



Making Sense of Safeguarding

The Governors' Role in Safeguarding



Dear Governor

Following the great success of the first training booklet, 'Making Sense of School Performance Data' I am delighted to introduce you to the second, 'Making Sense of Safeguarding' in my role as the new Chairman of the Learn Together Partnership.

The Learn Together Partnership is a collaboration of Halton, Knowsley, Liverpool, St Helens, Sefton, Warrington and Wirral's Children and Young People's Services. The authorities have a long history of working closely together to meet the challenge of high quality provision within the children's services agenda.

This project is the result of the collaborative work of all of our seven partner local authorities and has been led by their respective governor support and training sections. The work has also been supported by the Merseyside Improvement and Efficiency Partnership through our Narrowing the Gap programme.

Our aim was to provide a useful resource to support school governors to enhance their role as a critical friend allowing them to provide both effective support and challenge.

An important section is the identification of the key questions that should be asked in monitoring safeguarding, which is everyone's business. We want this to be very much a working document and to be used by all of our governing bodies to review their statutory role in ensuring our children are safe and our schools are safe places to learn and grow.

Yours sincerely



Gerald Meehan
Chair of the Learn Together Partnership

Our thanks go to

The Learn Together Partnership

The Merseyside Improvement and Efficiency Partnership

The Governor Training and Support Services in Halton, Knowsley, Liverpool, Sefton, St Helens, Warrington and Wirral

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Information in this booklet is correct at 31 May 2010

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The guidance “Safeguarding Children and Safer Recruitment in Education”, which came into force in January 2007, sets out the responsibilities of all schools to safeguard and promote the welfare of children and young people. Governors are accountable for ensuring that this is the case. They need to be satisfied that their school has effective policies and procedures in place in accordance with the guidance and must monitor the school’s compliance.

Where concerns about Safeguarding arise, governors must direct their questions and concerns to the headteacher or designated person, or to the chair of governors. Governors must not act independently on these matters. Neither the governing body, nor individual governors, have a role in dealing with individual cases or a right to know details of cases, except when exercising their disciplinary functions in respect of allegations against a member of staff. The designated governor will champion child protection issues within the school, liaise with the headteacher about them, and provide information and reports to the governing body.



The Governors’ Role in Safeguarding

What do the terms Safeguarding and Child Protection mean?

The term **Safeguarding** has two elements: it is a duty to protect children and young people from maltreatment (child abuse), and a duty to prevent impairment of health and development. It extends to the prevention of harm and the promotion of the wellbeing of all children and young people and can cover many aspects of school life, including ensuring the safety of staff.

Child Protection is concerned with protecting children from identified risk, harm or abuse.

The responsibility to safeguard and promote the welfare of children and young people is outlined throughout many pieces of legislation and guidance, but the most relevant examples include:

- 1989 Children Act and ‘Working Together’ guidance (HMG 2010)
- Every Child Matters agenda
- 2002 Education Act (s175 responsibilities) and ‘Safeguarding Children and Safer Recruitment in Education’ guidance (HMG 2006)
- Bichard report 2004
- Ofsted briefings on Safeguarding for inspectors 2009/10

To support and challenge effectively, governors need to ask key questions.

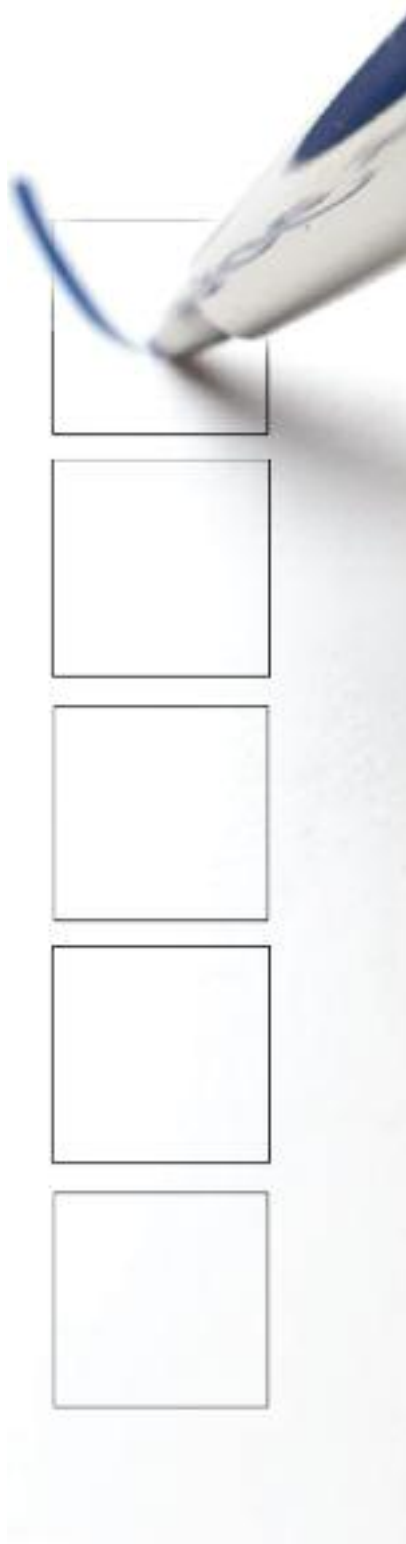
This booklet consists of 12 chapters which support the 12 sections identified on the “**Safeguarding Check List**” on page 3.

For each chapter, there is a format that follows a pattern:


- What the Guidance tells us to have in place
- What inspectors will expect to see as evidence that we comply
- Some key questions we should ask in school

Safeguarding checklist

Does your school have?



1. Systems for preventing unsuitable people working with children and young people: An up to date single record of checks, including preparation for the new Independent Safeguarding Authority (ISA) requirements for Vetting and Barring, and appropriate vetting/screening of all adults who enter the school.
2. Safer Recruitment and Selection accreditation gained and procedures robustly followed when recruiting staff and/or volunteers.
3. A clear outline of management responsibilities for Safeguarding: well understood roles for governors, the headteacher and the named person.
4. Robust systems for recording child protection issues, storing information securely, transferring records appropriately when children leave the school and ensuring multi-agency information sharing.
5. Systems to ensure that the school contributes to effective partnership working between all those involved with providing services for children and young people.
6. Robust systems for following up absenteeism and children missing from Education.
7. An aware culture that includes systems for identifying instances where there may be grounds for concern about a child's welfare and to initiate or take appropriate action to keep them safe: An aware culture through well trained staff who can recognise signs of abuse and neglect and regularly reviewed and disseminated policies and procedures.
8. Systems designed to promote safe practice and challenge poor or unsafe practice: A staff code of conduct which includes clear instructions regarding failure to comply (disciplinary proceedings, whistle blowing policy, and clear procedures for allegations management).
9. Systems to ensure that the pupil voice is heard, appropriately responded to and that pupils know how to report any concerns and know they will be taken seriously. Robust systems for ensuring that parents and carers are consulted and aware of the school's Safeguarding policy.
10. A curriculum map of what, where and when safety messages are taught across the school.
11. A safe environment for children and young people to learn : a secure school site (real and virtual).
12. School self-assessment for Safeguarding and promoting the welfare of children and young people and familiarity with the Ofsted framework.



“Inspectors should make a judgement which takes into account the extent to which adults who come into contact with pupils are appropriately recruited and vetted. They should also ensure that pupils are safe by monitoring visitors or volunteers or those using the premises during school time.”

Section 1

The single central record and checks on adults

Schools must have effective systems to prevent unsuitable people from working with children and young people.

