

Live Life in all its Fullness  
John 10:10  
Creativity, Perseverance  
and Friendship



Dear Parents and Carers,

At Tickwith Church of England Primary School, safeguarding and promoting the welfare of children is **everyone's responsibility** and our top priority. Anyone who comes into contact with children and their families has a role to play.

This month's newsletter will focus on the effective Safeguarding Culture that we have in place at our school.  
Thank you,  
**Justin Reeve**

**WHO TO CONTACT IF YOU HAVE A CONCERN ABOUT A CHILD**

If you are worried about a child's safety please do not hesitate to contact any of the Designated Safeguarding Team.  
The following members of staff are Designated Safeguarding Leads:  
**Justin Reeve (DSL)**  
**Lee White (Deputy DSL)**

They can be contacted via the school office, or by telephone on 01423 358375. If your concern is urgent and out of school hours, please contact:  
**MAST - 01609 780780**  
<https://www.safeguardingchildren.co.uk/about-us/worried-about-a-child/>  
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For a copy of our school's Child Protection and Safeguarding 2022 Policy, please visit the 'Safeguarding' page on our website.



**Safeguarding Governor Our Safeguarding**

**Governors responsible for safeguarding at Tickwith CE Primary Academy are Janet Marriner and Heidi Robinson**

**The safeguarding governor's responsibilities include:**

- Behaviour and recruitment of both staff and volunteers, ensuring the school is following safe recruitment procedures.
- Quality Assuring the school's annual safeguarding return
- Reviewing all activity and policy relating to the physical and emotional well-being of all children.
- Seeking improvement to ensure the school follows best practice in creating a productive and safe environment for all.

**Both governors can be contacted via the school office:  
[admin@tp.ebor.academy](mailto:admin@tp.ebor.academy)**





## Our Safeguarding Culture at Tockwith CE Primary Academy



**Safeguarding children** is a phrase most people will have heard of but may find it difficult to define. The Working together to Safeguard Children 2018 guidance by HM Government provides an explanation. 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**
- **taking action to enable all children to have the best outcomes.**

**“Safeguarding children – the action we take to promote the welfare of children and protect them from harm – is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play”.**

**Our school has a strong and effective safeguarding culture that builds continuously each year based on up to date guidance and practice. Safeguarding is particularly effective because everyone is expected to know and understand about safeguarding. Everything we do, and the ways in which we behave, all contribute to a strong culture of safeguarding in our school.**

### **We have a clear and shared vision for safeguarding.**

**Everyone involved in our school** is expected to share a common purpose to protect children and adults from harm, and to create an environment in which individuals thrive. This responsibility sits with our staff, our parents, our governors, our students and our wider school community. Everyone is expected to be informed about safeguarding. Everyone has a responsibility to be alert and become curious if something doesn't seem quite right.

**Everyone is expected to behave** in a way which contributes to a safe and happy learning environment. This means that all adults and young people are expected to treat others with respect and not behave in any way which might cause harm to anyone else. Anyone who needs to raise a concern can feel confident that it will be taken seriously and handled appropriately.

## **Safeguarding is everyone's job and everyone's responsibility.**

**Our designated safeguarding team** and staff work hard to make sure that our school has a safe and happy environment in which all children can learn and flourish in order to be the best that they can be. The DSL & DDSL make sure that all safeguarding policies and procedures are up to date and are communicated clearly so that everyone understands what is expected of them. Our curriculum and our safeguarding curriculum is regularly reviewed to keep pace with the changing risks and the needs of our pupils. Leaders at all levels are not afraid to tackle difficult issues in order to maintain a high quality, safe learning environment.

