

Norwich Steiner School

Contextual Safeguarding



Contextual Safeguarding is an approach to safeguarding that helps us to recognise and respond to harm that children and young people may experience outside of the home.

As they grow from early childhood through into adolescence children spend more and more time socialising outside of their families- at school, with local friends, at activities or clubs, and online. They become increasingly influenced by friends and peers, and their actions, behaviour and experiences become shaped by social expectation. This can be incredibly positive or have or a negative impact on wellbeing and safety, depending upon whether they are socialising safely at school or in their community, or in unsafe or harmful spaces.



Adapted from Firmin, C., 2013

Young people may suffer harm from antisocial and risk-taking behaviour in parks and other public spaces, harassment or assault on the street, bullying or harassment in schools, or online, in friendship groups or in intimate relationships. They may be drawn into crime, physically or sexually harmed, or sexually exploited. By forming an understanding of the context of children's lives, parents and schools are better able to support children to be safe, and to deal with any issues that may arise.

From July to September 2022, we carried out a whole school survey to help form picture of contextual safeguarding for our pupils.

We used a combination of age-appropriate approaches, adapted from the Contextual Safeguarding Network's resources. Although these are designed for secondary aged pupils, as an all through school we felt that it was important to include all our pupils in the process, as it would be a good opportunity to do some work around safety and safeguarding with the younger children. Methods ranged from talking and drawing about school (the place where they spend the most time when not at home) with the youngest children in kindergarten and lower school, brainstorming about safety with older lower school pupils, and contextual safeguarding questionnaires for upper school pupils, parents, and staff. The pupil and parent surveys were designed to gather information about the areas of children's lives outside of the home.

Jacqui Armour, our Designated Safeguarding Lead, ran the pupil sessions, and class guardians used the surveys in upper school sponsor lessons. With the younger children in the lower school, we used a confidentiality exercise (involving toothpaste!) at the start of the session. All pupils were given information about who they can talk to if they have any worries.

As there is a risk with anonymous surveys that a concern may be raised which cannot then be followed up, parents and staff were given information about who to contact if they have concerns.

Any safeguarding concerns arising from this work were followed up straight away. Any comments that were about the school in general rather than safety was passed to the school administrator to be included in our general survey, or to relevant staff, for example the school SENDCo.

Data was collated and analysed, and has been shared with pupils, staff, parents, and trustees.

Throughout the school the pupils engaged with this process, with enthusiasm, openness, and willingness to share, both in the pupil engagement sessions and the survey responses.

We received a low response to the parent surveys, with just 12% (13 out of 108 families). The assumption that we have drawn from this is that many parents did not feel the need to reply as they didn't have any concerns, or were perhaps too busy, so we checked with the parents, asking those who did not respond to the survey to tell us whether this was the case, and to ask them whether they do have any concerns regarding their children. We received four replies, confirming time constrictions, and one parent told us that they were concerned about local traffic. Survey Monkey was suggested by one parent as an easier format. We had considered this but had decided not to use it due to the costs and staff time involved. The low response rate meant that we could not so meaningfully compare parent and pupil perceptions.

Staff and trustee responses were also quite low. We received feedback that the staff survey was too generalised and broad, and the level of response required not clear enough, that it was very different to the questionnaires sent to parents and may have left staff feeling that they were being tested on their safeguarding knowledge rather than being asked for their opinions. We will re-word the survey for future use.

As well as providing a contextual safeguarding overview, this work:

- gathered pupil voice
- demonstrated to pupils know that we are interested in their views and that we listen to them
- provided useful discussions on consent and safety with pupils
- supported younger pupils in speaking to the DSL

- gave parents an opportunity to think about contextual safeguarding and to tell us about any concerns or suggestions that they have
- gave staff an additional opportunity to feedback to DSLs
- framed pupils, parents, and staff as stakeholders
- will inform our discussions in school and our work with pupils and parents

Key Findings

The results showed us a snapshot of the children's lives in the school, their likes, and dislikes. It was interesting to see how the responses from the children mirror their development and the school curriculum- moving out from themselves and their physical environment into the emotional and social realms.

We were encouraged to see from the surveys that a vast majority of pupils are happy at school and at home, and feel safe at school, and that their parents agreed.

Pupils know who to talk to if they have a concern. They know how to stay safe online. Parents and staff who responded agreed.

Pupils and parents perceived levels of bullying and sexual harassment to be low.

Parents and staff consider safeguarding in the school to be robust.

Most parents feel informed and well supported.

Staff feel supported, well trained, and confident in dealing with safeguarding concerns or issues. The trustees agreed.

Implications

These positive results should not make us feel smug or complacent. Things are changing all the time, in society, in families and in schools. And of course, online. We are aware that the lack of reports of bullying or sexual harassment or assault does not mean that it is not happening for any of the children. But hope that consultations like this will support pupils who have been harmed, or who are facing any difficulties, to talk to somebody, and to seek help.

Next Steps

We will continue to observe, support and monitor wellbeing and behaviour in the school, and work with parents around safeguarding outside of school/home.

We are developing a bystander programme to support pupils in recognising and intervening in incidents of sexual harassment or bullying behaviour.

We are planning an online safety workshop for parents, with staff available to show parents how to set up security and how the various social media platforms etc work, and what to look out for. This will supplement the half-termly parent bulletins.

We will revisit the survey each year but will re-consider our timing so that it does not come at the end of the school year. It may be more beneficial to the pupils to do after the summer holiday, as it will give staff a picture of what has been happening for families during the long break.

If you have any concerns about the issues in this report you can contact Jacqui Armour, DSL (jacqui@norwichsteinerschool.co.uk) for support or information.

Information on contextual safeguarding can be found here:

<https://www.contextualsafeguarding.org.uk>

Kindergarten and Lower School (ages 3-12)

Kindergarten (including pupils who are now in Apple Class)

We talked about kindergarten and friends and the children drew pictures of what they like about the school, what they did not like, and what they would change. They talked mainly about food and playing. They enjoy outside time, books, the slide, trees and eating. Especially apple crumble. They don't like tidy time as it stops their games. They would like to have snakes, a dinosaur, a red door, blue walls, and walls made from trees.





Linden Class

Linden class brainstormed their likes and dislikes about school, talked about worries and drew a picture of what they would like school to be like. During the toothpaste exercise the children chatted about things they like to share with other people: about their pets, what sort of toothpaste they use, about their families- how many brothers and sisters, that their friend is unwell, that they are going to get glasses.

The children enjoy having their own drawing books, free-play, painting, games, the field, breaktimes, lessons, their desks, French, and German. They don't like: Nothing! That they can't bring toys from home, or take school things home, not wearing fancy dress, not kicking balls, not talking about television in class. Their worries were bees and wasps, getting a paper cut, that somebody might try to break a window, being in the bathroom because you can't see through the doors, somebody might try to talk to them through the hedge. A girl observed 'Childish worries are so annoying'.

Drawings of an ideal school showed elevators and lift, a fitness room, a tv room, an upstairs kitchen, BBQs, bedrooms, an indoor slide, more floors- a taller school to fit in more rooms, a cat, a trampoline, a cake machine, a dog, thousands of classrooms, more trees, and a dining room. The children also said that they would like to learn some Arabic and have more inside play, like in kindergarten.





