Chapel Street
Community Primary School

EFFECTIVE SAFEGUARDING CULTURE MODEL

Effective Safeguarding Culture Model

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Our Mission

Making a difference and achieving excellence for every child.

Our Purpose

The **purpose** of our **Effective Safeguarding Culture Model** is to provide a clear framework for all aspects of safeguarding to ensure safeguarding moves from compliance (tick-box approach) to an effective safeguarding culture, deeply embedded within each area of our school.

Our Values

Growth -   We go beyond what is expected to continually improve standards and deliver ambitious outcomes.

Respect -   We do the right thing for our children.

Inclusion -   We care about people as individuals.

OUR VISION FOR A SAFEGUARDING CULTURE

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That Chapel Street has an effective culture of safeguarding that is deeply embedded and all staff fully understand and are able to carry out their safeguarding responsibilities.

Our child centred and coordinated approach means that children *feel* safe and secure, both physically and emotionally, and their well-being is strong, providing firm foundations for their growth as learners.

| Notice | Take action | Follow through |

OUR VISION AT CHAPEL STREET

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Our vision of Chapel street that everyone takes <u>responsibility</u> for keeping children <u>and each other</u> safe. We believe that children will only achieve excellence if they feel safe and secure.

Therefore, we will all <u>do everything possible</u> to keep everyone safe.

- Notice
- Take action
- Follow through

- Relational approach
- Whistle blowing
- Staff well-being team

- We understand our role
- We know policies and procedures
- We taking initiate and preventative measures
- We believe that safeguarding is everyone's responsibility

EFFECTIVE SAFEGUARDING CULTURE

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Evaluation, reflection and learning

Safeguarding ethos and mindset

Child centred and coordinated approach

Children at the heart of everything

Effective policy, procedures and compliance

Welfare and well-being

Effective leadership, management and governance

Definition of Safeguarding

Safeguarding children and young people's welfare is defined in 'Working together to safeguard children' as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical 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

Children at the heart of everything

- Everyone believes the welfare of children is paramount.

- Schools approach to safeguarding is child centred and coordinated.

- The needs and rights of children are at the heart of all decisions and actions.

- The school is a listening organisation: Children's views are valued; Children are heard and believed.

- Children are empowered and encouraged to speak up and self advocate when they are unhappy or worried.

- Children understand the Relational Approach and how to use it.

- Children know what is expected of them, in terms of positive behaviour

- Safeguarding and promoting the welfare of children is seen as everyone's responsibility.

Safeguarding ethos and mind set

- The vision and mission of school includes a clear commitment to safeguarding and staff understand WHY safeguarding is so important.

- There is an understanding that '*people not policies, keep children safe'*. Leaders and staff at all levels believe *it could happen here.*

- Values and behaviours are articulated an

- d communicated and include clear expectations and a safeguarding mind set.

- Staff understand and follow what is expected of them – values, behaviours, conduct, professional boundaries.

- The schools commitment to safeguarding is regularly communicated to children, parents and everyone in the school community.

- A visible commitment to safeguarding is seen and felt when spending time in school with children and staff through what people say and do.

- Safeguarding practice is driven by a school specific safeguarding action plan and safeguarding risk assessment which includes specific contextual risks for our school.

- Staff are appropriately trained so that they have the relevant skills and knowledge to safeguard children effectively.

- School is committed to ensuring that Parents and carers have an understanding of safeguarding, in particular how to ensure online safety.

Policies, Procedures and Compliance

- An up to date, compliant and contextually relevant child protection and safeguarding policy is in place.

- The child protection and safeguarding policy is communicated in an accessible and relevant format to and understood by staff, children, parents and all in the school community .

- Safeguarding is a focus of all policies and procedures including recruitment, training and induction, supervision, raising concerns, behaviour, well being, on and off site activities.

- Low level concerns, allegations and whistle blowing policies are in place and are communicated in an accessible format to and understood by staff, children, parents and everyone in the school community.

- "What to do if you are concerned" information is visible within the school and accessible to children and staff.

- Policies are regularly reviewed by asking So What?

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Effective Leadership, Management and Governance

- Leaders at all levels role model and embody the school vision and values and their commitment to safeguarding of the school through their actions.

- Every leader sees safeguarding as their responsibility, safeguarding is not the sole responsibility of named leaders/ governors.

- Leaders create an open culture in which everyone is encouraged to take ownership for their behaviour and to challenge and raise concerns about safeguarding.

- Leaders are courageous in listening to and acting on concerns.

- Priority is given to discussing valuing the safety and wellbeing of children as well as their attainment and progress.

- Governors understand their responsibilities for safeguarding and challenge and support the school in being a safeguarding organisation.

Welfare and Well-being

- The wellbeing of staff is a priority in the school.

- Staff wellbeing is discussed openly and actions taken to support the wellbeing of staff.

- Colleagues notice and offer support when others are in need of help.

- Pastoral care of students and care for their wellbeing is part of everyone's role – not an add on, a curriculum subject or a named person's responsibilities.

