SAFEGUARDING AT CEDAR PARK SCHOOL AND NURSERY

IDENTIFYING A TRUSTED ADULT

At Cedar Park, we **need** all children to have people they can go to if they want to talk about something or raise a concern. We start each year by doing an activity, where children identify five people they can talk to. This is a mixture of people in and out of school.

In assemblies, we remind children that they can talk to anyone, but that we have trained people who they may want to speak to. These people are identified on posters, which are all over the school. We also have a trained member of staff in ELSA, who children can have time with.

MENTAL HEALTH

The vast majority of our teachers have had mental health first aid training, and our SENDco has had the mental health lead training.

In the last three years, we have seen a lot of children struggling with their mental health. This has been in the form of anxiety, poor self-esteem and EBSA.

Our view is that children will not thrive at school unless their mental health is in a good place. Therefore, we open up opportunities like nurture, therapy, ELSA, ELSA drop in, Lego therapy and calm club in order for pupils to feel safe and secure whilst at school. Our designated Pastoral Lead is dedicated to this crucial work.

EARLY IDENTIFICATION OF VULNERABLE CHILDREN

Staff are very quick to identify vulnerabilities in children, noticing changes in behaviour or presentation. In addition, pupils can talk to staff or use our 'speak out boxes' to voice any concerns.

Staff will verbally share and CPOMS concerns with DSLs, who always act promptly and in the best interests of the children. This could include the school doing some direct work with the family, or doing this in conjunction with external professionals. We currently work very closely with the PRU, family support and the virtual school.

SAFEGUARDING CPD

Safeguarding is what we start every meeting, training session, briefing and INSET with. We talk about this before everything else.

In the last 12 months, internal training during INSET has included KCSIE, low-level concerns, fire evacuation, internet safety, anti-bullying, behaviour, Prevent, dealing with prejudice, early identification of vulnerability, contextual safeguarding, intimate care, asthma, anaphylaxis, diabetes and de-escalation. We will continue to have safeguarding as the number one focus in terms of internal CPD.

On top of this, we have many staff who access training beyond Cedar Park. There are:

4 DSLs, 3 trained in safer recruitment, 2 staff mebers trained in pool safety, 2 staff IOSH trained, 2 staff trained in legionella/asbestos, 1 trained in CLA, 7 Paediatric First Aiders and 10 trained in positive handling.

Our Governors also have safeguarding training in KCSIE, Prevent, managing allegations and safer recruitment.

Across staff and governors, there is a real commitment the safeguarding CPD to be as killed as we possibly can be.

STRENGTHS

- Culture of vigilance
- Focus on mental health and work with the Bucks Mental Health Team
- Quantity of First Aid trained staff
- Filtering and Monitoring software and systems
- Zero tolerance approach to bullying and prejudice
- Outward looking culture- constantly trying to be safer
- Working in partnership with external professionals
- Governors holding the senior leaders to account
- Dealing with complex medical needs
- Staff training and subsequent follow up
- Regular Pupil Voice sessions on safety and wellbeing.

ATTENDANCE

We have a robust system for monitoring attendance. The office manager reports regularly to the headteacher on attendance that has dropped significantly or that is below 90%. Families are written to, and where there is no significant improvement, the headteacher meets with families to put in place support. Sometimes, this support extends past the DSL team and our Family Support Worker does some direct work with a family. This has great impact on school attendance.

AUDITING

We are very outward facing and always looking for ways to improve our safeguarding procedures and culture. As such, we have had three audits since June 2022, to ensure that we have outside eyes advising on safety.

PHYSICAL ENVIRONMENT

We have a beautiful and expansive site at Cedar Park. All of it is assessed for risk and adaptations to the physical environment are made when we feel that risk dictates. From simple rules like 'walk on the left' to big projects like high gates that separate the pool from the main site, we are constantly looking to make the site as secure and safe as possible.
The pool is a unique part of our school, and with this, we have special procedures and training to manage children's safety whilst swimming.

UNDERSTANDING RISKS BOTH ONLINE AND OFFLINE

Our PSHE, RSE, Science, computing and PE curriculum all cover crucial elements of safety. This is mapped out so that learning builds on previous teaching and concepts.
On top of this, out children are provided with enrichment activities that go beyond the curriculum, all geared towards safety and wellbeing. These include:

Being Different Being Equal Week; Internet Safety Day; Mental Health Day; Drowning Awareness Day; First Aid Day; Speak Out Day and NSPCC Number Day.

We are proud when visitors to the school tell us that children speak very articulately about how to stay safe both online and offline.

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