Ash Class

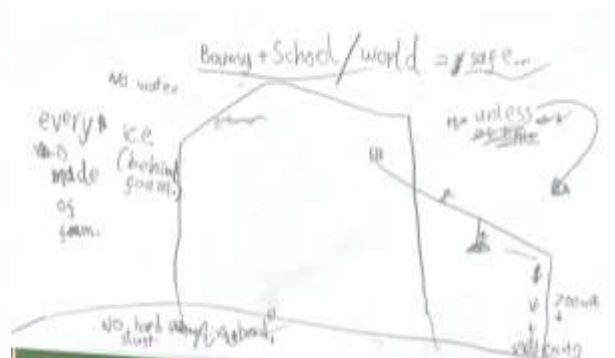
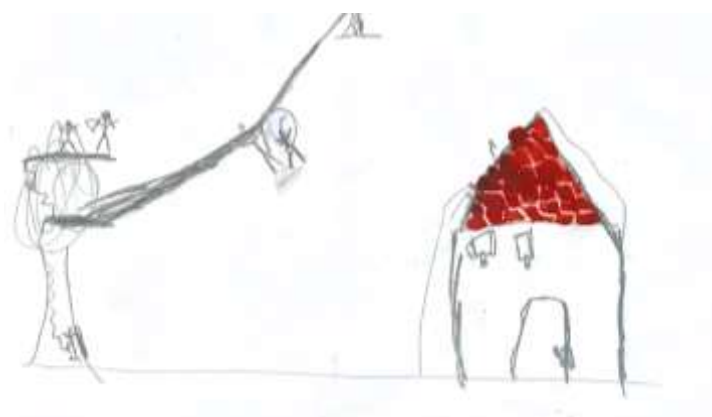
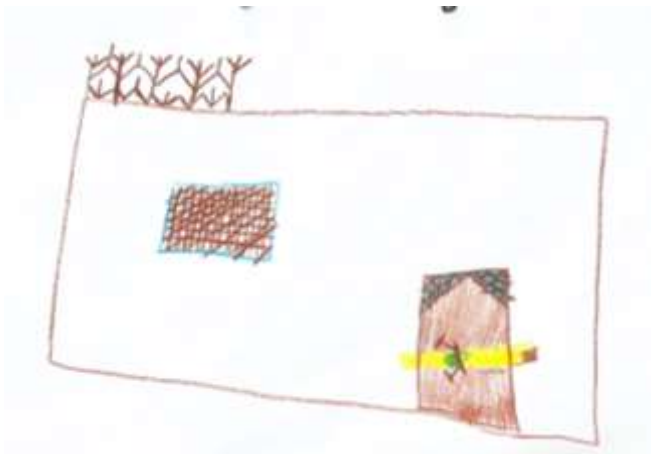
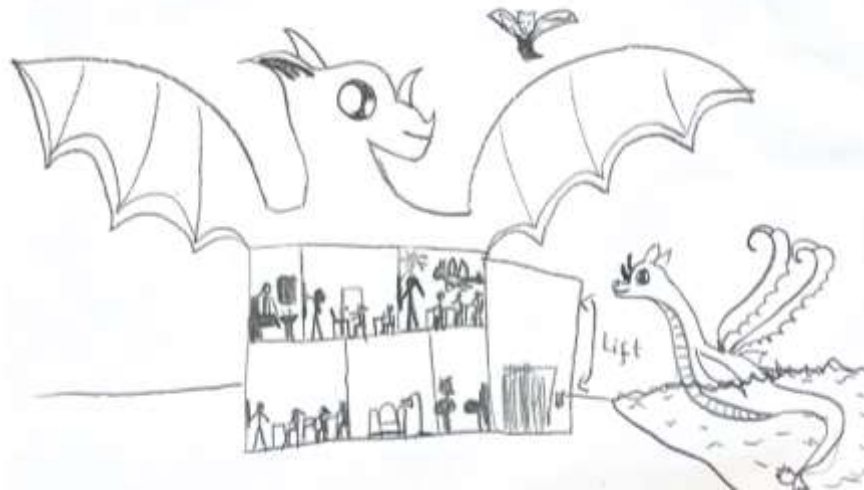
The toothpaste exercise prompted a discussion about keeping and sharing secrets. The children talked about feeling safe at school.

When we talk about feeling safe at school, what do you think about?

When you go to the toilet tell a teacher; be careful in games lessons; don't release the tiger; come in when the bell rings; don't escape from school; don't be mean; my mum makes me feel safe; if you are left in a car with a dog keep the window open; don't go near a cliff edge; be careful on the internet; listen to teachers; don't do anything dangerous; don't jump off a waterfall; lock your windows and bolt your doors; don't keep secrets; talk to an adult; use the worry box.

They each drew a safe school. Their drawings included a castle with a moat, barred windows, a thicket, padlocked doors, 'no running' signs, safety glass, elevators (these were very popular) no water, hazard signs about water and not jumping off the roof, roped in walkways, a swimming pool

(with lifeguard of course) zip wires a tree house closed windows, handrails, an electric fence, a bubble bath, foam floors and walls, a park, closed doors, and guard dragons.





Rowan Class

Rowan Class talked about feeling safe at school, 'safe' words, and worries. Safe words included - safe, family, kind, supportive, supporting, friends and friendship, help and helping, protection, guarding, and guarded. Their worries were about scammers, bullies, climate change, things on the news, problems with friends and worries in their families.

What does the school do well? Nice teachers, it is a friendly community, has nice pupils, a friendly environment, a friendly playground, good lessons, nice clubs, it is a small school, so it is easy to know everyone and that makes us feel safe.

What could the school do better? Nothing! More equipment in the field, the playground trees stumps may be dangerous, giving the option to stay indoors in extremely hot or cold weather, more clubs, letting us eat outside, more time to play, football, balls allowed in the field, more bushes along the fence so people can't look in.

If you were in charge, what one change would you make? A teacher dispenser, hot chocolate machine, allowing children to roam, more loos, downstairs and outside, more shade outside, outdoor water bottle refill station, more fun lessons (some are boring) a kettle in each classroom, stress balls, no more packed lunches, a canteen, more outside lessons, turning the felled tree into a seat.

