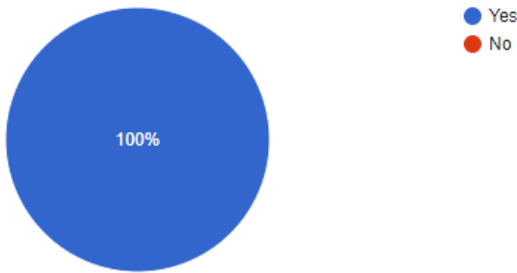# Shared Values

What do people say about safeguarding activity in your setting?
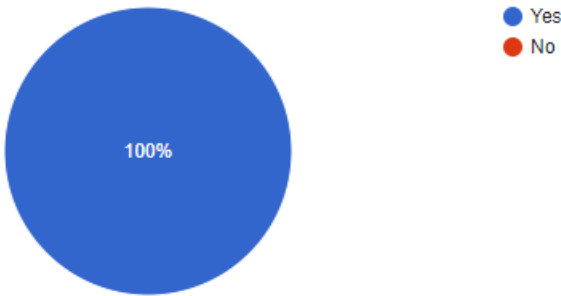
If you have tried to contact Jonathan Amies or Kirsty Smith, were you able to speak to one of them quickly?
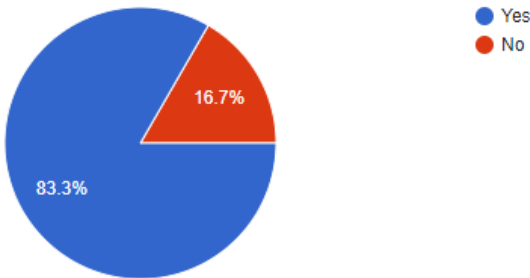
6 responses

- Yes
- No

100%

If you have tried to contact them, did you feel listened to?

6 responses

- Yes
- No

100%

Were they able to help you?

6 responses

- Yes
- No

83.3% 16.7%

We were referred to a outside support team, which really helped my son, develop and help him to try new things which he was reluctant to do.

Both _____ needed additional support through a very tough time in lives. Everyone involved had a very positive impact on them. They are definitely happier children now. You all also supported me and I'm very grateful for you help

Shared Values

Observed behaviour – what do you see staff doing?
Do they make themselves available?
Do they truly listen to what children are saying?

- All staff have had training in the importance of listening to children
- We have a Pastoral TA, highly skilled in this – main part of her job
- Our Inclusion offer supports this well: Nurture, Forest School, Horticulture, ELSA

What to do if a child tells you about abuse

- Listen fully, be supportive, take the child seriously
- Let the child lead the conversation
- Reassure the child it's not their fault and they'll be kept safe
- **Don't** give the child the impression they're creating a problem by telling you about abuse
- Ask open questions
- Reflect back what they're saying
- Be honest that you can't keep it confidential. Be clear about what you'll do next
- **Don't** talk to the alleged abuser or investigate yourself
- **Don't** view any images yourself

Shared Values

Discuss as a staff group how safeguarding values are interpreted – scenarios, quizzes, briefings and activities

- All staff have an annual update
- There is a termly safeguarding staff meeting: Autumn 2022 - Scenarios
- Staff are briefed and updated via regular newsletters

Recently, you've noticed changes in Emily's behaviour – she's seemed more withdrawn than she used to be.

Last week, you noticed that her clothes were dirty, and yesterday, you noticed the same thing.

When you ask her if everything's alright and say she seems quieter than normal, she says she's just tired as she finds it hard to sleep in the house on her own.

E

What should you do now?

Strategy

Do you understand the strengths and development areas
for safeguarding in your setting?