They must keep and maintain a single central record (SCR) of recruitment and vetting checks on those who work at the school. It must include:

- all staff employed to work at the school
- all those employed as supply staff, whether employed by the school, Local Authority or through an agency. Schools may wish to be aware that there is a DCSF Quality Mark for supply agencies
- all others chosen by the school to work in regular contact with children, including volunteers,

governors who also work as volunteers, and people brought in to provide additional teaching or instruction for pupils but who are not staff members (e.g. sports coach or artist)

Appropriate checks must be made, including identity checks, for those providing temporary cover and appropriate procedures in place to check that Criminal Records Bureau (CRB) disclosures are in place and satisfactory.

The central record must indicate whether or not the following have been made:

- Identity checks
- Qualification checks for any qualifications legally required for the job
- Checks of right to work in the United Kingdom
- CRB enhanced disclosure (or children’s list, or list 99 checks, for those staff continuously employed since before 2002)
- Further overseas checks where appropriate
- The record must also show the date on which each check was completed or relevant certificate obtained and should show who carried out the check

Additional checks will be required in future as the Independent Safeguarding Authority (ISA) requirements are implemented.

The school must be able to demonstrate that appropriate checks are made regarding any adult who comes in to the school. Checks must take into account:

- whether it is appropriate that the adult (e.g. a contractor) should come into contact with pupils
- the possible duration, frequency and nature of any contact with children
- whether the adult might be alone with any pupil(s)
- the guidance also extends to those involved in extended schools activities (e.g. breakfast clubs, after school clubs)

Headteachers should make a risk assessment and use their professional judgement and experience in deciding whether a CRB disclosure is required. Many schools ask visitors to complete a "Screening Document" which allows for those who have not obtained CRB clearance to provide the school with the necessary information, whilst at the same time outlining the school's child protection policy and emergency procedures to the visitor. It can be a very useful tool for the school when used appropriately, as can the use of badges for all adults.

Inspectors are likely to ask the following questions:

1. **Is a single central record (SCR) of staff in place?**
2. **Does the SCR indicate that identity checks have been carried out and by whom? *Note: although good practice, it is not required to show addresses on the SCR.***
3. **Is there evidence on the SCR that all teachers have been checked against the Children's List (previously List 99)? *(If a teacher has an enhanced CRB disclosure in place they have been checked against List 99 or the Children's List.)***
4. **Is there evidence that all staff employed since March 2002, and who have not had continuity of employment have been CRB checked if they have regular contact with or unsupervised access to children?**
5. **Have all staff appointed since 12 May 2006, whether or not they have regular contact with children, been CRB checked, unless they have continuity of employment?**
6. **Does the SCR include evidence that supply teachers have been checked against the Children's List (or List 99) or have an enhanced CRB disclosure? *Note: in the case of agency staff it is sufficient that the employer has provided written confirmation that the required checks have been carried out.***
7. **Does the SCR include all others who have been chosen by the school to work regularly or intensively with children, for example volunteers or governors who also work as volunteers within the school?**
8. **Does the SCR record the date when the CRB or Children's List (or List 99) check was carried out (and who carried out the check) except in the case of agency staff?**
9. **Does the SCR record qualifications - where the qualification is a requirement of the job for example those posts where a person must have qualified teacher status or national professional qualification for headship?**
10. **Does the SCR record evidence of 'right to work' in the United Kingdom and suitability checks for those who are not nationals of a European Economic Area country who were recruited after 27 January 1997?**

Governors may wish to ask the following key questions and request appropriate supporting evidence from their school.

- **Is the single central record (SCR) in place, complete, and kept up to date?**
- **Does the SCR follow the Guidance?**
- **Does the school have appropriate, clear and robust procedures for monitoring visitors to the school and others on site during school time?**



“This school is committed to Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

Section 2

Safer recruitment and selection

Governors must ensure that the school operates Safer Recruitment and Selection procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.

It is vital that schools adopt recruitment and selection procedures and other human resources processes that help to deter, reject, or identify people who might abuse children, or are otherwise unsuited to work with them. Advice about practice that should be followed is set out in the Guidance (Safeguarding Children and Safer Recruitment in Education 2006). Making Safeguarding and promoting the welfare of children an integral factor in human resources (HR) management is an essential part of creating safe environments for children and young people, and there should be an ongoing culture of vigilance in the organisation.

On-line training was introduced and offered to schools in response to Sir Michael Bichard’s recommendation that headteachers and school governors should receive training to ensure that the process of appointing staff reflects the importance of Safeguarding children. Face-to-face training was later introduced by the National College for Leadership of Schools and Children’s Services (formerly National College for School Leadership), using accredited trainers who are able to provide Safer Recruitment and Selection training and the necessary accreditation for those successfully completing the

training. This is now provided under the CWDC (Children’s Workforce Development Council). Schools must now ensure that all interviews to appoint staff or volunteers to work in school have at least one trained (and accredited) person present and fully involved in the process throughout. Schools should be aware that, in addition to the headteacher, there should be at least one governor who has passed the Safer Recruitment and Selection assessment.

The governing body should have an explicit written recruitment and selection policy statement and procedures that comply with

national and local guidance. The statement should detail all aspects of the process and should link to their child protection policy and procedures. It should incorporate an explicit statement about the school's commitment to Safeguarding and promoting the welfare of children.

For example, the statement should be included in:

- publicity materials
- advertisements
- candidate information packs
- induction training
- competency frameworks
- job descriptions
- person specifications
- public areas near the entrance to the school, where inclusion of the words 'and visitors' could be inserted

Features of the Safer Recruitment and Selection process include the following:

- Set sufficient time aside for planning and structuring the process
- Have clear job, role and person specifications, setting down the boundaries and expectations of the role including a statement of responsibility and requirements for Safeguarding
- Clear messages about Safeguarding should be sent to candidates from the outset, such as a copy of the school's Safeguarding policy
- A statement about commitment to Safeguarding should be incorporated in any job advert

“Inspectors should make a judgement which takes into account the extent to which the school ensures that adults working with pupils are appropriately recruited and vetted. They should also ensure that interviews to appoint staff and volunteers are conducted in accordance with national and local guidance, with at least one person having completed the accreditation in Safer Recruitment and Selection.”

- Use application forms, not CVs
- Obtain references before interview wherever possible; include specific enquiries about the applicant's background in relation to Safeguarding, and ensure references are given proper weight and consideration in the selection process
- At a minimum, the selection process should involve a face-to-face interview and where possible another tool (role-play, presentation, teaching a lesson, participating in activities with children under observation etc)
- Use probing questions at interview into motives, attitudes and behaviours,

not just skills and experience, and questions that cover Safeguarding issues as well as other role-related areas

- Seek information about criminal history and use it appropriately
- Don't place too much emphasis on vetting checks

Inspectors are likely to ask questions about the school's records of checks, as discussed in the previous pages, but will also want to know how well the school's procedures for safe recruitment, selection and vetting of staff and volunteers take account of the DfE (formerly DCSF) and any other local guidance.

Governors may wish to ask the following key questions and request appropriate supporting evidence from their school.

- **Does the school have robust procedures for recruiting and selecting staff and volunteers to work with children, and which follow the Guidance?**
- **Does the school have a Safer Recruitment and Selection policy statement, and is it used appropriately?**
- **Have appropriate governors and senior school managers successfully completed Safer Recruitment and Selection training?**



“Inspectors should take into account the extent to which the school has clear management responsibilities in relation to child protection, including relevant designated staff.”