**We maintain a culture that it can happen here.**

**Together we develop good knowledge of local risks and help our pupils learn how to keep themselves safe.**

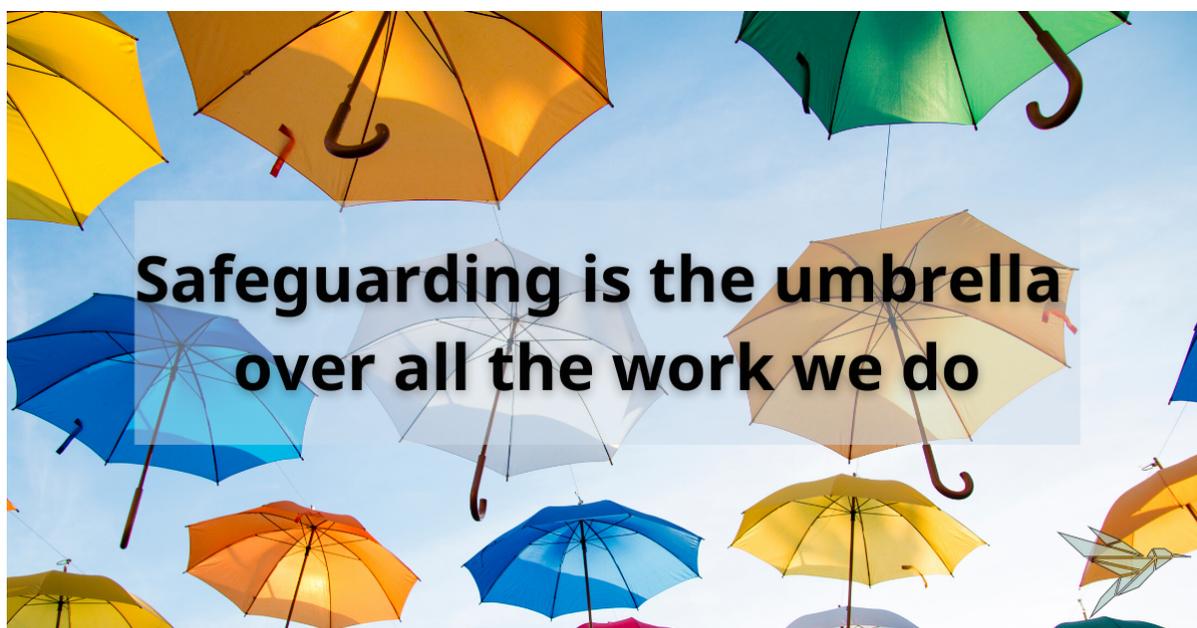
**The DSL & DDSL** continue to develop their expertise about safeguarding and share their learning across the whole school team, this is done weekly. Our safeguarding leaders deal with every concern in a professional and proportionate manner. They make sure that their records are well organised and carefully maintained so that important details are not missed. They are tenacious in following up concerns. They work well with external agencies to make sure that partnerships strengthen our safeguarding work. They go above and beyond to ensure that the safeguarding culture is highly effective.

At Tockwith CE Primary Academy, the safeguarding team works hard to get the right help available to our children and young people as early as possible. We try hard to identify any cause for concern and to put help in place before it gets worse. (See our Pastoral offer further down.)

### **Our school Governors**

All of our governors are trained and informed about safeguarding. They use their knowledge to make sure that our safeguarding procedures are compliant. They check that our systems of external, self and peer review are working well, so that we can be checked and challenged to reach the highest possible standards of care. All governors access safeguarding training from our Trust and from York Diocese.

Governors make sure that we are open and held to account for the quality of safeguarding. This is evidenced during our termly monitoring and visits to school along with further discussions regarding safeguarding in Local Governing Board Meetings.



## [Tockwith CE Primary Academy](#) [Pastoral Offer](#)

**There will be times when you and your family need support or when you are not sure how to make things better**

Wellbeing is truly embedded in the ethos at Tockwith. We help to give children the tools to articulate their emotions, to develop resilience and life skills that help them to be the best person they can be. We believe that this is reflected in our school aim

‘To inspire children to reach their individual potential and through our Christian values, prepare them for the future’.

Our vision for all of our children is to ‘Live Life in all its Fullness’ we believe that our pastoral care at our school enables children to do this. Children’s wellbeing in the school is led by Sarah Slack and is embraced by staff and governors at our school.

