

Ensuring a culture of safeguarding is a priority for our school.	
We do this by:	
Our leaders create a culture of vigilance and continuously communicate the importance of safeguarding throughout our school community.	
Having a system where concerns can be reported immediately.	<ul style="list-style-type: none"> • <i>The use of CPOMs recording system which is a secure digital platform that enables staff or other members of our organisation (such as volunteers) to record their safeguarding concerns quickly and easily so that they can be reviewed and acted upon.</i> • <i>There is a culture vigilance and 'it could happen' here among all staff.</i> • <i>The staff team report to class teachers and/or DSLs if there are any concerns promptly.</i> • <i>Staff understand that safeguarding is everyone's responsibility.</i> • <i>Actions in response to any concerns are timely and effective.</i>
Supporting our children.	<ul style="list-style-type: none"> • <i>Pupils understand what is acceptable and unacceptable and how they can disclose this information to us, even if the disclosure isn't about them. They use worry boxes, circle times and check-ins to express their worries. They understand that they can approach any adult in school, and they will be listened to and supported.</i> • <i>Pupils feel safe and are confident to seek help if they need to.</i> • <i>Our RSHE curriculum fosters an understanding in pupils of how to safeguard themselves from risk e.g. abuse, online safety, relationships etc.</i>
Safeguarding Governor	<ul style="list-style-type: none"> • <i>The Safeguarding Governor is responsible to holding the Headteacher and DSLs accountable and questioning policy and procedures</i> • <i>They take part in regular safeguarding monitoring in school that challenges and ensures systems remain effective.</i> • <i>They ensure that we follow the safer recruitment processes.</i>
Working with parents and carers	<ul style="list-style-type: none"> • <i>Support our parents and make sure that they are not only aware of what safeguarding is but show them how they can report concerns to us.</i> • <i>We ensure that the parents of our pupils know that we are always there to hear their concerns and that their concerns will always be confidential.</i> • <i>We work with parents alongside social care to ensure their children's safety is priority.</i>
Continual Professional Development	<ul style="list-style-type: none"> • <i>As a school we use Flick safeguarding and KCSIE training every September for all staff and governors.</i> • <i>School attends the DSL Networks each term at Trust level.</i> • <i>Regular retrieval practice in staff meetings and safeguarding bulletins are emailed out to all staff to ensure that practical examples of safeguarding are discussed. This ensures that we keep safeguarding at the forefront of all that we do.</i> • <i>All staff understand and recognise risk, as well as potential signs of harm, abuse or other safeguarding concerns.</i>
Curriculum	<ul style="list-style-type: none"> • <i>Elements of our curriculum enable pupils to recognise and respond to risks to their wellbeing which are successfully designed and delivered – for example:</i> <ul style="list-style-type: none"> ○ <i>learning about online safety or healthy relationships.</i> ○ <i>Clear RSHE programme in school.</i> ○ <i>Timetabled visitors to support in the delivery of the curriculum e.g. PCSOs, DARE Officers, Safety Zone.</i>
Environment	<ul style="list-style-type: none"> • <i>The school environment is effectively designed to safeguard students – this includes physical aspects of the learning environment as well as more cultural or behavioural elements, such as zero-tolerance of discriminatory language, physical and verbal aggression, bullying etc.</i> • <i>The environment promotes an ethos of speaking out, with positive relationships between adults in school and pupils that encourages children to seek support as well as worry boxes and pupil-voice opportunities.</i>