Section 3

Management responsibilities

There should be a clear outline of the management responsibilities for Safeguarding at the school. Governing bodies should ensure that a senior member of the school’s leadership team is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the Local Authority, and working with other agencies.

This **designated person** (who may be called the Named Person, the Child Protection Co-ordinator (CPC), or the Designated Safeguarding Officer (DSO)) need not be a teacher, but must have the status and authority within the school management structure to carry out the duties of the post, as outlined in the Guidance. This includes committing resources to child protection matters and where appropriate, directing other staff.

The main features of the role are to manage referrals within school and to refer suspected abuse or allegations to the relevant investigating agencies and to manage training for self and for all school staff, including induction for new and temporary staff. Staff training on child protection and Safeguarding should be updated at least every three years. The role also requires the keeping of accurate records, ensuring that the school’s child protection policy is updated and reviewed annually and working with the governing body regarding this.

In many schools a single designated person will be sufficient, but a trained deputy should always be available to act in the designated person’s absence. In large establishments, or those with a large number of child protection concerns, it may be necessary to have a number of deputies to deal with the workload, whilst ensuring that lines of communication and accountability do not become confused.

In addition to basic child protection training, the designated person must undertake specialist training on the requirements of the role and on inter-agency working that is to a standard agreed by the Local Safeguarding Children Board (LSCB). (S)he must undertake refresher training at least every two years to keep up to date.

The **Designated Governor** - whether the governing body acts collectively or an individual governor takes the lead, it is important that all members of the governing body undertake training about child protection to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities.

The main role and responsibilities of the designated governor are as follows:

- Ensure there are child protection policies and procedures in place and to ensure that any deficiencies or weaknesses are remedied without delay
- Liaise with the headteacher / designated person regarding allegations, although any allegations relating to the headteacher should be managed by the chair of governors (see section 8)
- Provide information to the Local Authority annually on the governing body's compliance with its child protection responsibilities (section 175 audit)
- Ensure that an annual item is placed on the governors' agenda to report on:
 - any changes to child protection policy and procedures

- training undertaken by the designated person, headteacher, other staff and governors
- the number of cases/ incidents (without details or names)
- the place of child protection issues in the school curriculum

The **Headteacher** has overall responsibility for the management of child protection and Safeguarding matters throughout the school. (S)he should ensure that the policies and procedures adopted by the governing body are fully implemented and followed by ALL staff and volunteers. The headteacher must ensure that sufficient resources and time are allocated for the designated person and other staff and that all staff and volunteers feel able to raise concerns about poor or unsafe practice.

Inspectors, in gathering evidence to support this judgement, will hold interviews with the chair of governors / designated governor, the headteacher and the designated person.



Governors may wish to ask the following key questions and request appropriate supporting evidence from their school.

- **Is there a senior member of the leadership team designated to take responsibility for dealing with child protection issues, providing advice and support to staff, liaising with the Local Authority and working with other agencies?**
- **Does the headteacher have a clear overview of Safeguarding procedures and practice?**
- **How aware is the governing body of its responsibilities regarding policy, procedures, monitoring compliance and reporting, as set out in the DfE and any locally agreed guidance?**



“Inspectors should take into account the extent to which the school records information relevant to Safeguarding concerns clearly and accurately and shares it appropriately, both internally and with other agencies.”

Section 4

Keeping records

The school should have a robust policy on the safe keeping of records. It must be able to keep detailed, accurate and secure written records of referrals and/or concerns about child protection concerns or allegations.

‘Secure record keeping’ means that the school has a system for recording eye witness accounts or reports of incidents or concerns that a child is or may be harmed. Records of concerns should be monitored regularly by the designated person, who must also ensure that these sensitive records are secure and cannot be accessed by other people. They must be kept in a locked cupboard or filing cabinet, and there should be strict protocols regarding who is able to access the records. At least two senior members of staff should have access.

Schools may find it useful to use a pro-forma to accompany the individual files. Local Authorities or Local Safeguarding Children

Boards may have a preferred system, with which the school should comply.

Staff training should also clarify the importance of recording incidents and concerns appropriately: this will include the importance of ensuring that:

- records must be factual, and never confuse fact with opinion
- records must be signed and always include dates and times
- records should be filed securely and separately from other files
- records must be monitored and regularly reviewed

- there should be strictly regulated access to these files
- records could be required as court evidence
- concerns are passed on when pupils leave
- records are kept for the appropriate length of time

The school should have a clear policy relating to the sharing of information internally, which is linked to its policy on confidentiality. However, it is also important that schools understand the importance of inter-agency co-operation to improve the well-being of children. The statutory guidance ‘Working Together to Safeguard

Children' (HMG 2010) sets out how organisations and individuals should work together to safeguard and promote the welfare of children. Clarity on information sharing is contained in the detailed guidance 'Information Sharing: Guidance for practitioners and managers' (HMG 2008), and the school must take this into account to support their decision making on managing and sharing information. The school should at all times support inter-agency working by regular attendance at child protection conferences and reviews and, where appropriate, by attending other professional meetings.

When children leave the school, the school must ensure that if they have a child protection file (any child protection concerns and/or case notes, or Looked After Children also referred to a Children in Care (CiC) information) it is copied for the new school / establishment as soon as possible, but transferred separately from the child's main file. It is expected that the first school will archive the records securely until the child has reached the age of 25. The records would then be shredded.

Inspectors will evaluate the quality of recording, by reviewing at least one case file of a pupil where there have been child protection concerns.

The following are examples of questions that inspectors may ask relating to the quality of records and record keeping:

- **Are records up to date and complete?**
- **Do records demonstrate both effective identification and management of the risk of harm?**
- **Do records demonstrate sound decision-making, appropriate responses to concerns and evidence of relevant referrals made in a timely manner?**
- **Do they indicate that appropriate action is taken in response to concerns and allegations in a timely manner?**
- **Do they show evidence of tenacity in following up concerns with relevant agencies?**
- **Do they provide evidence of effective partnership working and sharing of information?**
- **Is there evidence of attendance at or contribution to inter-agency meetings and conferences?**
- **Is there clarity about the school's policy relating to the sharing of information internally, safe keeping of records, and transfer when a pupil leaves the school?**

Governors may wish to ask the following key questions and request appropriate supporting evidence from their school.

- **How does the designated person ensure the quality of record keeping?**
- **Is there a clear policy on sharing information within the school?**
- **Does the school follow protocols for information sharing with other agencies?**
- **Are records appropriately transferred when pupils move to other schools or establishments?**



Section 5

Multi-agency working

Schools must ensure that they contribute to effective partnership working between all those involved with providing services for children and young people. The designated person must take lead responsibility, on behalf of the school, for dealing with child protection issues, liaising with the Local Authority and working with other agencies. S(he) must refer cases of suspected abuse or allegations to the relevant investigating agencies and act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies.

The school must ensure that it attends and/or contributes to multi-agency meetings such as child protection case conferences, reviews, strategy meetings, Children in Care (CiC) /Looked After Children (LAC) reviews, and other core group or similar inter-agency collaborative meetings. The effectiveness of the school's working with key agencies, including appropriate information sharing, will be a focus for school inspection.

The school should be familiar with, and take account of, the document 'Working Together to Safeguard Children' (HMG 2010), a guide to inter-agency working to safeguard and promote the welfare of children and young people. This document sets out statutory and non-statutory guidance on how organisations and individuals should work together.

The designated person must complete training on multi-agency working, and have a good understanding of the referral process, local procedures in accordance with the LSCB, and the levels of intervention and targeted services (section 47, section 17, and Common Assessment Framework (CAF)) as depicted on page 13.