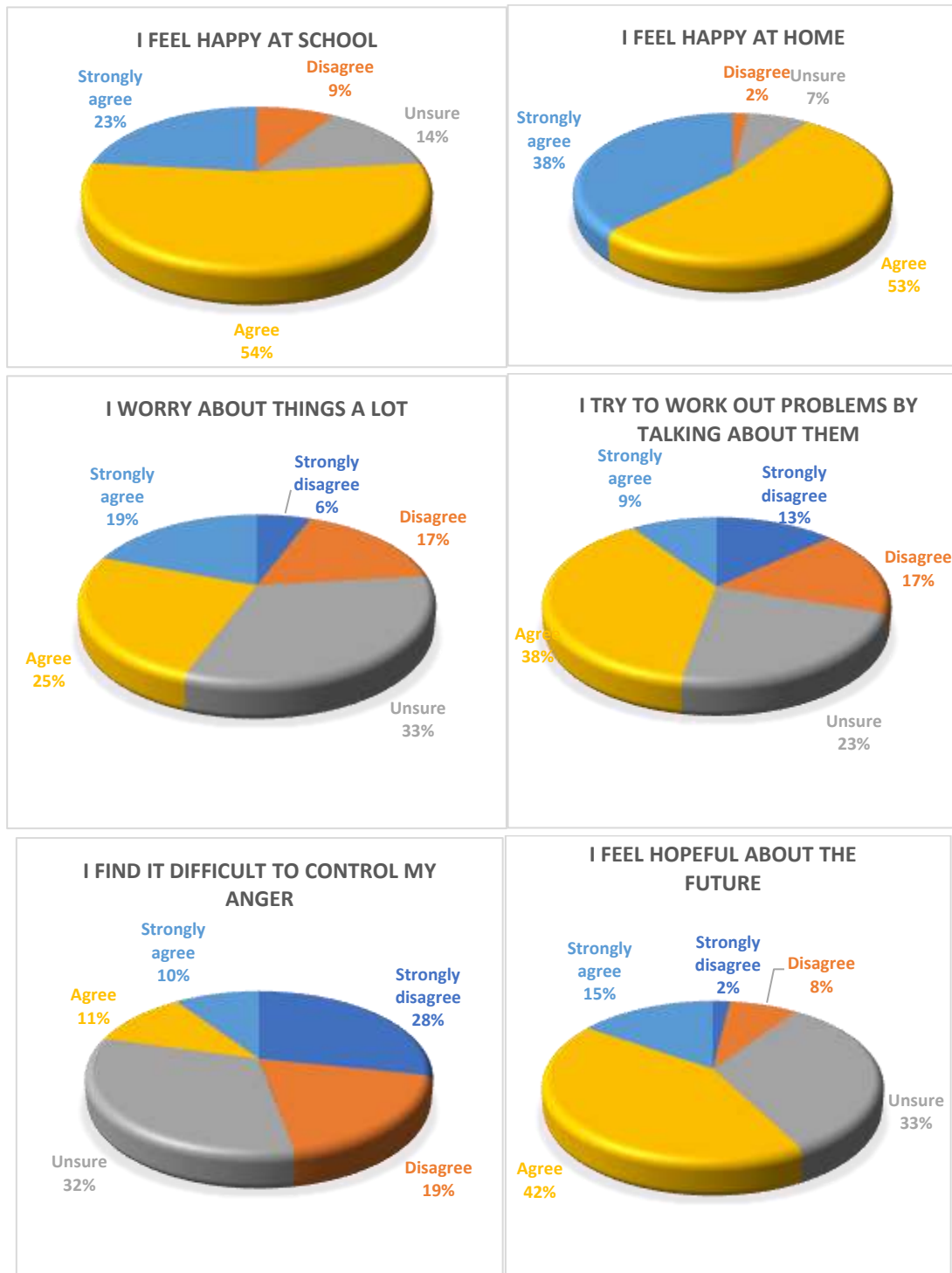
Can you think of something that you think is safe, that adults don't? Walking on the left side of the pavement, climbing trees- there are safe trees and safe heights, running around after a shower with dry feet or at the pool, adults always say they are wet, swimming in the ocean, cooking, and using sharp knives.

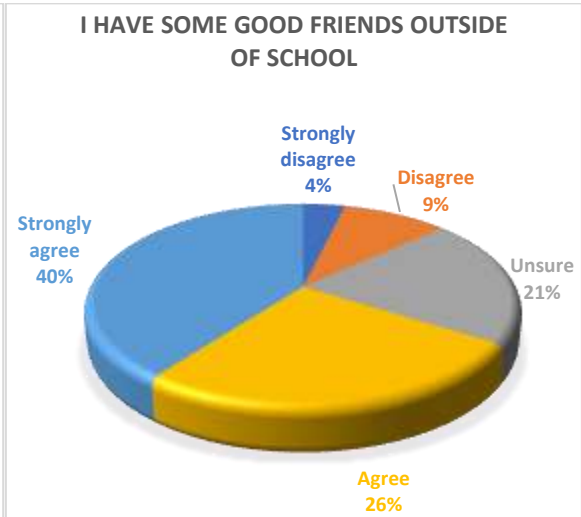
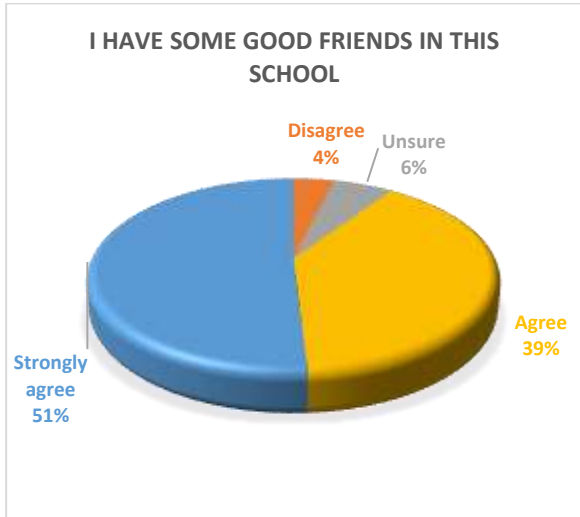
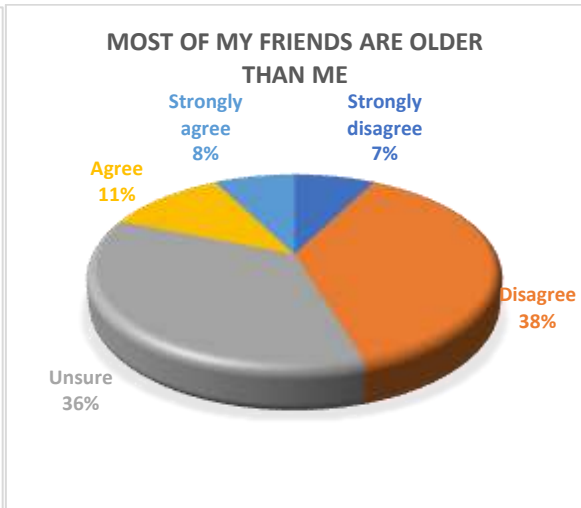
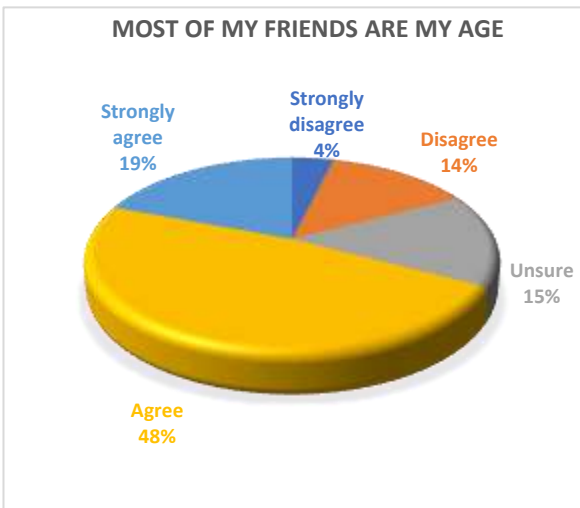
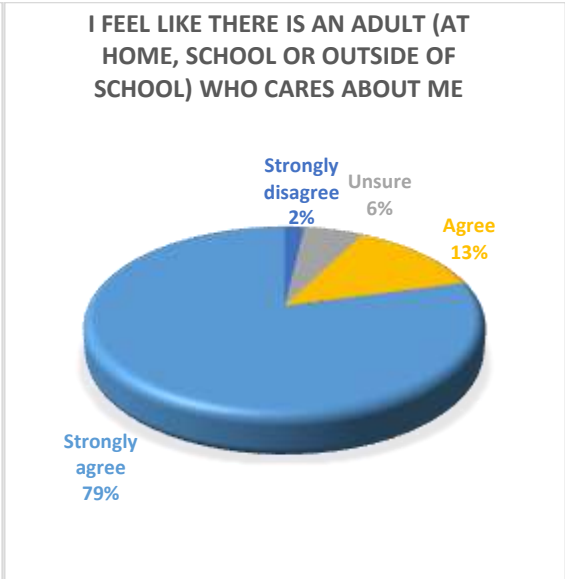
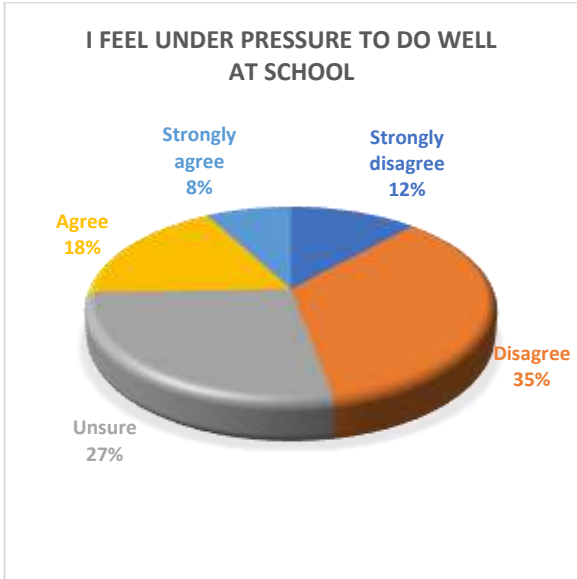
What one thing do adults need to know about children of your age? We work a lot, harder than they realise, we focus on our education for the future, it can be stressful sometimes, school hours are long, we need more sleep!



