Chair of Governors

St Mary's CE VC First School

# Our School



The school in its present state was built in the 1950's with additional accommodation added in 1996, 2003, 2006 and 2009 on the site of the old school. We are a voluntary controlled Church of England school serving boys and girls between the ages of four and nine years.

The school serves the communities of Charminster, Charlton Down, Stratton, Bradford Peverell, Grimstone and Frampton by catering for the needs of its children living in a beautiful and educationally stimulating area.



The school consists of eight teaching areas, a hall, a library, a dedicated music room, a parent meeting room and an administrative area. The hall is multi-purpose being used for assemblies, music, dance, drama, games and gymnastics.

Our extensive grounds offer wonderful facilities both for recreation and environmental studies, with wildlife area including a pond, vegetable garden, agility equipment, wooded area and large field. We have close links with our church, St Mary's, and all children visit termly.

The curriculum is broadly based and carefully organised to ensure that basic skills and knowledge are practised in a variety of contexts that are appropriate to young children.



# Our Visions & Values



**'Nurturing deep, strong Christian roots, helping us to grow and flourish'**

Our core Christian Values are : **'Love, Community, Hope'**

*"Teacher, which is the greatest commandment in the Law?"*

*Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." "This is the first and greatest commandment." "And the second is like it: 'Love your neighbour as yourself.'"*

*Matthew:22; 36-39*

St Mary's is a friendly school where children are inspired to achieve their very best. They learn within Christian values, beliefs and practices to be part of the wider world where care and respect for one another and their environment are embedded into daily life.





# Admissions

Children are admitted into our reception class as four year olds in September each year and will become five between 1<sup>st</sup> September and 31<sup>st</sup> August inclusive.

Parents have the option of choosing full-time schooling for their child from September if they wish. We aim to provide more structured teaching and learning in the mornings, with a more relaxed free choice of activities in the afternoons for the autumn term. Our experience tells us that young children find starting school very tiring and so we would like to give you the choice of deciding which afternoons, if any, you would like your child to attend for the first half term. All children are then full-time after our autumn half term. However, we can be flexible in these arrangements should one or both of us feel that full-time is too much for your child.



During their reception year the children will follow the Early Years Foundation Stage (EYFS) curriculum that is specifically designed for them and will lead naturally into the National Curriculum work of Year One. More details of this work can be found in our EYFS policy which you are most welcome to look at.

Older children are admitted to the school provided there is room in their year group. It is helpful if they are able to visit the school beforehand to meet their teacher.

You can find a full copy of our Admissions Policy in the appendix.

## Foundation Stage Induction

During the Summer term before the children are due to start school we run our "Induction Programme". There is an afternoon tea, a welcome evening, a home visit and an induction afternoon. This is an important series of events for parents to hear more about various aspects of the school and for their children to spend some time in the school. The sessions for parents in school have different people within the school's community explaining their role in the life of the school. These occasions are opportunities not only for parents to receive information about the school but also for them to ask any questions so that they can begin to feel familiar with what happens and how they may be able to help. During the induction afternoon the children spend time with their teachers exploring and learning a bit about the school and mixing with the children who will be in their class. They will also meet their 'buddy', a child from our current Year 3 group, who will act as their 'mentor' during their first term.

## Transfer Arrangements

In September following their ninth birthday, Year 4 children move on to a Middle School. St Osmunds Middle School in Dorchester is the normal transfer for children living in the catchment area of St Mary's.

# School Organisation



The school currently has six classes teaching the five year groups in school from Reception to Year 4. Our admission number is set by the local authority at 42. This means we can admit up to 42 children in each of these year groups. However, our Pupil Admission Number will change to 30 from September 2021, this has been agreed by the Local Authority. Our children are organised into classes with two age groups each.



There are occasions when the children work with teachers other than their class teacher. This gives the whole school the benefit of each individual teacher's special talents. It enables the children to move about the school confidently and get to know the other teachers.