The Local Safeguarding Children Board (LSCB)

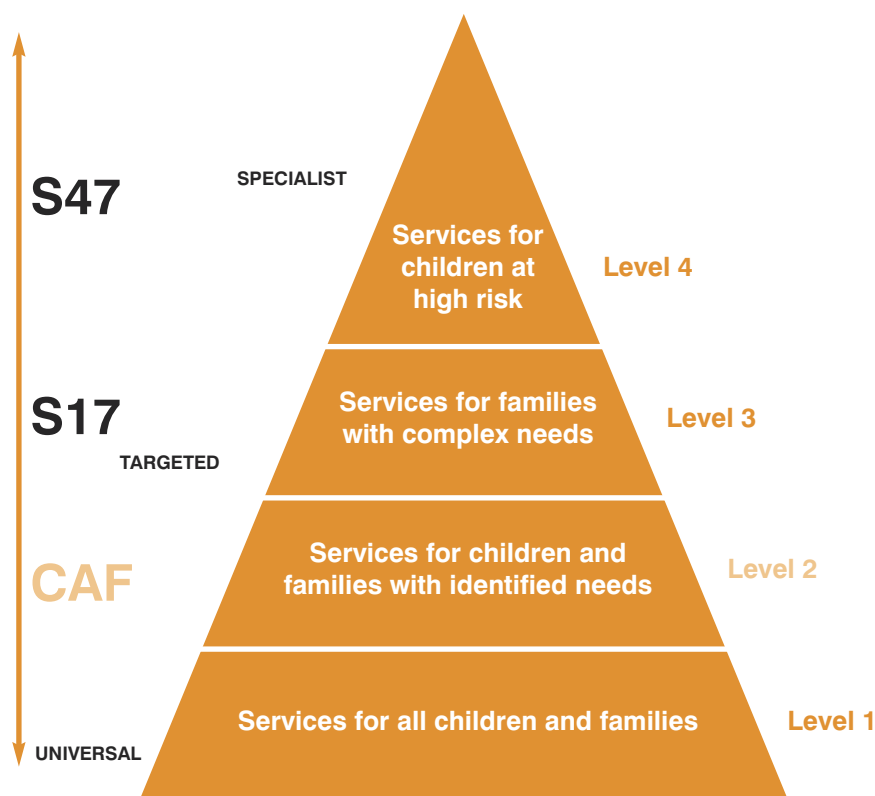
The role of the LSCB is to co-ordinate the child protection and Safeguarding activities of all the agencies represented on the board and to ensure that services to safeguard and promote the welfare of children in the area are effective, through effective partnership working. It involves representatives from many agencies including the Local Authority, police, health services, education services, connexions, voluntary services etc, and there is also likely to be a representative headteacher on the board.

The LSCB has strategic and operational functions, which include:

- monitoring and evaluating the Safeguarding services provided by member agencies
- developing and disseminating policies and procedures
- ensuring that single-agency and inter-agency training is provided to the local workforce
- undertaking serious reviews
- establishing child death investigation teams
- raising awareness of Safeguarding across the locality

LSCBs can produce resources for all agencies, including schools, such as guidance documents. All child protection procedures, including referrals, reporting, staff recruitment and allegations management must comply with the procedures laid down by the LSCB.

Every child matters targeted services within a universal context



“Inspectors will evaluate the extent to which the school discharges its responsibility to work together with key agencies to safeguard and promote the welfare of children.”

Governors may wish to ask the following key questions and request appropriate supporting evidence from their school.

- Do school records provide evidence of effective partnership working and sharing of information with other agencies?
- Does the school attend and/or contribute to inter-agency meetings and conferences?
- Do the school’s Safeguarding policy, procedures and training follow local guidance from the LSCB?



“Inspectors should take into account the extent to which the school identifies concerns about possible abuse and/or neglect and/or pupils who may have gone missing, and refers such concerns promptly to the relevant agencies.”

Section 6

Children who are missing education

There must be robust systems for following up absenteeism and children missing from education. Schools have a responsibility to safeguard and promote the welfare of children and young people and this extends to pupils who may be missing from school.

If a child goes missing from education they could be at risk of significant harm. This can extend to:

- absent pupils
- children who are sick and/or in hospital
- persistent absentees
- excluded pupils
- pupils on work experience
- pupils educated off-site
- pupils on educational visits
- runaways
- pupils who have gone missing
- others

The school has a responsibility towards all of its pupils, whether present in school or not. There is an ongoing duty to safeguard those pupils who are missing, for whatever reason. Schools closely monitor their absence rates and most have effective systems and procedures in place for checking up on pupils who have missed school. Schools also routinely work with Education Welfare services to monitor those pupils whose poor attendance is a cause for concern.

Inspectors are expected to look closely at the school’s exclusions data and check with the school whether they routinely notify

social workers about every child excluded who is the subject of a Child Protection Plan (CPP), or a Child in Care (CiC) / Looked After Children Plan.

On every inspection, inspectors should find out from the school:

- What provision they make from day 6 of an exclusion
- How they monitor the quality of this provision
- What impact it has on improving behaviour

For pupils attending off-site placements or educational visits, appropriate risk assessments must always be made.

Specialist advice and guidance is available from the Local Authority who can provide help for the school in ensuring that the correct procedures are followed and safeguards put in place.

For off-site provision and for work experience, the school must also have systems in place to monitor the quality of that provision.

It is also recommended that for pupils about to undertake work experience, other off-site provision or educational visits (especially those involving overnight stays), a personal safety course should be delivered beforehand, which includes emergency procedures to follow if the young person feels unsafe or in any way at risk.

Inspectors may look at evidence which shows that the school refers concerns to, and collaborates with, relevant services which work with pupils who are persistently absent from school, are excluded from school, or who have gone missing. Education Welfare Services, Behaviour Support Teams, and Children Missing Education (CME) Teams. Schools need to be aware that when children go missing it can occasionally be linked to serious concerns such as child trafficking, forced marriage, sexual exploitation or female genital mutilation (FGM), and must always be investigated as a matter of urgency.

Joint guidance has been published on 'Safeguarding Children who may have been Trafficked' (HMG 2007). It sets out a comprehensive strategy to improve the identification and Safeguarding of child victims of trafficking. Statutory guidance on sexual exploitation and young runaways, published in 2009, includes details of how services - including schools - must work together to protect children.



The Ofsted guidance 'Inspecting Attendance' mentions the following:

“Inspectors should evaluate how much the school knows about the attendance patterns of groups of learners and the effectiveness of systems to alert them to changes in pupils’ attendance, as a sudden or a gradual alteration can indicate a Safeguarding issue.”

Governors may wish to ask the following key questions and request appropriate supporting evidence from their school.

- **Have all staff been appropriately trained in identifying concerns about abuse and/or neglect, and understand the procedures for raising concerns in school?**
- **Are there effective and prompt systems for referring Safeguarding concerns about pupils to the relevant agencies?**
- **Are staff aware of pupils who are persistently absent or missing and does the school take appropriate action to respond to this?**
- **Does the school notify the Local Authority of any children who have gone missing or who have been removed from the school’s roll?**
- **Does the school ensure that pupils educated off-site are safe, well prepared, and that the provision is of good quality?**



Section 7

Aware culture

Safer schools will have an aware culture that includes systems for identifying instances where there may be grounds for concern about a child's welfare, and to initiate or take appropriate action to keep them safe. An aware culture requires well-trained staff who can recognise signs of abuse and neglect, and will have regularly reviewed and disseminated policies and procedures in place.