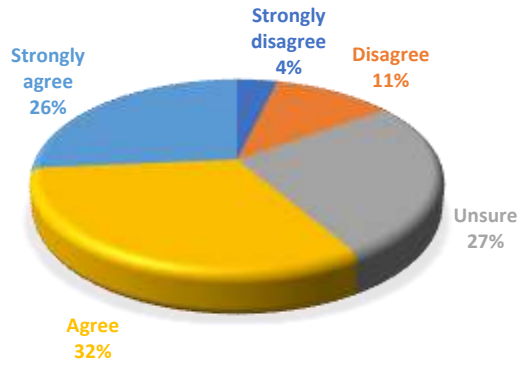
Upper School (ages 12-18)

53 of our 60 upper school pupils filled in questionnaires as part of their sponsor/PSHE lessons. These pie charts show the combined results for the three upper school classes.

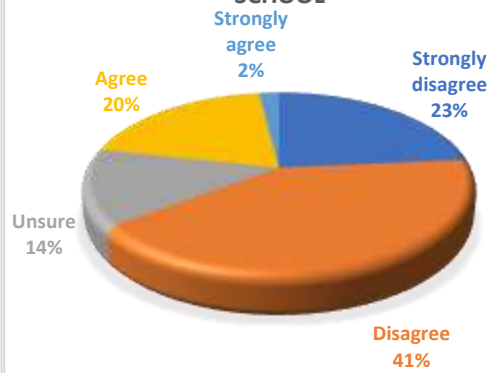




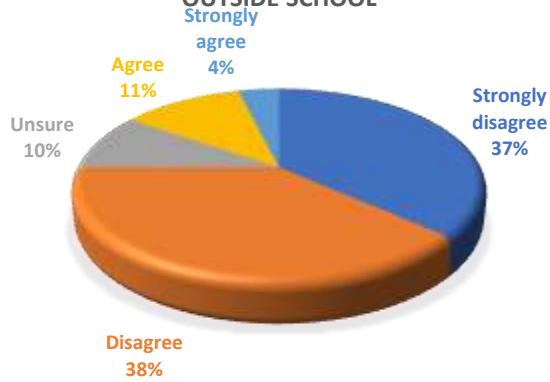
I FIND IT EASY TO SPEAK TO OTHER PEOPLE MY AGE



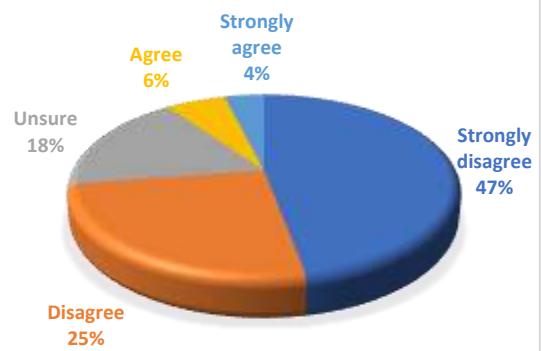
I HAVE ARGUMENTS WITH MY FRIENDS, OR OTHER STUDENTS, IN SCHOOL



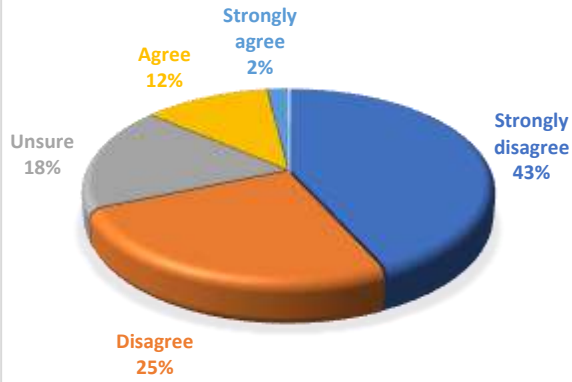
I GET INTO ARGUMENTS WITH MY FRIENDS, OR OTHER STUDENTS, OUTSIDE SCHOOL



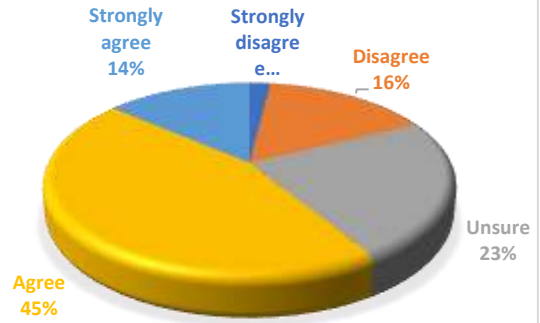
I GET INTO ARGUMENTS WITH MY FRIENDS, OR OTHER STUDENTS, ONLINE



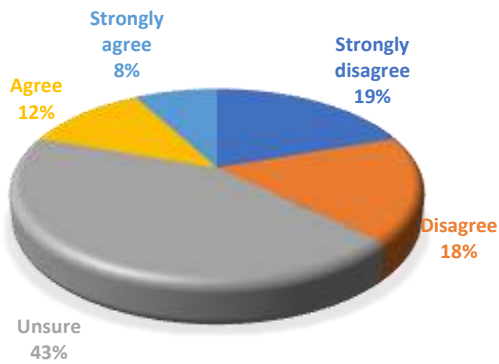
I HAVE ARGUMENTS WITH TEACHERS



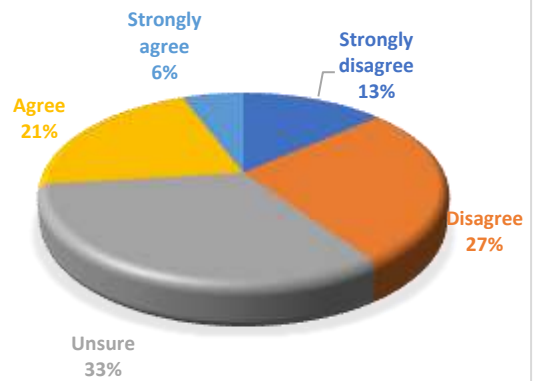
I FIND IT EASY TO SPEAK TO MY TEACHERS OR SCHOOL STAFF