We value the contribution of our children towards decisions about school life. We run a **School Council** and an **Eco Committee**. All children are able to vote for class members to be their council and committee representatives. Our Eco committee are working hard to embed the 'Green Flag' values into school life. We were re-inspected in April 2019 and have been awarded 'Green Flag' status once again.

**Equal Opportunities** are given to all children. They are helped and encouraged to work at all the activities to the best of their individual talents. Each child's differences are recognised and taken into account, the emphasis being on successful development in terms of the child's own potential, acquiring skills and learning, so giving a sense of satisfaction and motivation to further learning. As far as possible our staff ensure that the resources used in all curriculum areas are multicultural and contain positive images of all groups in society.

The School recognises that all children are individuals. Whilst our aim for all pupils will be the same we recognise all children develop at different rates.

**Special Educational Needs (SEND);** All pupils at St. Mary's are provided with a broad and balanced curriculum. Our aim is to provide effective learning opportunities for all pupils where suitable learning challenges respond to pupils diverse learning needs and overcome potential barriers to learning.

Children with special educational needs means that it is harder for them to learn than most children of the same age. When a child is identified as having a special learning need they are monitored closely by the class teacher. If difficulties persist and after discussion with the parents, the child will be placed on the schools SEN register. The Policy complies with the statutory requirement laid out in the SEND Code of Practice 0 to 25 (July 2014) The school's SEN policy can be found on the school website or a paper copy from the school office.

Parents will be kept updated as to the course of action taking place for their child. We value all parents' contributions and endeavour to create a good home/school partnership. Encouragement and support in which the child's self esteem and confidence can grow is paramount to us.



# Curriculum

Our first responsibility is to create conditions for effective learning, to stimulate and motivate our children to enquire about themselves and their world. The emphasis in our curriculum is therefore inter-related and integrated studies in which content and skills can be identified in our three core National Curriculum subject areas of Science, Mathematics and English. Our aims however include elements of the other seven foundation subjects of the National Curriculum – Computing, Design Technology, History, Geography, Music, Art and Physical Education, while Religious Education is central to many aspects of school life. French is taught from Year 3.

Particular attention is given to the skills involved in reading, writing, spelling and understanding number. Alongside this is the unwritten curriculum through which we aim to allow the children the freedom to develop initiative, resilience and confidence whilst remaining polite and considerate of others, developing a caring attitude to relationships. Indeed developing the right kinds of Personal, Social and Emotional attitudes to learning are crucial and we aim for this through a specially designed programme (Jigsaw).

Trips and visitors enhance our curriculum provision. We made good use of our local area and ensure that our younger children take part in village walks during a variety of seasons.

## Our school curriculum aims

- ❖ To encourage each individual child to develop to their full potential socially, intellectually, physically, spiritually and emotionally in a secure, happy environment.
- ❖ To deliver a broad, balanced curriculum where varied learning experiences enable children to become independent, confident and responsible learners.
- ❖ To have respect for religious and moral values, encouraging self-discipline and a caring responsible attitude towards others.
- ❖ To use language and number effectively.
- ❖ To acquire knowledge, skills and practical abilities relevant to adult life and employment in a fast changing world.
- ❖ To introduce children to the world about them, through scientific enquiry, and to help them towards an understanding of the interdependence of people both today and in the past.





# Early Years Foundation Stage



In the Reception year we aim to build on what the children know, understand and can do. The Early Years Foundation Stage curriculum is organised into Prime and Specific areas:

## Prime Areas

- ❖ Personal, Social and Emotional Development;
- ❖ Communication and Language;
- ❖ Physical Development;

## Specific Areas

- ❖ Literacy;
- ❖ Mathematics;
- ❖ Understanding the World;
- ❖ Expressive Arts and Design

Our teaching and learning is underpinned by the four principles of EYFS.

- ❖ Every child is a unique child who is constantly learning and can be resilient, confident and self assured.
- ❖ Children learn to be strong and independent through positive relationships.
- ❖ Children learn and develop well in enabling environments, in which their experiences respond to their individual needs. There is a strong partnership between, staff, parents and carers.
- ❖ Children develop and learn in different ways, children with special educational needs are supported appropriately.