It is crucial that everyone working in a school, or indeed any other setting providing for children, is aware of Safeguarding issues and the need to adopt ways of working and appropriate practice to maintain a safe environment. It is equally important that everyone is able to raise concerns about poor or unsafe practice and that any concerns expressed by staff, children, parents or others are listened to and taken seriously.

It is important that all staff in a school have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out, know

how to recognise concerns about pupils and how to keep them safe. The designated person (see page 8) must receive update training at least every two years, and all staff every three years, as a minimum.

An aware culture can be achieved by maintaining an ethos of Safeguarding and promoting the welfare of children and young people and protecting staff which is supported by:

- a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils, understood and endorsed by all

- appropriate induction and training, with well trained staff who can recognise signs of abuse and neglect
- systems for identifying instances where there may be grounds for concern about a child's welfare, and to initiate or take appropriate action to keep them safe
- regularly reviewed and disseminated policies and procedures on child protection and Safeguarding matters
- regular briefing and discussion of relevant issues

- including relevant material from the framework for Personal Social and Health Education in the curriculum, and ensuring that personal safety messages are embedded throughout the curriculum
- ensuring that all those working with children in schools and educational settings are familiar with good practice (as in the Guidance)
- a clear reporting system if a pupil, member of staff or other person has concerns about the safety of a child or children

The school should have systems in place and understood by all, which address the many aspects of Safeguarding and Health and Safety relevant to the school. These matters cover many aspects, but are likely to include:

- Safety checks and school security
- Safety from vehicles
- Risk assessments
- Administration of medicines and meeting the needs of pupils with medical conditions
- SEN and Disability Discrimination compliance, with an up to date accessibility plan and a Disability Equality Scheme in place
- Intimate care procedures
- First aid provision
- Drug and substance misuse
- Educational visits
- Anti-bullying policy and racist abuse procedures
- Anti-harassment and discrimination policy
- Internet safety and mobile phone use protocols

“Inspectors should take into account the extent to which the school has clear policies, strategies and behaviours to ensure the Safeguarding and welfare of pupils, including those relating to behaviour, health and safety, harassment and discrimination, and meets all required duties.”

- Policy and procedures relating to behaviour and the use of physical intervention
- Specific local issues such as gangs, guns, knives

and adopt safe practices. It should also support an ethos where pupils and staff can talk freely about concerns, in the secure belief that they will be listened to and appropriate actions taken.

School Policy and Procedures

The school’s policy and procedures on child protection are central to the school’s duty to safeguard and promote the welfare of children. They should be closely linked to other relevant Safeguarding policies, such as bullying, physical intervention etc. within the school’s overall policy on Safeguarding. It should set out responsibilities and expectations of staff and other relevant adults clearly, particularly in identifying and reporting possible or actual instances of abuse, and set out what elements of provision are in place to enable pupils to feel safe

Leaders, managers and governors must take account of the Guidance ‘Safeguarding Children and Safer Recruitment in Education’ (HMG 2007) and Local Authority / LSCB guidance setting out their responsibilities to safeguard and promote the welfare of children. The school’s practice must meet the required standards. The policy must be agreed with the governors, and it should indicate how the policy will be implemented, regularly monitored to incorporate incremental improvements, and evaluated. The policy should be accessible and easy to understand.

Governors may wish to ask the following key questions and request appropriate supporting evidence from their school.

- **Does the school have a child protection policy and procedures that are in accordance with Local Authority guidance and locally agreed inter-agency procedures, and is this policy made available to parents on request?**
- **Do all staff receive appropriate training and induction to equip them to ensure that the school is a safer place for children and staff?**
- **How does the school ensure that the school ethos promotes positive practice in relation to Safeguarding?**
- **Does the school deal effectively with all aspects of child protection and Safeguarding and is it a ‘Safer Place’, exhibiting a safer culture and keeping Safeguarding high on everyone’s agenda?**



“Inspectors should ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice and whether any Safeguarding concerns that have been made to the headteacher have been effectively addressed. Inspectors should also ensure that the procedures for handling allegations or concerns about Safeguarding regarding staff are effective, and that allegations come directly to the headteacher.”

Section 8

Safe practice and managing allegations

The school must have systems in place which promote safe practice and challenge poor or unsafe practice. This may include a staff code of conduct, which includes clear instructions regarding failure to comply, and will involve a whistle blowing policy and clear procedures for managing allegations.

It is essential that any allegation of abuse made against a teacher or any other member of staff or volunteer in an educational setting is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child and, at the same time, supports the person who is the subject of the allegation.

The framework for managing cases of allegations of abuse against people who work with children is set out in 'Working Together to Safeguard Children: a guide to inter-agency working to safeguard and promote the welfare of children' (HMG 2010) which provides an overview, and in Appendix 5 of 'Safeguarding

Children and Safer Recruitment in Education' (HMG 2006), which provides detailed procedures on how allegations must be handled.

All schools should review and, where necessary modify, their practice and procedures for dealing with allegations of abuse made against teachers and education staff, in the light of guidance.

All allegations should be reported to the headteacher immediately, unless the allegation is about the headteacher, in which case it should be reported to the chair of governors. If the allegation meets any of the criteria below, the headteacher or chair of governors should report it to the Local

Authority designated officer (LADO) the same day.

Allegations that might indicate that a person is unsuitable to continue to work with children will fall within the following criteria:

That the member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates (s)he is unsuitable to work with children

There may be up to three strands in the consideration of an allegation:

- A police investigation of a possible criminal offence
- Enquiries and assessment by children’s social care about whether a child is in need of protection or in need of services, and
- Consideration by the employer of disciplinary action in respect of the individual

Some cases will then also need to be referred to the Independent Safeguarding Authority (ISA) for consideration of including the person on the ISA barred lists, or for consideration by professional bodies or regulators.

Professional Standards

‘The vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children and young people in their care. However, in this area of work, tensions and misunderstandings can occur. It is here that the behaviour of adults can give rise to allegations of abuse being made against them. Allegations may be malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned. Equally, it must be recognised that some allegations will be genuine and there are adults who will deliberately seek out, create or exploit opportunities to abuse children. It is therefore essential that all possible steps are taken to safeguard children and to ensure that the adults working with them are safe to do so.’ (Safe Practice Guidance 2007)

Some concerns have been raised about the potential vulnerability of

The following gives an overview of the management of allegations:



LADO tracks progress, monitors outcomes and reports to the LSCB and DCFS

adults in this area of work. There is a need for clear advice about what constitutes illegal behaviour and what might be considered as professional misconduct. Good quality staff training should also address the issue of safer working practice. Guidance is available to schools through the Guidance for Safe Working Practice (see recommended resources).

Schools can, and should, put in place a variety of steps to increase the protection of pupils and to support the staff. They include:

- A staff code of conduct
- Effective and regular staff training
- Advice and training on managing difficult behaviour
- Appropriate physical contact policy
- Complaints policy

- Risk assessments
- Listening and supervision services for staff and pupils
- Whistle blowing policy

A Whistle blowing Policy

All staff have a responsibility to report any concerns about the behaviour of a colleague. The school policy needs to be explicit, outline the correct procedure for raising a concern and address issues of confidentiality and support for the whistle blower. The early identification of poor practice should result in supervision and support for the staff member, which may reduce the risk of a later allegation of abuse. However, more serious allegations will be dealt with through the child protection and allegations procedures.

Governors may wish to ask the following key questions and request appropriate supporting evidence from their school.