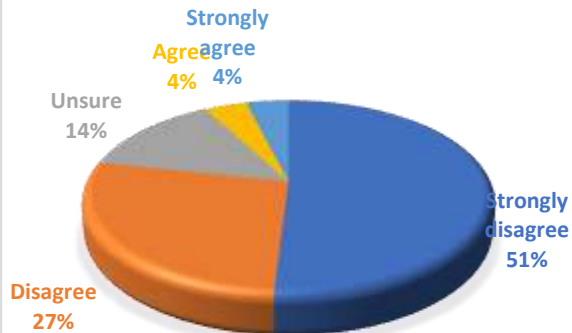
SCHOOL STAFF SEE AND KNOW WHAT IS HAPPENING OUTSIDE OF THE CLASSROOM



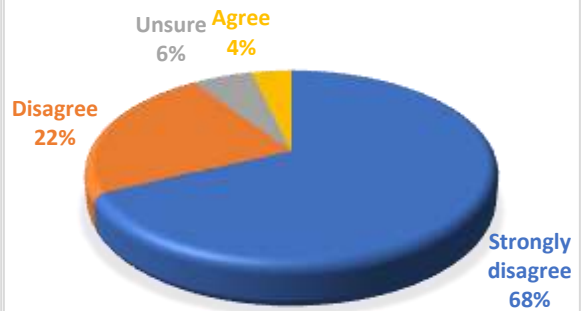
SCHOOL STAFF SEE AND KNOW WHAT IS HAPPENING INSIDE THE CLASSROOM



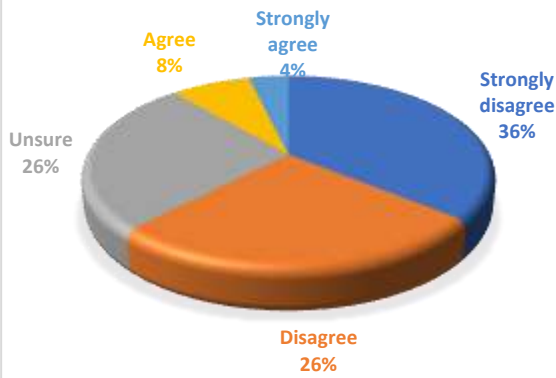
OTHER PUPILS TEASE ME AT SCHOOL



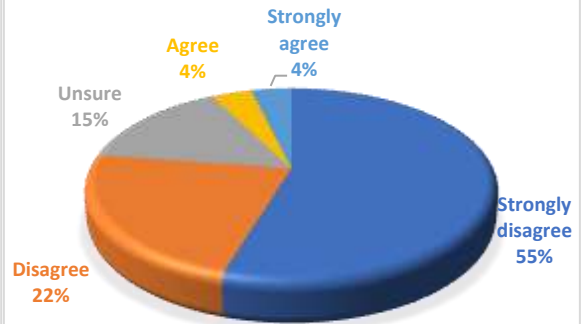
I AM HIT, KICKED OR PUSHED BY OTHER PUPILS



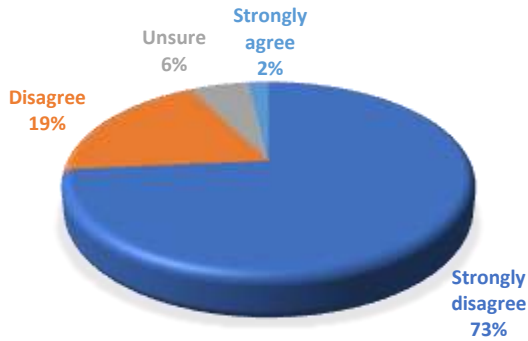
OTHER PUPILS HAVE SAY BAD THINGS ABOUT ME WHEN I'M NOT THERE (INCLUDING ONLINE)



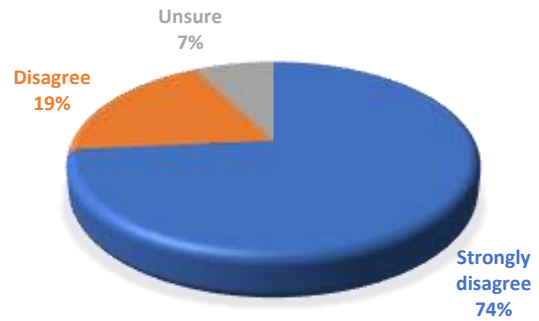
I FEEL UNDER PRESSURE TO DO THINGS THAT MY FRIENDS ARE DOING



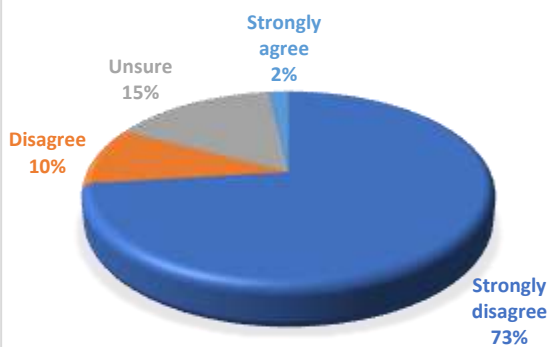
ANOTHER STUDENT HAS USED A MOBILE PHONE OR THE INTERNET TO EMBARRASS OR THREATEN ME



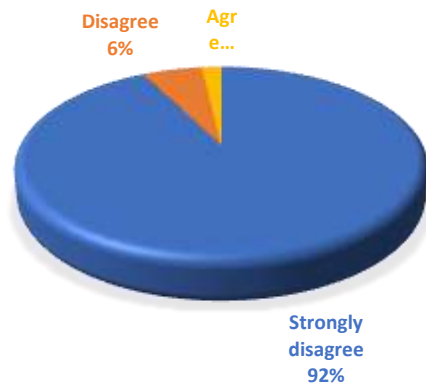
I HAVE POSTED SOMETHING ONLINE ABOUT ANOTHER STUDENT THAT I LATER WISHED I HADN'T



SEXUAL HARASSMENT HAPPENS AT SCHOOL



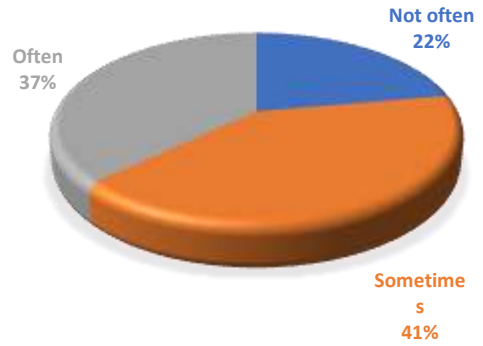
I HAVE MADE ANOTHER STUDENT KISS, TOUCH OR TAKE PART IN A SEXUAL ACTIVITY



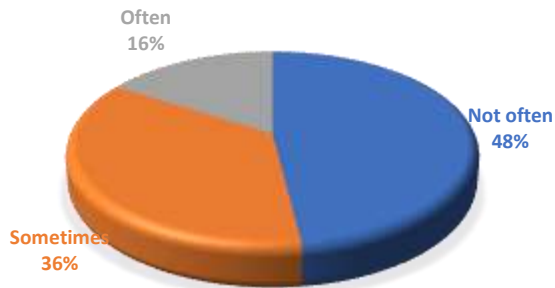
**A STUDENT HAS FORCED ME TO KISS,
TOUCH OR TAKE PART IN A SEXUAL
ACTIVITY WITH THEM**



