**DSL Network Table discussion 12th Feb 2019**

What does “Protective Ethos” look like in a school/setting?

Summary of points

* Everybody’s responsibility
* Website
* Displays/ posters around school/ newsletters
* Leaflets for visitors
* Signing in procedures
* Key priority for parents/visitors.
* “Expected Cultures and pro social beahviours” within schools. Mission statements. Expectations on school site.
* Environment/displays with support, information, phone numbers and multicultural signs. Including posts showing first aiders.
* Learning environment – photos of DSL – Key people
* Safeguard poster and leaflet to promote awareness of DSLS- photos, who to go to.
* Key information available to all e.g. staff room & children – e.g. toilets/ changing rooms
* Ethos in all policies and practices
* Open and approachable ethos – everyone listens!
* School values i.e. collaboration, resilience, clear around school & voiced by pupils
* Assemblies
* Case studies and influential speakers
* School curriculum shows that keeping children safe through a range of topics is integrated through all year groups across the year. ( Curriculum Maps)
* Consistency through all stages – Primary to FE
* Pastoral spaces “available adults” – convey an important ethos – raising the importance of such matters. Overt support network.
* Safer recruitment ( recruitment adverts)
* Appointing/prioritising a range of professionals to support & keep safe i.e. DSLs, safeguarding officers, health/ Learning/ Behaviour mentors/ counselling service, parent support, peer support, identified adults
* Staff induction- of students, volunteers, midday supervisors, parent support workers, TAs, governors
* Staff Training
* Staff questionnaire
* Working with key: staff- middays, other staff.
* Pastoral Team – easy to identify DSL team.
* Counsellor
* Health and wellbeing- staff and students
* Putting children’s rights at the heart of all policy/practice such as UNICEF Rights Respecting Schools Award.
* Strong systems in place so that if someone leaves safeguarding remains seamless.
* Mapping the school – pupils identify any areas they don’t feel safe
* Talking to children – how do they feel safe (questionnaires etc)
* Making children aware of how you keep themselves safe?; Am/pm, lanyards, who to talk to, children’s perception of issues e.g. bullying.
* Talking to children about what they are accessing online (musicly, fortnite) to understand potential s/g issues that may arise
* Empower children to be safe through social media, assemblies –
* Children know/ can voice how to keep themselves safe, who they can talk to for support, how to support themselves. School council/communication team.
* How children treat each other / conduct themselves
* Knowing families really well & sharing info ( break-ups, moving house,)
* Range of different referrers
* The support team – that there is one!
* Pastoral Care
* Training for all staff
* Robust logs of training – identifies gaps
* Protective policy – home visits – in pairs
* Protecting staff
* Reasons re concerns fed back to all.
* Weekly meeting with DSL’s to look at new and open concerns.
* Pastoral- monitor behaviour/emotional & mental Health closely.
* Links to Academy Trust – if part of one.
* Dialogue between staff- open conversations about any concerns.
* Termly reviews around safeguarding
* Evidence how staff repeat concerns – response systems.
* Record keeping chronology
* Attendance trends – keeping a close eye of patterns.
* Effective transitions – working together to ensure appropriate information is shared.
* Information and expectations sent to parents if children move to being home educated?

Working in partnership - within schools. Mission statements. Expectations on school site.

* Engaging parents – build trust
* Interpreters
* GREAT / DARE/ PINTSIZE Theatre performances/ Equation
* Community Public Health – Nurses
* Early Help services
* Polite Liaison Officers – secondary schools
* PCSO’s relationship
* Evidence of partnership meeting
* Bulletins/ Newsletters to families/ Parent Mail – e.g. safer internet day.
* Close partnership with agencies
* Police officers
* Build trust with parents
	+ - * Link with GP’s
* Stakeholder views – questionnaire
	+ - * Governors

Maybe moving 2.3 to the end of the audit?