- Is there a clear reporting system if a pupil, member of staff or other person has concerns about the safety of children?
- Is there an effective whistle blowing policy?
- Is there a staff code of conduct in place to support staff, and do staff receive support and training in appropriate professional conduct in order to avoid the risk of allegations being made against them?
- Are effective allegations procedures in place, which follow the recommended guidance?



“Inspectors should take into account the extent to which the school encourages and enables pupils to report any concerns or complaints, including concerns about poor or abusive practices.”

Section 9

Pupil and parent voice

The school should have effective systems in place to ensure that the ‘pupil voice’ is heard, appropriately responded to, and that pupils know how to report any concerns, knowing that their concerns will be taken seriously. There will also be robust systems for ensuring that parents and carers are consulted and aware of the school’s Safeguarding policy.

There is a statutory ‘listening’ framework whereby the importance of effective communication with children is recognised. Included in this is the following:

‘...the effect is to place duties on governing bodies of maintained schools in England and Wales to invite the views of registered pupils about prescribed matters, and consider any views on those matters expressed by pupils (whether or not in response to an invitation) in light of their age and understanding... Subsection (3) of the new section... allows governing bodies to invite views of all registered pupils at the school, or to consult only those pupils who it considers are affected by the matter or are representative of those groups of pupils.’

(Section 29A, added to Education Act 2002 in 2008)

Schools' consultation processes with pupils are rapidly gaining in importance.

Alongside the national initiatives, local authorities and children's trusts must also demonstrate effective consultation with children and young people, including their involvement in the production of the local Children and Young People's Plan (CYPP). These local and national initiatives are underpinned by Article 12 of The United Nations Convention on the Rights of the Child (UNCRC) which includes:

'Every child and young person has the right to express their views freely about everything that affects them.'

The pupil voice must be heard through formal and informal systems. This may be through mentoring and other pastoral systems, questionnaires, PSHE, circle time activities and other systems for addressing safety matters through the curriculum. Schools are encouraged to seek the views of pupils, through a whole school survey or through the existing systems of the School Council. The content may vary but sample questions may include:

- Is this a safe school? Do you feel safe in school?
- Do you think the school teaches you to keep safe?
- Are there any situations/ places where you do not feel safe in school?
- What could make you feel safer in school?
- If you felt unsafe/ unhappy / worried at school, who could you tell?
- How would you raise any concerns in school?



Parents and carers

Schools should also ensure that the views of parents and carers are sought. Parents must be informed about the school's Safeguarding arrangements and child protection policy and be clear about how to raise any concerns they may have. It can be particularly useful to invite parent representatives to some basic staff training sessions on Safeguarding and to provide parent / carer workshops on specific Safeguarding matters, such as teaching children to be safe when using the Internet. The most effective way to safeguard

children and young people is to work in partnership with parents/ carers and children to address these issues.

In evaluating outcomes for children, inspectors must not only consider whether children and young people **are safe** (i.e. the effectiveness of the school in taking reasonable steps to ensure that children and young people ARE safe), but also that children and young people **feel safe**: (i.e. the effectiveness of the school in taking reasonable steps to ensure that children and young people FEEL safe).

Governors may wish to ask the following key questions and request appropriate supporting evidence from their school:

- Are pupils consulted on Safeguarding and child protection matters?
- Do pupils know how to raise concerns about safety?
- Are parents and carers aware of the school's child protection policy and procedures, and how they can raise safety concerns?



Section 10

The curriculum

Schools must ensure that safety messages are taught in school to every pupil in every year of their education. It is important that children and young people are made aware of behaviour towards them that is not acceptable and how they can keep themselves safe. The non-statutory framework for Personal, Social and Health Education (PSHE) provides opportunities for children and young people to learn about keeping safe, and who to ask for help if their safety is threatened.

Methods and resources will vary greatly according to the age and developmental level of the children and safety messages should be included across the whole curriculum. Schools are recommended to provide a 'curriculum map' to show where and when personal safety messages are taught to pupils in every year.

As part of developing a healthy, safer lifestyle pupils should be taught, for example to:

- recognise and manage risks in different situations and then decide how to behave responsibly

- judge what kind of physical contact is acceptable and unacceptable
- recognise when pressure from others (including people they know) threatens their personal safety and well-being, and develop effective ways of resisting pressure, including knowing when and where to get help
- use assertive techniques to resist unhelpful pressure

Issues such as domestic violence and abuse can be difficult to broach directly in the classroom.

However, discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable. These messages can be successfully taught even to very young children without frightening them or in any way raising inappropriate issues. It can be useful to inform parents about the safety curriculum and, if possible, to offer parent/ carer workshops on teaching children to keep safe. Some schools have introduced specialist support, including the use of well-trained and experienced drama specialists or specialists in domestic violence issues, etc., to help address some concerns with

pupils, but schools must be aware that such input should only be introduced alongside school staff and never at any time be delivered in isolation from the school's staff and support systems.

Children and young people need to know that it is okay to talk about their own problems and the school should signpost sources of help. Raising these issues can lead children to bring up personal problems and concerns and staff delivering lessons on these matters need to be prepared for that possibility. Experience, and consultation with children, shows that they will talk about their concerns and problems to people they feel they can trust and they feel comfortable with. This will not necessarily be a teacher. It is therefore essential that all staff and volunteers in a school know how to respond sensitively to a child or young person's concerns, who to go to with their concerns and the importance of not guaranteeing complete confidentiality.

There are a number of good resources available and schools may wish to consider this when deciding on their own approach to addressing curricular responses. Links to more information about classroom resources and sources of support are available from the Local Authority's Safeguarding in education adviser to schools, and from Teachernet (see resources).

The safety messages addressed by schools must also demonstrate how the school tries to counteract negative and destructive influences, such as local risks and racist culture, and must address the following matters:

- Harassment and discrimination
- Anti-bullying, including racist, homophobic and cyber bullying

“Inspectors should take into account the extent to which the school helps pupils to keep themselves safe, including encouraging pupils to adopt safe and responsible practices and deal sensibly with risk.

- E-safety, including safety on line (when using the internet)
- Safety in outdoor activities
- Safety when on work experience, off-site learning, and when on educational visits and trips
- Hazardous equipment and materials in school (e.g. laboratories)
- Safety when coming in to contact with those who encourage the use of violence
- Local risks, if appropriate (such as gun crime, knife crime, gangs, red light areas)

available, including from BECTA and CEOP, who have produced highly recommended e-safety advice and materials on this important matter.

Where inspectors are judging the effectiveness of provision (including provision in the Early Years Foundation Stage and in the Sixth form) they will take account of:

- children's and young people's understanding of dangers and how to stay safe, including issues relating to behaviour and bullying
- the extent to which children and young people show that they feel safe and are confident to confide in adults at the school / setting
- how effective the designated person is in advising on child protection input in the curriculum
- the extent and quality of provision in place to enable pupils to feel safe and adopt safe practices, including through the curriculum

Internet safety

The school must address concerns about teaching pupils to stay safe and adopting safe practices when using the internet. Regularly updated training for staff is essential in order to teach children to stay safe and to help staff to keep up to date with new developments and risks. Resources and guidance are

Governors may wish to ask the following key questions and request appropriate supporting evidence from their school.

- **Does the school have a comprehensive curriculum map of personal safety coverage across the whole school?**
- **How is internet safety addressed in school?**
- **Do our pupils feel safe and adopt safe practices?**



“Inspectors should take into account the extent to which the school takes reasonable steps to ensure that pupils are safe on the school site, for example by monitoring visitors or volunteers or those using the premises during school time.”