The characteristics of effective learning are central to teachers' observations, assessments and planning. The Characteristics are:

- ❖ Playing and exploring
- ❖ Active Learning
- ❖ Creating and thinking critically

# The Subjects



## English

**Speaking and Listening:** Children are encouraged to speak clearly and confidently to share ideas and to listen with care so they can follow instructions and participate fully in class life. Phonics is taught daily to our younger pupils which provides them with a clear understanding of how letters blend together to make words. This helps stimulate progress in both reading and writing across the school.

**Writing:** We build upon children's natural urge to express their thoughts and write about their experiences. Children will be practising their skills through many areas of the curriculum and a variety of early writing techniques are employed.

**Reading:** The importance of reading cannot be over emphasised. From the youngest age we aim to foster a love of books and joy of reading. Our children follow an individual reading scheme alongside guided reading sessions in small groups to develop expression, understanding and fluency.



## Mathematics

Mathematics includes number, measurement, shape and pattern, pictorial and graphical representation. Much of the work for the youngest children will be of a practical and pictorial nature with plenty of discussion. Through doing and talking comes understanding. Younger children are very dependent on actual objects. They need this practical experience to gain a firm grasp of number.

We encourage our children to think about mathematics; to talk about mathematics and to make connections between mathematics in school, other areas of the curriculum and their everyday lives.

## Science

In our science curriculum we encourage the children to look at the world as a scientist – to ask questions about the world they live in and make predictions about what might happen if ....



## Computing

We aim to provide full and equal access to a range of information technology experiences for all our children to enable them to develop the skills and concepts necessary for understanding and using it effectively in a fast changing world. It is used to support many curriculum areas.

We have 30 laptops/tablets on a central trolley, to be used by all children. We have an Acceptable Use Policy for the Internet which parents are asked to sign.

# The Subjects



## **Design Technology**

In design technology children respond to practical problems through enquiry and investigations. Many areas of design technology are topic linked within each class, with experiences offered in construction, food, textiles, paper, wood and mechanisms.

## **Geography**

In Geography we want our children to enjoy and understand some of the richness of our local community and its setting in Dorset. The children learn about settlements and communities and the way people live in them. Day and residential visits form an important part of this curriculum, such as our Year 4 residential trip to Hooke Court Outdoor Education Centre and day visits to Lulworth Cove, Charmouth and the New Barn Field Centre.

## **History**

Our focus is on 'learning by enquiry'. Children are encouraged to research, ask questions, listen and compare life today with past periods.

Two study units for the older children will be World War 2 and the Romans, which both include special dressing up days!

## **Music**

Children's understanding and enjoyment of music is stimulated through performing, composing, listening and appraising. They are encouraged to explore different sounds and effects and to recognise musical patterns through careful listening. This is achieved through singing and percussion work. They are introduced to music from different cultures and times and as well as music written by well known composers. The school puts on various concerts throughout the year giving the children the opportunity to perform to a variety of audiences. These are coordinated by our Specialist Music Teacher who teaches at our school two days per week.

Instrumental music lessons are available through the DASP Music Service and take place in our dedicated music room where possible. Children in Years 2, 3 and 4 are given the opportunity to receive tuition on an orchestral instrument, keyboard/piano or guitar and be members of various ensembles. Provision can be made for individual or group tuition.

## **Physical Education**

This is a very important part of the curriculum in which a great deal of children's all round development depends upon. It includes gymnastics, games, swimming, athletics and dance. We aim to give enjoyment and a sense of achievement whilst developing physical skills, which give lifelong satisfaction and purpose. We have a specialist PE teacher who teaches PE throughout the year. In addition, we employ specialist sport coaches to further enhance the sporting experiences of our Year 3 and 4 pupils.



## **Home Learning**

Education, of course, does not just consist of learning carried out in school. We value your support with 'Home Learning'. This can be showing an interest and discussing with them the things that they are doing in school. There will also be reading, word lists, spellings, times tables and a small amount of subject-related home learning.