- A safeguarding SEF is completed and submitted to the LA bi-annually
- The DSL meets with the Safeguarding Governor half termly to discuss safeguarding compliance
- The DSL produces a 'one page strategy' each year
- An online safety audit has been completed and strengths and developments have been identified
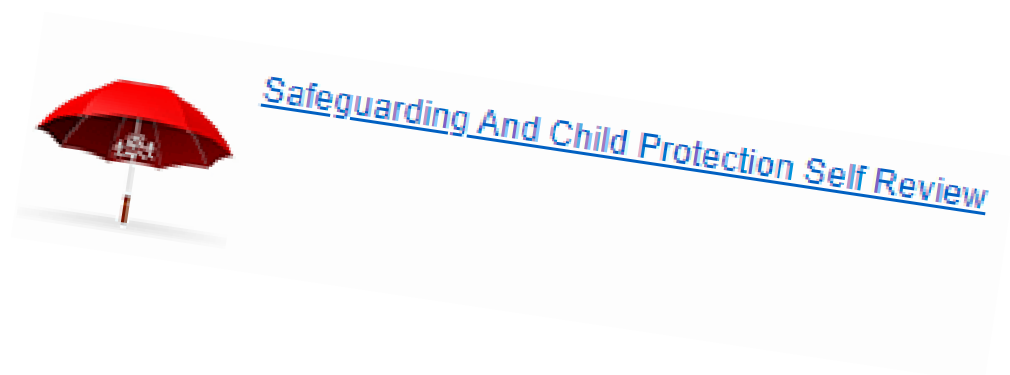
Strategy

How robust is the self-assessment?

- The self-assessment is the detailed one suggested by the LA
- Evidence can be provided for each point

Safeguarding And Child Protection Self Review

Strategy

Does your setting have a safeguarding strategy?

- There is a safeguarding policy that sets out our procedures clearly
- The DSL creates a yearly, 'one page' strategy

Strategy

What are your key development goals and how will you
know when you meet them?

Goals:

- To demonstrate our safeguarding culture clearly, using this mapping tool
- To use CPOMS to its full potential
- Training of staff is rigorous, strategic & swift

- The DSL evaluates each point prior to ½ termly meeting with the
  Safeguarding Governor

Strategy

Does your strategy align with your setting's values, structure, skills and resources?

- The school holds emotional wellbeing & resilience in high regard – it is one of the school's core values
- Strategic use of our Pastoral TA & Nurture Team puts this at the heart of our work with children
- Community is also one of the schools core values
- Our aim, as a safeguarding team, is to become a pillar of the community for providing support and access to support

Curriculum Aims
We will be successful when:

Community
Our children develop a deep sense of belonging and understand how to be **responsible** and active members of the local community and the wider world

Aspiration
Our children are ambitious, with high expectations for themselves and others, understanding there are no limits to what they can achieve with hard work, **resourcefulness** and dedication

Resilience
There is a culture of **resilience** and **reflection**, enabling children to understand how to take control of their learning

Emotional
Our children have patience towards others, are emotionally resilient and are willing to talk about their own concerns and feelings

Skills & Knowledge
Our children can **reason** and are equipped with the skills, knowledge and experie... them on a journey as life-long lear...

Structure

Is the structure of your safeguarding team clearly set out?

Safeguarding Team	Inclusion & Nurture Team
Jonathan Amies (DSL)	Jonathan Amies (DSL)
Rachael Carter (ADSL – Attendance Lead)	Cat Wall (ADSL - SENDCO)
Cat Wall (ADSL - SENDCO)	Kate Jones (Pastoral Support)
Jen Tupper (ADSL)	Jodie Bevan (Nurture Practitioner)
Kate Jones (Pastoral Support)	Heidi Burton (Nurture Practitioner)
	Alison Sheridan (Forest School & Horticulture Lead)

Structure

How does the safeguarding team operate in relation to other parts of the organisation?

- Safeguarding is central to the school operation – it is everyone's responsibility
- The safeguarding team is part of the wider inclusion & nurture team, which includes SEN, nurture and attendance

Sheringham
COMMUNITY PRIMARY SCHOOL & NURSERY

SAFEGUARDING NEWSLETTER
Issue 1 | October 2022
News updates from Sheringham Community Primary School & Nursery
Remember, safeguarding is _everyone's_ responsibility.

Structure

Is everyone clear about their role?

- The role of DSL is in all the job description of all people in this role
- All staff have a job description

Structure

Do they understand the limits of their competence and authority?

