



Safeguarding Culture

A strong safeguarding culture is the foundation of a safe and nurturing school environment. It is not just about policies or procedures—it's about the shared values, positive relationships, everyone's proactive behaviours, and attitudes that ensure every child and adult feels protected, respected, and empowered – they feel like they matter! When safeguarding is embedded into the culture, it becomes part of everyday conversations, decisions, attendance practice and most importantly positive relationships.

Staff feel confident to act on concerns, children know they are listened to, and the whole community works together to prevent harm and promote wellbeing. This culture creates the conditions for all other safeguarding structures to thrive, making it the vital thread that holds a school's safeguarding framework together.

Safeguarding Culture Self-Evaluation Questions

1. How is safeguarding visibly prioritized in our daily routines, decision-making, and leadership communications?
2. Do staff feel safe, supported, and confident to raise safeguarding concerns—and do they trust that these will be taken seriously?
3. How well do children understand the safeguarding structures in place, and do they know who to approach for help?
4. To what extent do staff, children, and families contribute to shaping and reviewing our safeguarding culture and practices?
5. How do you build a feeling of belonging for those children not in school?
6. How do we measure and demonstrate that all members of our community feel safe, respected, and listened to—and that their wellbeing is a strategic priority?

DESCRIPTORS FOR STRATEGIC SAFEGUARDING CULTURE



FOUNDATIONAL	ENHANCED	TRANSFORMATIVE
<p>Safeguarding is actively prioritized by leadership and embedded into the daily life of the school. Staff feel safe, supported, and confident to raise concerns, knowing they will be taken seriously. Safeguarding is part of the school's everyday language and culture, visible in interactions, routines, and decision-making. Children understand the safeguarding structures around them and know who to approach for help, reflecting a proactive and transparent safeguarding environment that goes beyond statutory expectations. Almost all children feel safe in the setting, and proactive action and have a person who they trust and feel they can communicate with freely.</p>	<p>Safeguarding is actively shaped by the school community. Staff and children are encouraged to provide feedback and engage in open dialogue about safeguarding practices. The school regularly reflects on and adapts its approach based on the lived experiences of its members. Stakeholder, including children play a meaningful role in shaping the safeguarding ethos and are involved in reviewing the school's culture, helping to ensure it remains responsive and inclusive. Almost all children feel safe and like they matter within the setting i.e. they are respected, listened to, they have a trusted adult to communicate with, and their views are respected by staff and leaders. Safeguarding provision is proactive and has a specific strategic focus in the settings development plans.</p>	<p>Staff, families and children collaborate to co-create safeguarding initiatives, policies, and training, fostering a shared responsibility for safety and wellbeing. The school is externally recognized for its exemplary safeguarding culture and actively shares its best practice with others across the sector. This level represents a safeguarding culture that goes far beyond compliance, placing child voice and partnership at its heart. All staff and children feel like they matter, they feel safe, they are listened to, they feel respected and have a trusted person to speak with. Everyone's wellbeing is a priority for the setting. The setting has been developing strategic safeguarding proactive provision for a number of years, based on the settings safeguarding vision and systematically evaluates their improvements in strategic safeguarding.</p>