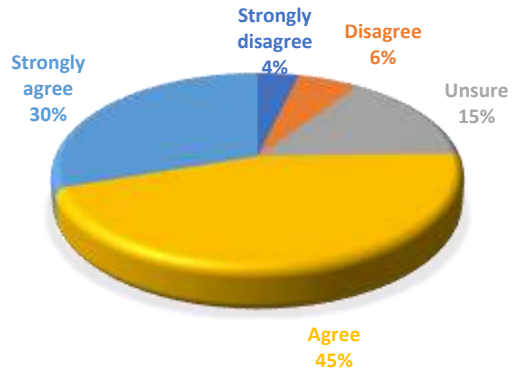
**IN THE LAST MONTH, HOW OFTEN DID
YOU FEEL THINGS WERE GOING WELL
FOR YOU AT SCHOOL?**

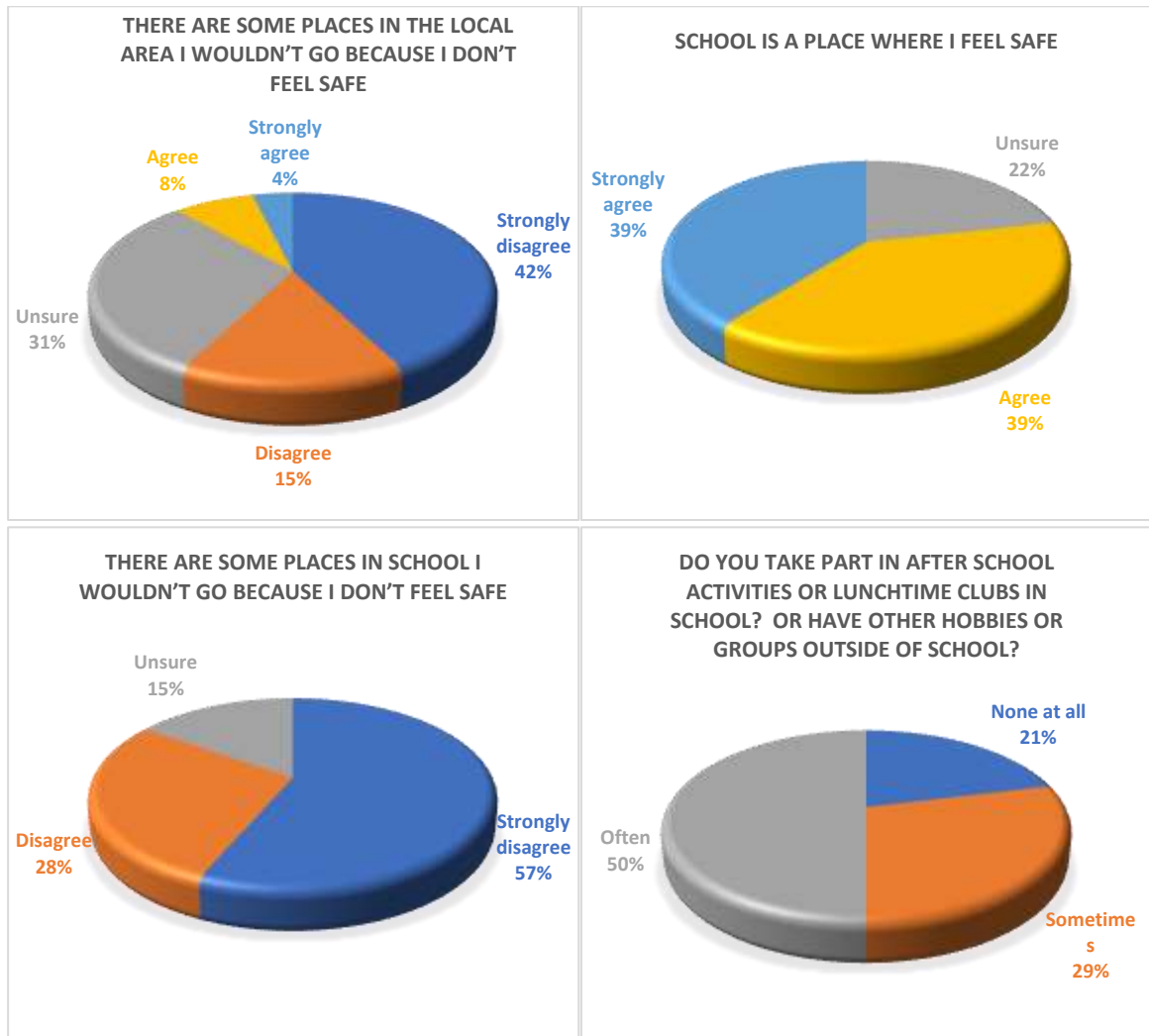


**IN THE LAST MONTH, HOW OFTEN DID
YOU FEEL LIKE YOU WERE UNABLE TO
COPE WITH SCHOOL?**



**I FEEL SAFE IN THE LOCAL AREA
AROUND SCHOOL**





Comments

Teasing- is friendly it is all jokes (covered in PSHE)
 Cleaning cupboard in boys' loos may not be safe (a new lock has now been fitted)
 Students' privacy- regarding how much teachers control or want to know about outside of school.
 I think people should be able to say how safe they feel round their classmates.
 (We will add a question about this for future use)

Places that pupils told us they don't feel safe

Parks
 Area past the Co-op on the right
 Outside of school in Norwich/Lakenham
 Around drunk people and people on drugs (addressed with local beat officer)

Parent Surveys- Summary of Responses

Online safety

85% of respondents agreed or strongly agreed that they are confident in managing their child's use of the internet and mobile phone.

Bullying

- 92% of respondents agreed or strongly agreed that their children have not experienced bullying at school.
- No respondents told us that their children have been bullied outside of school, including online.
- No respondents told us that their child has bullied another child at school.
- No respondents told us that their child has bullied another child outside of school, including online.
- No respondents told us that their child has been bullied by a group of pupils in school.
- No respondents told us that their child has been bullied by a group of children outside of school.
- 85% of respondents were confident that their child would tell them about being bullied.
- 15% of respondents were not confident that their child would tell a member of staff about being bullied.
- 1 respondent disagreed that the school would support them and their child in addressing incidents that happened outside of school.
- 100% of respondents were confident that their child would tell them if there was a difficulty with a teacher at school.
- 1 respondent did not feel confident that the school would support their child to resolve difficulties with any member of staff.
- 1 respondent told us they do not feel confident to approach staff when they have a concern or query about the school.
- 1 respondent told us that they do not feel confident the school would work with them to resolve any issues that occur in school.
- 1 respondent told us that they do not feel confident that the school would treat their child fairly in circumstances where their child is considered to have been bullying another child.

School Location

- 100% of respondents were satisfied that their child is physically safe on their journeys to and from school.
- 38% of respondents told us that there were areas around the school location that they would prefer their child to avoid.