- Bullying is not tolerated by anyone, and action is taken quickly to respond to and resolve any issues.

- The school role models a relational approach at all levels – empathy, care and providing a safe environment for children to flourish are a priority.

- Children know how and who to ask for help

Child Centred and Coordinated Approach

- School has an open culture; Partnership and collaborative working outside of the organisation is encouraged and valued.

- School works in partnership and builds positive relationships with parents and carers.

- Local procedures are followed and statutory agencies are treated as partners.

- Information is shared openly in the best interest of safeguarding children.

- Support and advice is asked for when needed.

- A range of service and professionals are engaged with supporting the school in the safeguarding and wellbeing of children.

- Staff receive training on the effects of trauma and poor attachment on children's well being

Evaluation, Reflection and Learning

- The school is an open, learning organisation where self reflection and learning from mistakes is celebrated and encouraged.

- Regular reflective supervision/ one to one's take place which facilitate self reflection and learning.

- Leaders make time to observe staff demonstrating the values and their commitment to safeguarding.

- The programme for external and internal reviews and evaluation of safeguarding practice is robust.

- Regular reviews of safeguarding information and incidents takes place to identify learning.

- Lessons learnt are shared with all staff, leaders and governors to allow shared learning and action are put in place.

- Staff training in safeguarding is relevant to the school context and makes a positive impact on safeguarding within the school.

Contextual Information

Our cohort
This is a much larger than average-sized primary school. Almost all pupils are from minority ethnic groups. Pupils of Pakistani heritage make up the largest group in the school. A high proportion of pupils speak English as an additional language. The proportion of pupils with SEND is broadly average. The number of pupils who receive support through the pupil premium funding is above the national average. A large proportion of pupils enter the school at different times of the year than is seen nationally. Most of these pupils are at the earliest stages of speaking English when they join.

Recent OFSTED Grading: Good (June 2019)

The arrangements for safeguarding are effective. There is a strong culture of safeguarding in the school. Well-trained staff have relevant and up-to-date knowledge of safeguarding. They understand their obligations and, as a result, they are quick to identify, report and record any concerns regarding a pupil's in a timely manner. Safeguarding records are of a high quality and demonstrate the priority that leaders have placed on keeping pupils safe. Leaders take appropriate action when necessary and work with outside agencies to make sure that pupils get the support that they need quickly. Leaders have ensured that all safeguarding procedures and processes are fit for purpose. For example, the necessary pre-employment checks that the school carries out on new staff are rigorous. A number of governors have had training in safer recruitment. They use this information to better inform their roles. Pupils said that they feel safe and talked about how they trust the adults in school who look after them. The majority of parents who responded to Parent View agreed that the school looks after their children well.

Levenshulme
Levenshulme is an area of Manchester, England, bordering Fallowfield, Longsight, Gorton, Burnage, Heaton Chapel and Reddish, approximately halfway between Stockport and Manchester city centre on the A6. Levenshulme is predominantly residential with numerous fast food shops, public houses and antique stores. It has a multi-cultural and multi-ethnic population of 15,430 at the 2011 Census. The Manchester to London railway line passes through Levenshulme railway station.

Predominant risk factors for our children
Domestic Violence
Physical Chastisement

To a lesser degree:
FGM
Radicalisation

Staff

1 DSL
4 DDSL
1 Play Therapist
1 Educational Psychologist
1 Attendance Officer
1 Family Worker
1 Pastoral TA
1 LAC DT

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SAFEGUARDING FIVE-YEAR STRATEGIC PLAN (2021 – 2026)

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Targets	2020 – 21	2021 – 22	2022 - 23	2023 – 24	2024 – 25
SG1. Ensure that safeguarding practice is driven by a school specific safeguarding action plan and safeguarding risk assessment which includes specific contextual risks for our school	Implementing	Developing	Embedding	Embedding	Exceeding
SG2. Develop and embed the relational approach to ensure all leaders, staff and children understand the high standards of behaviour, attitude and conduct expected of them conduct themselves with highest levels of professionalism.	Developing	Embedding	Embedding	Exceeding	Exceeding
SG3. Develop and embed a Safeguarding Risk Register which is a live document, used to identify risks and then ensure that action taken to minimize risk is shared with and owned by all stakeholders	Preparing	Implementing	Developing	Embedding	Exceeding
SG4. Develop and embed a Safeguarding Community Wide education programme which informs parents about relevant safeguarding issues (for example: online safety and how to keep children safe) and informs and encourages diversity and tolerance within the community.	Preparing	Implementing	Developing	Developing	Embedding
SG5. Develop and embed Safeguarding Professional Learning programme , integrally linked to the Safeguarding Risk Register to ensure all CPD is relevant, contextualized and effectively develops and enables all leaders and staff to foster a strong safeguarding culture.	Implementing	Developing	Embedding	Exceeding	Exceeding
SG6. Develop and embed effective processes to monitor and evaluate the effectiveness of our Safeguarding Model.	Preparing	Implementing	Developing	Embedding	Exceeding