- Gaps in skill sets are discussed in PM Meetings

Always use professional curiosity: think 'why' or 'what might be going

What to do if a child tells you about abuse

- Listen fully, be supportive, take the child seriously
- Let the child lead the conversation
- Reassure the child it's not their fault and they'll be kept safe
- **Don't** give the child the impression they're creating a problem by telling you about abuse
- Ask open questions
- Reflect back what they're saying
- Be honest that you can't keep it confidential. Be clear about what you'll do next
- **Don't** talk to the alleged abuser or investigate yourself
- **Don't** view any images yourself

Structure

How does your setting communicate about safeguarding,
both explicitly and implicitly?

- Safeguarding is central to the school operation – it is everyone's responsibility
- The safeguarding team is part of the wider inclusion team, which includes SEN, nurture and attendance
- The DSL & Pastoral TA develop good relationships with families and agencies and record communication on CPOMS

Structure

Do all relevant staff receive effective, regular supervision?

DSL/Pastoral TA Discussion

- The school has a listening culture
- The DSL & Pastoral Support discuss issues regularly
- The wider inclusion team, which includes the safeguarding team, meet weekly to discuss concerns
- The school have trained Mental Health First Aiders

Systems

Is your child protection policy up to date, is it used and is it effective?

- The school's safeguarding policy is up to date and can be found on the school website

Systems

Is there a consistent and effective risk mitigated approach to case management?

Likelyhood	Consequences				
	Insignificant *Risk is easily mitigated by normal day to day process*	**Minor** *Delays up to 10% of Schedule Additional cost up to 10% of Budget*	**Moderate** *Delays up to 30% of Schedule Additional cost up to 30% of Budget*	**Major** *Delays up to 50% of Schedule Additional cost up to 50% of Budget*	**Catastrophic** *Project abandoned*
Certain *>90% chance*	High	High	Extreme	Extreme	Extreme
Likely *50% - 90% chance*	Moderate	High	High	Extreme	Extreme
Moderate *10% - 50% chance*	Low	Moderate	High	Extreme	Extreme
Unlikely *3% - 10% chance*	Low	Low	Moderate	High	Extreme
Rare *<3% chance*	Low	Low	Moderate	High	High

Systems

Do staff have access to safeguarding knowledge, resources and audit tools?

- Regular newsletters have hyperlinks to all relevant resources and audit tools suggested by the LA
- All staff read Annex B of KCSiE on an annual basis
- Noticeboards contain signposting to relevant agencies, including, NSPCC
- Signposting to support is prominent on the school website

Systems

Is your recording structured and clear?

- CPOMS provides clear and structured organisation of safeguarding records
- Staff have had training in recording and effective concern
- File audits are completed regularly and actions are taken

What a good report looks like

Date: 28 September 2022
Time: 3.30pm

Alex C ran out of the classroom crying at around 2.30pm today. I followed her and found her on her own in an empty room down the corridor.

I asked her if there was anything she'd like to talk about. She said she'd done something "wrong" and been "stupid". She said everyone was laughing at her.

She said that Theo had been texting her "all the time" and wouldn't leave her alone. He started asking questions about how she was and whether she was going to the disco. Then he started asking to see pictures of her without her clothes on.

She said she tried to ignore him, but he kept sending messages and told her all the girls were doing it, and people would think she was boring if she didn't. She said she sent a picture of herself in her underwear and "nothing else".

She said she's worried that he might put it on the internet and her parents might find out.

Systems

Do you use your records to improve safety and welfare of students?

- The use of our records is central to our processes
- New concerns are considered alongside previous concerns – CPOMS enables this
- An 'impact' category is used on CPOMS where there is a very clear positive impact from our processes

Impact

Styles

How is safeguarding fully owned at governance and senior leadership levels?

- All meetings of the Full Governing Board & Curriculum & Standards Committee include a safeguarding report from the DSL
- The DSL & Safeguarding Governor meet half termly
- All SLT Meetings include a safeguarding update
- Staff know how to contact the Safeguarding Governor

Safeguarding Report to the Governing Board
School: Sheringham Community Primary School **Date:** 30th September 2022
This report is for the period from: 13th May, 2022 **to:** 30th September, 2022
Report Author: Jonathan Amies (Designated Safeguarding Lead)
NB The information in this report is confidential – names and specific circumstances cannot be discussed.