# The Subjects



## **Religious Education**

As a Voluntary Controlled Church of England school Religious Education is taught according to the County Agreed Syllabus, which is agreed between the Local Authority, teacher representatives and the Salisbury Diocese. This gives children the opportunity of exploring, in a secure environment, the religious dimension of life – the place and significance of religion in human life.

The basic moral and social attitudes of the children are strongly linked with Christianity, and we try to encourage attitudes of caring, tolerance, respect for others and a sense of concern and wonder for the environment. It is one of the aims of this area of the curriculum to show how in terms of Christianity these qualities have been in the past and still can be used for the benefit of all. Our most recent National Society Statutory Inspection of Anglican Schools (March 2014) found that the distinctive Christian ethos was evident throughout the school.

Most attention is given to Christianity but the curriculum does include opportunities for the children to gain insight into Judaism, Hinduism and Islam and to develop respect for all faiths.

In all aspects of school life children are encouraged to develop the social skills of living and working as part of a community. Annually we like to support at least two children's charities, one local and one national. The local fund raising activity usually involves a charity of the children's choice, which shows a positive way of helping others. Each year the children enjoy singing carols at various locations within the local community.

**Collective Worship:** A variety of acts of worship take place each week with the children contributing thoughts, prayers and music. Some collective worship is led by our vicar and other members of local clergy. All children visit St Mary's Church each term on informal and formal occasions. Parents are invited to join us for their child's class assemblies. Each week we have our 'Cracking Caterpillar' assembly. These are times when we celebrate individual, group and class achievements – not just academic successes, but also areas in which personal and social development has occurred.

It is expected that all children will take part in Religious Education lessons and acts of Collective Worship. However we respect the right of parents to withdraw their children. Parents wishing to do so are asked to discuss the matter with the Headteacher.



## **Sex and Relationships**

Sex Education will be covered incidentally through our thematic studies and simple questions from the children are answered sensitively and sympathetically as the need arises within a Christian context. The value of family life and the proper care of all young things will be stressed. Aspects required by the National Curriculum are included in the science, health education and religious education curriculum. Children will be taught to use the correct names for external parts of their bodies and that living things reproduce their own kind.



# After School Clubs



Each term we are very pleased to offer various clubs for the children to join either lunchtime or after school. These tend to be for the older children in years 1-4 as we feel the normal school day is long enough for the younger ones.

Clubs have recently included:

- ❖ Cooking Club
- ❖ Dance
- ❖ Chess
- ❖ Archery
- ❖ Cricket
- ❖ Mini Beasts
- ❖ Computers
- ❖ Art/Craft
- ❖ Patchwork/Sewing
- ❖ Choir
- ❖ Recorders
- ❖ French
- ❖ Gardening

Some clubs are run by school staff and others by sports coaches, when this is the case there is a small charge.



## Extended School Facilities

The school is able to offer fully extended facilities. These give parents the opportunity of wrap around care for their children from 8.00am to 6.00pm within the school.

Breakfast Club runs from 8.00am –8.30am

Stay and Play Club runs from 3.00pm to 6.00pm.

Both of these clubs are led by school staff.

Information on both of these facilities can be obtained from our school office.

# Assessment



## **Assessment and National Testing**

Children in Reception are assessed on entry using information provided from pre-school and parents and through the class teacher's early observations. These will feed into the initial Baseline Assessment.

At the end of the Reception year the teacher will complete an Early Years Foundation Stage Profile. This is a statutory, national assessment.

All children are assessed in terms of the National Curriculum. These are in the form of teacher assessments following careful observations of children on task, looking to identify the evidence of achievement at particular age-related expectations. At the end of Year 1 there is a statutory phonics screening test. Towards the end of Year 2 the children will then be assessed with the National Curriculum Standard Assessment Tests (SAT's). In addition to these statutory tests we use recognised national reading and maths tests for children across the school and optional National Curriculum tests in English and Maths for children in Year 4. Information following any of these assessments will always be discussed with parents at parent/teacher consultations. Annual written reports are given for all children towards the end of the summer term.