Section 11

Safer, secure school

Schools must provide a safe environment for all its pupils. They have a duty to safeguard and promote the welfare of their pupils under the Education Act 2002 and, where appropriate, under the Children Act 1989 by creating and maintaining this safe learning environment for children and young people, identifying where there are child welfare concerns and taking appropriate actions to address them, in partnership with other organisations where appropriate.

School child protection and Safeguarding procedures should protect every pupil equally, regardless of their individual needs, characteristics or circumstances. Every school must ensure that procedures for recognising, responding, reporting and recording abuse will be equally successful for every individual pupil.

Creating a safe learning environment means having effective arrangements in place to address a range of Safeguarding issues. These issues cover very many aspects and can include:

Providing a secure school site:

- This includes all aspects of child safety in and outside the building- identified risks on site, off site, and in the surrounding areas
 - Security of boundaries, doors, entrances
 - Pupils safe from vehicles on school grounds and near entrances
 - Guidance on Health and Safety and compliance with the requirements
 - Arrangements for limiting the spread of infection
- Safety checks carried out regularly - fire safety, electrical safety, purity of water, asbestos, lifts, hazardous materials etc.
 - Effective procedures for evacuating the building in an emergency
 - Safe transport - the safety of pupils travelling to and from school, or using school transport
 - All appropriate risk assessments carried out, including ponds, pools, chemicals, cleaning materials

Safer Procedures/Ethos:

- Safe adults who know how to keep children safe
- DDA issues - ensuring that the school complies with disability discrimination legislation, has an accessibility policy and a disability equality scheme
- Ensuring that the school meets pupils' special educational needs
- Administration of medications policy and procedures, including the storage of medicines and staff awareness of pupils with medical conditions and any emergency procedures required (e.g. for epilepsy, asthma). Also, records kept as required
- First aid provision: identification of the first aiders, and whether their certification is up-to-date
- Accident book which is kept up to date
- Minimum ratios for supervision of pupils
- Pupils in need of intimate care having their needs sensitively managed and staff kept free from risk of allegations
- Effective behaviour and anti-bullying and harassment policies (which include racist, homophobic and cyber bullying) and procedures in place. Also records of incidents kept as required
- All staff and volunteers are aware of the school's policy regarding the correct procedure and methods of control / restraint of pupils who may cause harm to themselves or others
- Visitors, volunteers and all those using the school



during school time are monitored

- Risk assessments are carried out and risks managed relating to pupil behaviour, not only in relation to school activities, but in admitting or re-admitting pupils with behaviour that could put themselves or others at risk

risks of chat rooms and social networking sites such as Facebook)

- An effective and agreed code of conduct for adults and pupils on the use of mobile phones/ cameras, emails, and other forms of electronic communication in order to protect both pupils and staff

Virtual School:

- Safety on line - training for staff, volunteers, pupils parents on the potential hazards of using the internet and regular updating on Internet safety (including the

When making a judgement on the effectiveness of provision, inspectors may take into account any of these factors and the effectiveness of any risk assessments carried out.

Governors may wish to ask the following key questions and request appropriate supporting evidence from their school.

- **Does the school have adequate security arrangements for the grounds and buildings?**
- **How does the school ensure that the site is secure and safe?**
- **How do you know the school's behaviour and anti-bullying policies (which include anti racism, cyber bullying and homophobia) are effective?**
- **Does the school have an agreed code of conduct for adults, pupils, and work experience and Higher Education trainees, on the safe use of existing and emerging electronic technologies, the use of the internet and social working sites, and is it effective?**
- **Are all children safe and secure at this school?**

“it is a limiting judgement”



Section 12

School self-assessment and the inspection of Safeguarding

Schools must carry out appropriate self-assessment procedures regarding the effectiveness of their child protection and Safeguarding systems. Schools' Safeguarding arrangements are inspected by Ofsted when carrying out section 5 inspections.

Ofsted adopts the definition used in the Children Act 2004, and in the guidance document 'Working Together to Safeguard Children' (HMG 2010). This can be summarised as:

- protecting children and young people from maltreatment
- preventing impairment of children and young people's health or development
- ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable those children and young people to have optimum life chances and to enter adulthood successfully

Safeguarding outcomes for children and young people are as follows:

- children and young people are safe: the effectiveness of services in taking reasonable steps to ensure that this is so
- children and young people feel safe: the effectiveness of services in taking reasonable steps to ensure that this is so

These core outcomes can be judged by the following features:

- children are safeguarded and protected
- children's welfare concerns are identified and responded to appropriately
- Safeguarding children is prioritised
- agencies and professionals work together to safeguard children

School self-assessment

Schools are expected to provide evidence for inspectors to show that Safeguarding is promoted in all aspects of the school's work. This is best demonstrated through their self-evaluation systems.

The school Self-Evaluation Form (SEF) will indicate valuable information to inspectors about the school's own assessment of its Safeguarding arrangements. Schools should complete the sections dealing with achievement and standards, and personal development and wellbeing first, as these outcomes will influence the judgements in other sections. The SEF will include information about the school context and include relevant assessments on pupils' care and well being and on how the school meets current government requirements regarding Safeguarding children and safer recruitment. It will also indicate how the governing body ensures compliance with registration requirements. Where relevant, it will indicate how any arrangements for boarders or residential pupils comply with specific national minimum standards.

In compiling the SEF, schools are strongly encouraged to complete other school self-evaluation procedures in order to indicate the extent to which they have consulted other members of the school community, made a sound assessment of the school's arrangements for Safeguarding and identified areas for improvement - leading to action points for improvement where necessary. There are a number of very helpful self-assessment tools available to schools. Recommended examples can be obtained from the Local Authority's Safeguarding in Education Officer. An example is included at the end of this booklet.

Ofsted inspection of Safeguarding

Inspectors will conduct interviews with the headteacher, the chair of governors (or other nominated governor or governors) and the designated person for child protection. They will also speak to pupils. When gathering a sample of pupils' views of how safe they feel, inspectors will make every effort to engage with disabled children and those with SEN (special educational needs) or other additional needs to ensure their views are obtained. They will look closely at, and make judgements on, the quality of the single central record of checks on staff (SCR), the records which the school keeps on child protection concerns and the school's child protection policy.

Governors may wish to ask the following key questions and request appropriate supporting evidence from the school.

- Has the Section 175 Audit of Safeguarding been completed and returned to the Local Authority as required?
- Has the school completed Safeguarding self-assessment, and identified areas for improvement and/or development?
- Does the SEF include Safeguarding judgements throughout?

Ofsted expects to see evidence that the school complies with statutory child protection requirements set down in the guidance 'Safeguarding Children and Safer Recruitment in Education (HMG 2006) and in regard to 'Working Together to Safeguard Children (HMG 2010).

The specific judgement on the effectiveness of Safeguarding procedures can be informed by a number of other judgements, as identified throughout this booklet. The Safeguarding judgement will limit the school's grade for overall effectiveness: **it is a limiting judgement**. This means that a failure to meet the Safeguarding indicators could be very serious. If the school is not meeting its legal child protection duties, an 'inadequate' grade will be given for Safeguarding. If this happens, it is unlikely that the school will receive anything better than a 'satisfactory' grade for overall effectiveness, and the overall judgement for the school may well be 'inadequate'.

Local Authority audits. The Local Authority is required to monitor schools' compliance with section 175 of the Education Act 2002. This states that governing bodies are required to 'review their policies and procedures annually and provide information to the Local Authority about them and about how these duties have been discharged.'