More information on our pastoral offer can be found on our website – [Pastoral Offer at Tockwith](#)

[We are here to support families and it is possible to directly reach Sarah Slack through her email which is checked daily – \[pastoral@tp.ebor.academy\]\(mailto:pastoral@tp.ebor.academy\)](#)

### **Attendance:**

Tockwith CE Primary Academy’s job is to support families in order for the children to attend school every day. Every child whose attendance is below 90% is carefully monitored and support is immediately offered wherever possible. Informal meetings are held with the class teachers to raise initial concerns around attendance and offer support. If concerns continue, formal attendance meetings are held with Mr Reeve . This enables us to put appropriate support in place and ensure that rapid improvements in a child’s attendance are actioned. Our school operates a first day response system to ensure that we are aware of any attendance and the reason behind it. All parents must have 3 emergency contacts stored on our system so that the school can call at any given time.

### **SEND School Offer:**

Tockwith CE Primary Academy SEND Offer is on our website and is an initiative providing information about what support and services families can expect to be available for children and young people with SEND. Our school SENDCo, Mr White, is available through contacting the school office – [admin@tp.ebor.academy](mailto:admin@tp.ebor.academy)

### **CAMHS:**

We work closely with this professional body which is a service that sits within North Yorkshire County Council services. CAMHS (Child and Adolescent Mental Health Services). They work directly with young people experiencing or at risk of experiencing mental health difficulties. The service offers consultation, advice, support and training which can be specifically tailored to suit the professional seeking the service.

We offer support in referring young children to this service. Parents can themselves refer directly by contacting their GP however if you want further advice please contact CAMHS on 03000134778.

### **Compass Phoenix**

The aim of the Compass Phoenix service is to improve outcomes for children and young people in relation to their emotional wellbeing and mental health by strengthening the range of mental health support available to children and young people aged 9–19.

You can speak to someone from Compass Phoenix by ringing them on **01904 661916**

[Please follow this link for further information](#)

## **Links with our community Social Workers and other support agencies including the Educational Health services:**

In addition to the above professionals, we also work closely with Targeted Family Support Workers, looking at programmes that can be run in school to support pupils to safeguard themselves, including programmes and resources linked with the NSPCC. The Early Help team are also in contact regularly and keep us up to date with material that would be useful for the local community.

## **Online safety:**

The school has an e-safety policy and follows a proactive e-safety Programme. Each year group is continually taught e-safety lessons throughout the year, linking directly with areas of computing they are working on. Regular hints and tips to protect children online, relating to specific areas of interest for children such as Fortnite are shared via the school newsletters and website. Our e-safety lead, Mr Goodacre, is available to speak with parents if you wish to discuss any computing concerns with him

## **PSHE Programme:**

Our intention is that when children leave Tockwith, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they live their life in all its fullness. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.



Our PSHE curriculum develops learning and results in the progressive acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education offer enables our children to learn how to be safe, to understand the changes their bodies will go through and how to maintain healthy relationships both now and in their future lives.

**EYFS** – In the Foundation Stage, PSHE and citizenship is taught as an integral part of topic work and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals.

At KS1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively covers the statutory Health Education and Relationships Education guidance. At KS2, children will be taught to use the Chimp Model to better understand how their mind works. This will enable them to better manage themselves and their mental health throughout life.

At Tockwith, in addition to Relationships Education, we also teach aspects of Sex Education that are covered in our Science Curriculum. Alongside this, we teach our children about different kinds of relationships, including same sex relationships, and gender identity in line with the outcomes set out by the Diocese of York. It is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain.

### **Early Help Family Support with North Yorkshire County Council**

Early Help is North Yorkshire's new approach to ensure children, young people and their families receive the right support at the right time to stop problems escalating.

In North Yorkshire, they believe Early Help is a collaborative approach, not a provision. All children and young people will receive universal services; however some children and young people because of their needs or circumstances will require extra support to achieve their potential. Therefore the purpose of Early Help is to work together to resolve problems before they become overwhelming, long term and costly to the child, young person, family and the wider community. Early Help enables children, young people and their families that have become overwhelmed by difficulties to make better choices, learn new skills and have aspirations to turn their lives around.

If you would like to speak to someone in your area about support from the Children and Families – Early Help Teams, please contact:

- Central (Selby, Hambleton, Richmondshire) – [01609 534829](tel:01609534829)
- West (Harrogate, Knaresborough, Ripon, Craven ) – [01609 534842](tel:01609534842)
- East (Scarborough, Filey, Ryedale, Whitby) – [01609 534852](tel:01609534852)