## **Ofsted**

The school's last inspection was during June 2019 and you can read the full report on the Ofsted website which has a link from our school website. We were graded as a school that is 'good' overall. This included 'good' for our Early Years provision and Personal Development, behaviour and Welfare areas. We had already identified areas for improvement and are working on these. Our school website and newsletters will keep you informed of our progress.

## **SIAMS**

Our most recent Statutory Inspection of Anglican and Methodist Schools (March 2019)

The key findings were:

Led by the dedication and commitment of the Head teacher supported by the whole school community, pastoral care in this friendly, family school meets the academic and spiritual needs of pupils and adults well, enabling all to flourish.

- The strong partnership between church and school enriches the worshipping lives of staff, pupils and their families in this Christian community.
- Music is a strength of this school which makes a significant difference to the depth of experiences enjoyed by all.

# School Association



This association has traditionally been very well supported and has contributed greatly over the years to the school with its social and fund raising events. Please come along to meetings and support our fundraising in any way you can.

These spread throughout the year and include our Christmas Fayre, children's disco nights, bingo, children's movie nights, 'Fab Fridays' selling lollies in the summer months and the Snack Shack selling snacks on Fridays across the year! Our Summer Fun Day links with Charminster Pre-School for a super community event every July.



On the Occasion of the Queen's 90th Birthday the School Association presented each child with a commemorative coin.

Our Year 4 leavers are all presented with a sweatshirt funded by our School Association each summer.

All funds raised by the School Association go to benefit the school, funding such things as contributions to our special events, such as 'Arts Week', library books, sports equipment, furniture, theatre groups and school visits.



We are part of the Dorchester Area School's Partnership (DASP). This includes 12 other First Schools, 3 Middle Schools, 1 Upper School and a learning centre. Our aim is to provide high quality education for all the children of the Dorchester area, enabling them to achieve their full potential as pupils and future citizens.

All the schools are committed to working together to ....

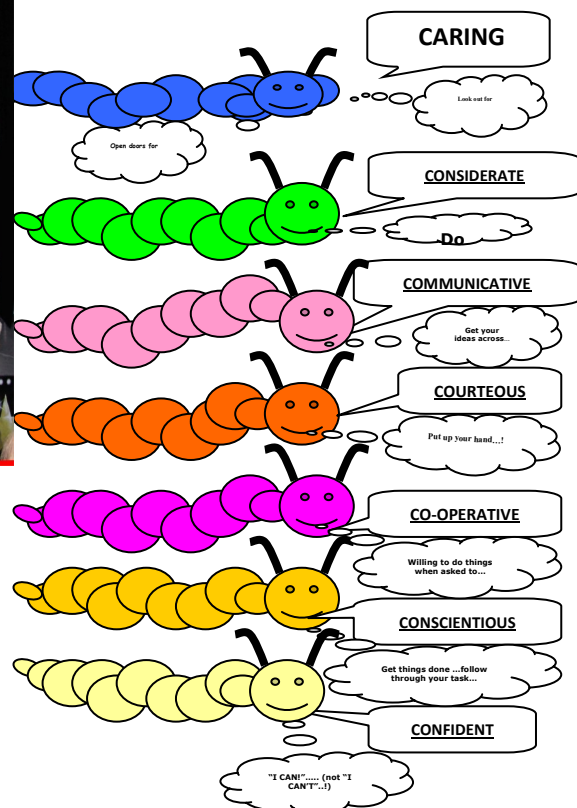
- ✓ .... provide a coherent education for all children
- ✓ .... share expertise and resources
- ✓ .... use common systems of recording pupils' progress
- ✓ .... ensure a smooth transition between schools



## DASP Citizens



Each year the children in our school vote for the children in their classes who they feel displays all of the DASP citizenship qualities. The children and their parents are invited to attend an award ceremony alongside all other DASP citizens from the other schools.



The citizenship qualities are promoted through our regular 'Cracking Caterpillar' assemblies. Each time class teachers nominate 2 children from their classes who have shown a particular quality. Certificates from this are sent home to parents. The qualities are: caring, communicative, courteous, conscientious, confident, cooperative and considerate.





