

## WPNS – Our Safeguarding Culture September 2020

### Strategy

The child is at the centre of everything.  
Safeguarding is robust.  
Established safeguarding policy and procedures.  
Training is kept up to date.  
Safeguarding audits by LA.  
Regular DSL meetings.  
CPOMS is used to log concerns and quick sharing of information and used effectively by all staff.

### Skills

Annual training for all staff.  
DSL's training is up to date and are suitably skilled and supported to undertake their role, staff feel they are supportive and always listen to concerns.  
DSL's work collaboratively.  
CPOMS is used effectively by all staff.  
Staff are confident in recognising and raising concerns.  
Staff respond appropriately to concerns and seek further advice is needed.  
Good communication is essential when dealing with safeguarding concerns.  
Staff safeguarding questionnaires conducted annually to monitor and assess skills of staff.  
Staff take time to listen to and get to know their children and build positive relationships.  
Concerns are referred up when appropriate.  
DSL's communicate with parents and other agencies to support children and families.

### Structure

Safeguarding team operates together and collaborates.  
Safeguarding is well structured and set out.  
Everyone is clear about their role.  
Regular meetings and discussions take place.  
All staff understand their shared responsibility to safeguard children.

### Shared Values

Children are listened to.  
Safeguarding is discussed at meetings.  
Staff are approachable, open, available and proactive.  
Safeguarding is important and taken seriously and of the highest priority.  
Staff follow the school policy.  
Time and pace is made to listen to children.  
Staff understand how to use CPOMS.  
Staff have professional curiosity.  
Staff are alert and vigilant and notice changes in presentation and behaviour in children.  
Policies are clear and we know who the DSL's are.  
Staff are trained regularly.

### Staff

Most of the time staff feel they have the adequate time required to deal with safeguarding issues.  
Time is made as safeguarding is a priority. If there is an urgent issue to be dealt with time may be taken out of class.  
Information is passed onto DSL's/SLT.  
Teacher's & TA's supervising and playtimes and lunchtimes works well to ensure children have time and space to share concerns.  
DSL's liaise with other agencies to support children and families.  
Wishes and feeling used with children to seek their views.  
DSL's share caseloads.  
CPOMS has streamlined and simplified reporting.

### Systems

Policy is up to date, renewed annually and effective.  
CPOMS use is embedded in practice and effective.  
Staff are alerted to follow up actions on CPOMS.  
Our safeguarding procedures improve the safety and welfare of pupils.  
Staff are trained annually with additional training for DSL's.  
Pupil voice and parent views are sought annually to improve the safety and welfare of pupils.

### Styles

All SLT are DSL's.  
Lead DSL meets with the safeguarding governor regularly.  
Safeguarding reported to governors annually.  
Supportive actions and communication through CPOMS.  
Trust policies are shared with staff and governors.  
Everyone is aware of Keeping Children Safe in Education.  
Safeguarding is a standard item on governor and staff meeting agendas.  
All staff know who to speak to about a concern.

### Areas for development.

Ensure all staff have shared understanding of the safeguarding values.  
To ensure that all staff truly listen to what children have to say.  
Supervision for DSL's.  
To develop a shared understanding of our safeguarding strategy.  
Replace pastoral TA role.  
Regularly revisit serious case studies with staff as a learning tool.