Friendship Groups

- 85% of respondents told us that they know who their child's school friends are.
- 100% of respondents told us that they know who their child's friends outside school are.
- 54% of respondents told us that their child has the same friends inside and outside of school.
- 15% of respondents told us that they are worried about their child's friendship groups.

Are there any areas where you feel the school has done well? Please describe:

- The school sends out frequent emails with information regarding social media, mental health, online use etc- there is plenty of support and information available through school, should you wish to access it.
- As far as I am concerned the school is providing an excellent teaching and pastoral environment and has a great ethos.
- We feel that the school create a culture and an atmosphere where bullying is unlikely and in which children are encouraged and supported to care for each other and for the wider group. This means cliques aren't formed and new children very quickly feel comfortable with the other children.
- When we have had minor issues of concern, we feel these have always been taken seriously and quickly understood and supported by all staff.
- Encouraging discussion and conversation, physical activity, and creativity.
- XXXX has been a real rock-she is a highly intelligent and caring individual- her ready ability to compute, interpret and act (with parents and child) upon any concern/scenario/issue raised with the school, fills us with confidence that we/our child is understood and that their needs have been met. Her proactive engagement has been reassuring. Her balanced and insightful intervention has been invaluable.
- Communication has been good.
- A willingness to listen and commitment to address concerns.
- Working with us.
- XXX always responds to emails sent to reception- it is good to know things are noted and acted on.
- Excellent communication with the head of upper school regarding any concerns I may have had with my child.
- Thorough dealing with a bullying situation. I have confidence in their abilities to address poor behaviour and help both students integrate back into the classroom dynamics.
- My child has had some emotional and behavioural issues at the school, and I have found the teachers extremely sympathetic, helpful, communicative, collaborative, pragmatic and firmly focussed on doing the best for my child.
- Yes, there was an incident outside of school involving a school friend. My child's teacher discovered this and offered a 3-way meeting to resolve the issue.
- The school can be good when it seeks more than one side of a story.
- I think you send out a lot of information and resources from a wide range of supporting bodies. Things that spring to mind are police updates, website/app support, training opportunities, advice seminars etc... I can't say that I have utilised what has been sent out in our limited time at the Steiner School, but I wouldn't be able to say that I haven't been given awareness of these things and I'd be in no doubt of where to readily acquire information on sources of support if I needed it.

With regards to safety, where do you think the school could improve? Please describe:

- No improvements necessary.
- Not aware of anything.

- Road safety outside the school with cars blocking both ends. I am aware that the school has sent emails to parents asking for more awareness and care.
- Communication from the school about the topics discussed directly with the children e.g., PSHE.
- Supporting peer on peer relationships in class; not allowing unacceptable peer-on peer behaviour to go unchecked; ensuring pupils understand the school's zero tolerance approach; be aware of any self-harming behaviour and offer support.
- Suggestions about staff training were shared.

Is there anything you feel the school could do to support you as a parent? (e.g., information on young people's use of social media; please describe:

- The school is currently doing everything I could require.
- Internet, phones, food, social media.
- Inappropriate apps?
- Making students aware of the potential dangers of the internet.
- Rite of passage.
- This may become more significant to our family in the coming years (as our child grow older). We would value support from the school and guidance as well as potentially peer support with other parents. Both in the area of social media as well as development into adolescence and young adulthood.
- A talk or Zoom meeting would be very helpful- perhaps from a teacher in the school or a discussion among parents and teachers.
- Introducing the relevance of Steiner Waldorf ethos to safeguarding and child development to parents.
- I would welcome as many updates as staff can find the time to provide, for example I don't hear much about how my child is doing with his academic work between termly reports. If I had a better sense of this, I could provide more targeted support and challenge at home.
- Any more general information about young people's development and how to approach the challenges that tend to arise at this age would be welcome.

Are there any areas around the school building or in the local area - that you would prefer your child to avoid? Please use this space to name these and any concerns you may have:

- The route to/from school to get to the bus station would not be ideal for a child to embark upon alone. It is unlikely public transport will be used for the 'school run'.
- My child and I have agreed how to deal with any potentially problematic areas if any arise in the future.
- Shops at St Johns area on Hall Road feels dodgy.
- Jubilee park, possible drug users, younger children should be with an adult. Our child stays on the school site. In general shops and fast-food outlets, though the latter are a reasonable distance from the school.

Is there anything else that you would like to share?

- Thank you for everything you do!
- Just to reiterate previous comments- we are very happy with all aspects of the school's approach to learning and teaching.

- We as parents find that the school is a place of positivity.
- The staff treat the students with respect and through a mix of physical and mental stimulation encourage maturity.

Staff Survey- Summary

Staff recognised that children may suffer physical or emotional harm, neglect, sexual abuse, violence, exploitation and harassment, and criminal exploitation, including:

- bullying- online and face to face, including homophobic, misogynistic, and racist bullying
- negative messaging from a dominant culture
- drugs and or alcohol
- not being allowed to be children – being exposed to ideas, beliefs, and practices that have very adult themes and require emotional balance and maturity to manage
- Peer pressure to engage in activities that they may not be ready for or feel uncomfortable with (e.g., identity/body image, substance use/misuse, antisocial behaviour/bullying, etc.)
- Influence from media, gaming, and popular culture
- criminal and sexual exploitation
- discrimination

Abuse may be carried out by adults, or other children and may occur anywhere and everywhere, at home, in the local community, in the street or at school, and be face-to-face or online/via social media.

Schools are a melting pot of different types of people, bringing different experiences and needs with them.

Generally, in schools children may experience:

- child on child physical abuse
- child on child sexual harassment and abuse
- damaging sexual behaviour
- bullying- both physical and psychological harm
- name calling, isolating, and highlighting difference.
- behaviours that lead to emotional harm that aren't necessarily bullying, e.g., a culture of competition, or an overly sexualised culture
- peer pressure
- being involved in conversations with peers that some might find upsetting, for example, students discussing violent things they've watched online, sex, war, or graphic horror movies.
- Inappropriate teacher behaviour
- academic pressure

All contributing to mental health issues and self-harm.

Teachers felt the most relevant issues/concerns for our school were

- the possibility of psychological and sexual harm as it is probably the most disguisable
- County Lines

- the all- pervasive influence and 24/7 nature of online platforms as forums which facilitate narrow thinking and/or abusive modalities
- poor mental health among students
- the level of differentiation required, whether that's SENDs or mental health-related
- influences from gaming (e.g., guns, weapons)
- sexualised language in certain age groups
- unconscious bias
- students here talk a lot about YouTube videos and games, including games of violence. In class we can stop conversations, but we can't control them outside. students 'meet up' online to co-play games, and during these intense games language may become inappropriate.
- conversations about drinking and drugs have been overheard among older pupils
- in small classes the peer pressure to partake in these things must be much higher.
- students not having any lunch with them or being too hungry to partake in lessons. Afternoon lessons with some students are difficult because they have no energy.
- all of them

Reporting and responding to harm

Staff told us that they think that pupils would know what to do and who to talk to if they had experienced these things. We know this because we ask them, and they tell us what they would do. Class guardians and DSLs have regular conversations with pupils and staff about this. There are posters and leaflets in classrooms, communal areas, and toilets. Pupils all know who the DSLs and guardians are They are aware of the information in their classrooms about talking to people/asking for help. Topics are discussed in PSHE and sponsor lessons, in circle times and assemblies.