# Appendix 1 - Admissions Policy

Children are admitted to the school in the following priority order in line with the LA admission policy:

- 1) Children living in the area normally served by the school (see Note 2 below), and then
- 2) Children living outside the area normally served by the school and wishing to attend on parental preference grounds:
  - a) Where there are spare places available and the number of preferences is equal to or less than the places available, those out of the area children wishing to attend on parental preference grounds can be admitted;
  - b) Where there are spare places available but there is a greater number of preferences, these out of area children will be offered the spare places in the following order (see Note 2 below).
    - 1) An older brother or sister who has been admitted in previous years and who will be attending the school at the time of admission.
    - 2) A child who has particular medical reasons for attending the preferred school, as supported by the Clinical Medical Officer.
    - 3) Particular reasons advanced by the parents which, following consultation with Governors, in the Education Officer's View, deserve priority.
    - 4) If places still remain available, the child's proximity to the preferred school may be taken into account.

- Notes 1) It is important to note that the allocation of a school place is on the basis of where a child lives and not the playschool or school (where appropriate) he or she has attended.
- 2) If, in the categories listed above, the number of children seeking admission exceeds the number of places which are available at a particular school, decisions as to which children will be allocated a place at the school will be made in the following way:
    - (a) Priority 1 children: catchment area children  
Places will be allocated by applying the priority order used for considering requests from outside the school's area as decided in 2b) 1-4 above. In the event of there being more children than places available in any of these categories, the child's proximity to the school will be the determining (i.e. tie-break) factor, subject also to consideration of the availability of a place in the nearest or nearby alternative school.
    - (b) Priority 2 children: out of catchment area children  
Places will be allocated by running through each of the criteria in paragraphs 2b) 1-4 above and, in the event of there being more children than places available in any of the categories, the child's proximity to the school will be determining (i.e. tie-break) factor.
  - 3) When measuring distances from home to school this is done, as in school transport cases, by the shortest available walking route and not, for example, as the crow flies.
  - 4) The question as to whether there are any spare places available for parental preference cases will be decided by reference to:
    - (a) the Standard Number / Admission Number set for the year group (42)
    - (b) the number of children attending the school in particular class / teaching groups
    - (c) the total accommodation available, the total number of pupils on roll and the staffing available at the school.

Further details of the admission policy, procedure and arrangements are contained in the Authority's publications "Education in Dorset", "A guide for Parents about Parental Preferences" and "Admission to School for the first time at the age of 4+".

## Appendix 2 - Safeguarding Policy



St Mary's CE VC First School recognises that the welfare of the child is paramount: the needs and wishes of each child will be put first. Throughout this document, 'child' refers to a young person under the age of 18.

We take seriously our duty to safeguard and promote the welfare of the children and young people in our care.

Safeguarding children is everyone's responsibility. 'Working Together to Safeguard Children' 2015, HM Government statutory guidance, defines safeguarding 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 life chances.

The Governing Body will act in accordance with Section 175 / Section 157 of the Education Act 2002 and the supporting statutory guidance 'Keeping Children Safe in Education' 2019 to safeguard and promote the welfare of children in this school.

The Governing Body is accountable for ensuring that the school meets its statutory responsibilities for safeguarding and that all policies, procedures and training are in place and effective.

It is a Dorset Safeguarding Standard (recommended by the Dorset Safeguarding Children Board) that governors receive an annual report from the Designated Safeguarding Lead and Nominated Governor in order to help monitor compliance with statutory responsibilities.

The Dorset Standards also include that each school and college completes and submits to the Safeguarding Children Board an annual audit of its safeguarding and child protection arrangements, including an action plan. (Last audit and action plan November 2015, this audit was reviewed on 12.2.16 and annual report to governors took place on 5.7.16)

All children have the right to be safeguarded from harm or exploitation whatever their

- age
- health or disability
- gender or sexual orientation
- race, religion, belief or first language
- political or immigration status

Governors, staff and regular volunteers in this school understand the importance of taking appropriate action and working in partnership with children, their parents/carers and other agencies in order to safeguard children and promote their welfare.