Leadership Team Agenda

Jonny Amies, Rachael Carter, Gemma Keogh, Jen Tupper, Cat Wall

Date: 3rd November 2022

3.30 pm – 5.00 pm

Item No.	Topic	Time	Notes / Actions	Lead
1	Minutes of the last meeting and actions	5 mins		RCa
2	Safeguarding	5 mins		JAm

Styles

Do you understand your safeguarding culture, where it is strong and where it needs attention?

- Cohesion and good understanding amongst the wider Inclusion Team, and very clear roles, enables the most appropriate action and support
- Safeguarding has a high profile in school: noticeboard, training, newsletters and staff presence

- Audit tools & monitoring is used to identify areas for development

Styles

What are your key goals?

- For SCPS&N safeguarding to be considered consistently outstanding by all stakeholders
- For SCPS&N safeguarding to be a pillar of support for the local community

Staff

Are there any specialisms required or roles not held at present?

- There are no specialisms that are currently required: the SENDCO has experience working with challenging behaviours
- Norfolk Steps training has been recently accessed and key members of staff have undertaken 'train the trainer'
- Different types of therapy have been accessed as an 'in school' provision: Brick Therapy, Play Therapy, Music Therapy
- Training for specialism has been accessed, for example, DESTY, Brick Therapy, Attendance, ELSA

Staff

When a safeguarding issue arises this can consume hours of time – how does the school balance this with the core task of educating all the children?

- The DSL is not class based
- 22 hours of Pastoral Support supports this role
- 5 hours of Pastoral Support supports attendance

Staff

Do you have the staff time to commit to the safeguarding task?

- The DSL is not class based
- 22 hours of Pastoral TA support supports this role
- 5 hours of Pastoral TA support supports attendance

Staff

Are there vacancies and how are these being covered?

- There are currently no vacancies

Staff

Are you effective in developing an interagency team around the child approach?

- The school has good relationships with outside agencies, for example, Nelson's Journey & Pandora
- Pastoral Support is responsible for running EHAPs
- Support from the LA is used, particularly our Partner Focus Officer

Skills

Do you have a clear and effective arrangements for safeguarding learning for your staff?

- A programme of training, which includes newsletters, bulletins and face-to-face training, accessed via The Key, is used.
- The whole school receives a general update on an annual basis.
- Prevent training is renewed every three years.
- The DSL & ADSL's renew their training every 2 years.
- Safer Recruitment training is updated every 5 years, for those who currently hold it.

Skills

Do staff feel confident in recognising abuse or neglect?

- Staff have had training in recognising the signs of abuse and neglect and say they feel confident in this area
- Staff quizzes suggest that they know about the different types of abuse

Skills

Are staff always skilled in responding to concerns about abuse and neglect?

- Neglect is the most frequently reported concern, along with emotional abuse.
- There is evidence that staff report and work to alleviate concerns, particularly around neglect, for example, providing uniform or breakfast.

Skills

Is the DSL suitably skilled and supported to undertake their role?

- The DSL is up to date with training, has read KCSiE in its entirety and now has over 4 years experience in the role

Skills

What strengths do you have in dealing with safeguarding issues? Where are the gaps?

- The DSL & Pastoral TA have clearly defined roles, communicate quickly and efficiently
- The DSL has decision making and strategic strengths
- The Pastoral TA is highly skilled in working sensitively and effectively with children and families
- Safer Recruitment procedures are rigorous
- Our nurture team are highly skilled with working with vulnerable children

Skills

How do you monitor and assess the skills of your staff,
your DSL and your governors?

- School keeps a record of training that has been accessed by staff.
- School keeps a record of evaluation forms which asks for any further training needed
- Quizzes are used on each newsletter to assess staff knowledge

Skills

What have you learned from safeguarding incidents in your setting to prevent recurrence?

DSL/Pastoral TA Discussion

- The DSL & Pastoral TA have regular reflective meetings to improve responses to concerns – these are marked on CPOMS with DSL/Pastoral TA Discussion category.