





 **“Would every adult in your school know exactly what to do if they had a safeguarding concern... today?”** **That includes:** Part-time staff, supply teachers, agency staff, volunteers, visitors working regularly on site





Safeguarding systems are only effective if every adult feels confident to act immediately when something doesn't feel right.


As a former headteacher and now safeguarding consultant, one of the most effective approaches I see in schools is where safeguarding becomes part of the culture, not just a policy sitting on a shelf.

 **What does this look like in practice?**

-  A clear safeguarding induction for every adult entering the school
-  DSL and Deputy DSL photos displayed prominently
-  Quick-reference safeguarding cards or lanyards
-  A short arrival briefing explaining how concerns are reported
-  Safeguarding flowcharts easily accessible across school
-  Staff actively checking that visitors and temporary colleagues know who to speak to

Strong schools also create a culture of shared responsibility:

-  Permanent staff don't assume “someone else” has explained safeguarding procedures
-  Colleagues confidently guide or remind anyone unfamiliar with systems
-  Safeguarding scenarios and discussions are woven into regular staff briefings
-  Everyone understands that safeguarding is everyone's responsibility

 The greatest risk is often not unwillingness to act, it's uncertainty, hesitation or assuming someone else will deal with it.

When safeguarding becomes part of everyday conversations and expectations, schools significantly reduce the chance of concerns being missed simply because someone was new, temporary or unsure.