The purpose of this policy is to:

- afford protection for all pupils
- enable staff and volunteers to safeguard and promote the welfare of children
- promote a culture which makes this school a safe place to learn and in which children feel safe

This policy applies to the Headteacher all staff, including supply and peripatetic staff, regular volunteers (ie those who come into school once a week or more or 4 times in a 30 day period), governors or anyone working on behalf of the school.

## Appendix 2 - Safeguarding Policy cont....



We will endeavour to safeguard children and young people by:

- always acting in their best interests
  - valuing them, listening to and respecting them
  - involving them in decisions which affect them
  - never tolerating bullying, homophobic behaviour, racism, sexism or any other forms of discrimination, including through use of technology
  - ensuring the curriculum affords a range of opportunities to learn about keeping themselves safe, particularly when using technology
  - exercising our duties under the Counter-Terrorism and Security Act 2015 by ensuring all staff attend 'Prevent' training in respect of radicalisation and extremist behaviour and by assessing the risk of our pupils being drawn into terrorism
  - supporting attendance and taking action if a child is missing school regularly
  - appointing a senior member of staff from our leadership team as the Designated Safeguarding Lead (DSL – Suzanne Garner) and ensuring this person has the time, funding, training, resources and support to perform the role effectively
  - appointing at least one Deputy Designated Safeguarding Lead (Lisa Thornicroft) to ensure there is always someone available during school hours for staff to discuss any safeguarding concerns
  - appointing a Designated Teacher to promote the educational achievement of children who are Looked-After (in care) (*Mandatory in maintained schools and academies; best practice in independent schools where there are or likely to be Looked-After Children*) and to work closely with the virtual school head to discuss how pupil premium plus additional funding can support the progress of these children
  - ensuring that staff working with Looked-After Children have information appropriate to their role regarding, for example, the child's care arrangements, legal status and contact with birth parents
  - making sure all staff and volunteers are aware of and committed to the safeguarding policy and child protection procedures and also understand their individual responsibility to take action
  - ensuring that all those named above (ie DSLs and Deputy DSLs; Designated Teacher; Headteacher, all staff and regular volunteers) have training appropriate to their roles as set out in statutory guidance or recommended by the Dorset Safeguarding Children Board
  - identifying any concerns early and providing appropriate help to prevent them from escalating, including working with parents/carers and other agencies as appropriate, for example, we employ a PSA to support families, we have ELSA trained staff to run ELSA and nurture sessions, we run IY and Family Jigsaw to support parents also.
  - sharing information about child safeguarding concerns with agencies who need to know, and involving children and their parents/carers appropriately
  - acknowledging and actively promoting that multi-agency working is the best way to promote the welfare of children and protect them from harm
  - taking the right action, in accordance with Dorset Safeguarding Children Board inter-agency safeguarding procedures, if a child discloses or there are indicators of abuse
  - keeping clear, accurate and contemporaneous safeguarding and child protection records
  - recruiting staff and volunteers (including host families) safely, ensuring all necessary checks are made in accordance with statutory guidance and legal requirements and also making sure that at least one appointment panel member has undertaken safer recruitment training (*mandatory in maintained schools; best practice in others*)
  - providing effective management for staff through induction, support and regular update training appropriate to role
  - adopting a code of conduct for all staff and volunteers which includes acceptable use of technologies, staff/pupil relationships and communications including the use of social media
  - ensuring our online safety process includes appropriate filters and monitoring systems
  - ensuring staff and volunteers understand about 'whistle blowing' and how to escalate concerns about pupils or staff if they think the right action has not been taken to safeguard children
  - promoting a culture in which staff feeling able to report to senior leaders what they consider to be unacceptable behaviour or breaches of the school Code of Conduct by their colleagues, having faith that they will be listened to and appropriate action taken
- dealing appropriately with any allegations/concerns about the behaviour of staff or volunteers in accordance with the process set out in statutory guidance