Most upper school students will be aware that they can speak to their Class Guardian, or to Sandie or a DSL, if they need to. Typically, the students who already receive ongoing and specific support will be the most aware, while others may be reluctant and/or unaware to disclose to members of staff. They can find out these procedures from information posted on classroom walls, or by asking a member of staff. All students know they can talk to us and if they do not feel comfortable doing so, there are numbers of support groups they can call in every classroom and in toilets.

Staff feel confident in responding to incidents of observed or reported harm and that the school does this well. They listen to pupils and they know that action will be taken.

They told us that:

- the children feel heard and listened to, reassured, and believed
- timely and relevant information is shared well, supporting the best outcome for the child
- our response is supposedly holistic and nurturing
- the training, ongoing information, and support that they receive is good
- the introduction of CPOMS has been a major improvement made a positive, providing a simple, efficient, and timely way of reporting incidents
- they are clear about who to report safeguarding concerns to in person
- all staff would be confident to act- report/ask for guidance from DSLs or administrator. Some would feel confident enough to take more of a lead in dealing with an incident themselves and others would want more 'handholding'
- communication is strong between staff, and there are clear channels for who one should speak to if in doubt
- our understanding of contextual safeguarding also tends to be strong, because we often know a lot about the student, their family, their background etc.
- the size of the staff body and the frequency of meetings (both formal and informal) also mean that we can respond to changes in circumstances or safeguarding requirements fairly quickly

- there is always someone available to disclose an incident to, and quick responses to CPOMS entries
- CPOMS keep those who need to know in the loop
- we have a yearly safeguarding training, and our DSLs update us at meetings as well as reminding us on how to report disclosures
- the safeguarding newsletters are helpful

Improvements could include:

- supporting staff to feel confident enough to manage some of the pastoral aspects more fully themselves
- some staff may need more support with their in the moment response
- ironing out the remaining issues in CPOMS, including around who is able to see information
- pre-empting these issues with a more formulaic PSHE curriculum
- follow up with the staff member who reported it, so we know that it has or is being dealt with.

Policies and Training

Good safeguarding responses are supported by

- continuous training
- speaking about policies at meetings supports good response
- regular updates weekly at faculty meetings

Suggested improvements:

- some the training that we have undergone has been excellent, though there is some repetition with the safeguarding training and for those of us who have undergone it every year for years, there should be a refresher instead of repeating the same thing each year
- staff might feel less confident when dealing with pupils in age ranges that they don't normally work with, e.g. knowing how to speak to pupils or manage pupils who might self-harm
- more internal workshops/ case studies
- perhaps more sharing of practice among staff for how to deal with incidents, and how safeguarding links with behaviour
- we need to look into Mental Health First Aid training - not just for Safeguarding leads, but everyone who is interested and/or works with young people
- looking at our own case studies periodically to share how they were dealt with from start to finish so we can learn from our successes and areas for improvement
perhaps training in in the moment response would be useful

How are staff supported in promoting the wider ethos around safety, respect – prevention/education/acceptability/unity?

- with discussions at our meetings,
- training
- mentoring
- INSET training
- bulletins
- new members of staff are led by example; I feel I have been given plenty of opportunities to observe meetings with students and/or parents in order to see how these values are implemented in reality
- encouragement to share this ethos
- conversations

- modelling by DSLs/management team
- meetings- discussing issues/pupils
- frequent training and updates about changes to safeguarding terms during staff meetings.

This is everybody's responsibility. A combination of individual professional curiosity and collegiality with guidance from the DSLs/management team.

Opinions on pupil involvement in improving/changing this

- this is already in place in the upper school but needs to be consistently and regularly visited through surveys and sponsor discussions
- in lower school we need to strengthen pupil voice and this is not as well evidenced as it could be
- carried out informally in sponsor and 1:1 conversations, but perhaps could benefit from focus groups with students, carried out periodically
- all staff are involved in discussions about involvement of pupils and act upon according to their role
- the pupils could get more involved in taking responsibility for their actions and behaviour and setting a good example to others, particularly in a mixed age school
- peer mentoring to younger pupils might be worth looking into
- listen to the student voice more and feedback to them when a change is made which has involved their opinions
- supported in sponsor/surveys and discussions
- in upper school pupils are more directly involved their education/the school- or just more visibly so?

Training needs identified:

- mental health / mental health first aid
- a short/day course covering the Waldorf Steiner ethos/education system for Upper School teachers who have come from a mainstream system
- nothing specific but will do some more reading around responding to racist incidents
- perhaps more training around how to comfort younger children, what is appropriate to say to them etc. as someone who hasn't had much contact with lower school aged students.

Since completing the survey more staff have been offered training in mental health first aid, bullying and behaviour, and bystander training. Bystander training aims to inform and provide tools to children and young people to support them to become active bystanders who can safely intervene to prevent incidents of sexual harassment. Staff are trained in embedding the programme into the curriculum and how developing a whole school approach.

We will continue to review training needs across the school, and this will inform or planning.

Trustee Survey- Summary

2/5 of the trustees responded to the survey. They told us that that they believe that the pupils generally feel safe in the school. Older pupils know they can talk to the DSLs or the school administrator and do take advantage of this. Younger children have strong relationship with their class teacher as well as peers and speak openly. The school is a close-knit community: the teachers, management team and children know each other to see and great daily. The class teachers know the children in their class well and interact with them in open and friendly communications and interactions during the school day. Upper school pupils know who they can go to if they have any concerns. Sandie, Sarah and Jacqui are always happy to speak to them.

The types of harm that children may experience include

- Exploitation such as County Lines
- Internet pressure/influence of social media
- Radicalisation
- Emotional pressure and neglect
- Bullying and sexual pressure
- Up skirting and sexual harassment
- Physical (FGM, punitive etc)
- Emotional abuse

This can happen anywhere and everywhere. In schools peer pressure, bullying and sexual harassment would be the more relevant concerns.

A student who experienced harm would know what to do and who to go to for support. The safeguarding culture in the school is quite established, and there is signage around the school- posters and information readily available. Would they know what to do if an adult was in the school was not known to them, would they check with a teacher?

Staff feel more confident in responding to incidents of harm by the addition of CPOMS to easily pass on concerns and know that it is logged and reviewed and actioned by DSLs.

More people should be trained to share the load of safeguarding duties. There is a lot of pressure on staff.

Training lies in the fibre of the school culture and in the yearly timetable. Training is ongoing and good, it must be maintained at this good level.

Safeguarding has a regular slot at all meetings (but is not always used and DSLs don't/can't attend all meetings in the school).

The culture of the school, training, signage and very prominent and prolific posters and written material, and the conversations around safeguarding, inherent in the school culture support the wider ethos around safety, respect. This is everyone's responsibility.

Students could be supported in this with continued discussion, training, posters, conversations around safeguarding, going with students, so all know about it and what to do. Be open about possible harms and how to avoid them.

Perhaps a student council?

References

Firmin, C. 2013. Something Old or Something New: Do Pre-Existing Conceptualisations of Abuse Enable a Sufficient Response to Abuse in Young People's Relationships and Peer Groups? In M. Melrose, & J. Pearce, *Critical Perspectives on Child Sexual Exploitation and Related Trafficking* (pp. 38-51). Hampshire: Palgrave Macmillan