Useful documents and websites

'Safeguarding Children and Safer Recruitment in Education'
HMG 2006

'Working Together to Safeguard Children - a guide to inter-agency working to safeguard and promote the welfare of children' HMG 2010

'Information Sharing: Guidance for practitioners and managers'
HMG 2008

'Vetting & Barring Scheme Guidance' ISA 2010

'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' March 2008 DCSF

'Safeguarding Children who may have been Trafficked' HMG 2007

'PSHE Sex & Relationships Education Guidance' HMG 2000
(*under review*)

'What to do if you're worried a child is being abused' HMG 2007

'Safeguarding Matters' Archdiocese of Liverpool Schools' Department

'Safeguarding Disabled Children' HMG 2009

'Briefing for section 5 inspectors on Safeguarding children'
Ofsted 2010

'The Use of Force to Control or Restrain Pupils' DCSF 2008

'Safeguarding Children in a Digital World' Becta 2009

Governors Guides to the Law

Individual LSCB policy & procedures manuals

www.isa.gov.org.uk
Independent Safeguarding
Authority

www.becta.org.uk
BECTA - e-safety this is going

www.ceop.gov.uk
CEOPS - e-safety

www.teachernet.gov.uk
DCSF

www.everychildmatters.gov.uk
Every Child Matters website

www.governornet.co.uk
School Governors website

www.ofsted.gov.uk
The Office for Standards in
Education

Individual LA websites

Acronyms used

BECTA	British Educational Communications & Technology Agency
CAF	Common Assessment Framework
CEOP	Child Exploitation and On-line Protection Service
CiC	Children in Care
CME	Children Missing Education
CPP	Child Protection Plan
CRB	Criminal Records Bureau
CWDC	Children's Workforce Development Council
CYPP	Children and Young Person's Plan
DfE (formerly DCSF)	The Department for Education
DSO	Designated Safeguarding Officer
DDA	Disability Discrimination Act
FGM	Female Genital Mutilation
HMG	Her Majesty's Government
HR	Human Resources
ISA	Independent Safeguarding Authority
LA	Local Authority
LAC	Looked After Children
LADO	Local Authority Designated Officer
LSCB	Local Safeguarding Children Board
NCSL	National College for School Leadership
SCR	Single Central Record
SEF	School Evaluation Form
SEN	Special Educational Needs
UNCRC	United Nations Convention on the Rights of the Child
VBS	Vetting and Barring Scheme

The safer school criteria

Self-assessment example

Effective Practice Indicators

Safer Recruitment and Selection - Selecting Safe Staff (Bichard recommendations)

- The school ensures that no interview panel to appoint staff is convened without a panel member being properly trained, and who ensures that all Safer Recruitment and Selection guidance is scrupulously followed
- The school maintains, and regularly updates, a Single Record of checks carried out on all staff and volunteers, relating to identity, qualifications and Safeguarding, including ISA Registration when applicable
- The school has prepared for full ISA implementation, through ongoing training and preparation of its systems to meet the new regulations on vetting & barring
- The school provides information to job applicants that clearly states that the organisation will create a safe environment for young people
- Candidates are asked to confirm their identity and qualifications through original official documents
- The school examines the full employment history of prospective candidates
- Interviewers explore with candidates their understanding of the importance of Safeguarding pupils, their attitudes towards young people, and their perceptions about the boundaries of acceptable behaviour towards children/ young people
- All posts, including those in schools that involve working with children and vulnerable adults, are subject to the enhanced CRB disclosure regime
- All visitors to the school who may come into contact with children are expected to provide evidence of current CRB clearance, or to complete the Screening Document before entering the school (see below)

LA Screening Document

- Professionals who visit the school are expected to provide evidence of their CRB status or to complete the Screening Document
- The school uses the Screening Document with all those working as volunteers in, or visiting, the school - to give the message that it is a safe environment
- The school ensures that the screening document is read, understood, signed and details retained by the school

Safeguarding Policy/Whole School Approach

- All staff and visitors are fully aware of the school's Safeguarding procedures
- The school maintains links with, and cooperates with, key agencies, to ensure the safety of its pupils
- The school completes and submits the annual Safeguarding Audit to the LA
- ALL staff receive Safeguarding training at least once every three years, and the Named Person (CPC) at least once every two years

- The school has a current anti-bullying policy, which includes guidance on racism, cyberbullying and homophobic bullying
- All staff are aware of the school's guidance on the care and control of pupils, including its written policy on restraint / positive handling, and of appropriate codes of safe conduct for staff
- All school staff are familiar with the behaviour policy and ensure it is adhered to in and out of class. This policy is reviewed annually and approved by the Governing Body
- The school ensures its Safeguarding (including child protection) policy is reviewed annually and is owned by all governors, staff and volunteers
- The school has adopted an effective Whistleblowing policy, so that staff are confident in promptly reporting any concerns they may have
- Child protection records are kept safely and confidentially
- The school makes stringent effort to identify pupils who are Young Carers, and provides appropriate support for this vulnerable group
- A summary child protection statement is produced in the school's prospectus and is known to parents
- The school liaises with partner organisations to support pupils, and ensures that the school is represented at case conferences and strategy meetings
- Policies and procedures are in line with the Local Safeguarding Children Board's guidance, and concerns are reported promptly
- All Safeguarding policies and procedures apply to and include extended services at the school

The Governing Body Safeguarding Responsibilities

- The governing body ensures that the Safeguarding (child protection) policy is in place, is reviewed annually and a report produced
- The school complies with S175 of the Education Act 2002 and follows the guidance in "Safeguarding Children and Safer Recruitment in Education" 2007. The annual Audit of s175 compliance is returned annually to the Local Authority
- There is a designated governor responsible for bringing child protection / Safeguarding matters to the attention of the whole governing body
- The governing body operates a safe recruitment and selection procedure and has procedures for dealing with allegations against staff and volunteers

School's Designated Member of Staff

- The school has a named Child Protection Co-ordinator (CPC or DSO): an appropriately trained senior teacher/ member of SMT (and a deputy CPC/ DSO)

designated to take lead responsibility for dealing with Safeguarding and child protection issues

- The CPC is appropriately trained, attends annual Update training sessions, or attends training at least once every two years, including multi-agency training
- The designated child protection co-ordinator ensures that all staff receive child protection training annually or every 3 years as a minimum
- The CPC ensures that governors are kept informed of the school's Safeguarding policy and of their statutory responsibilities

Curriculum

- The school ensures that personal safety/keeping safe messages are taught throughout the curriculum and sessions offered to parents
- All staff receive regular training in e-safety, in order to help pupils to keep safe whilst on line
- Guidance for pupils on Domestic Violence/abuse / attitudes to violence is included within the curriculum
- Sex and relationships education is included in the PSHE curriculum, and sessions provided for parents
- Children/ young people on work placements or school visits are provided with clear advice about keeping safe and who they should contact if they are worried or uncomfortable.

Examples of Sources of Evidence

- School's Safeguarding (including Child Protection) policy
- School's policy on Behaviour
- Whistle blowing policy
- Acceptable Use policy (technology)
- E-Safety policy and practice
- School's policy on Care & Control and positive handling (restraint)
- Anti-bullying policy
- Staff Code of Conduct
- Accreditation on Safer Recruitment & Selection Training
- Allegations procedure
- Safeguarding Audit
- Sex and Relationships policy
- Staff appointment records
- Completed Screening Documents and CRB checks
- Child protection procedures clearly displayed
- Governors' meeting minutes
- School prospectus containing child protection statement
- CPD records
- Curriculum plans and log
- The Single Record of staff checks, including ISA registration
- Local Authority Safeguarding Review
- Pupil and parent surveys

The Safer School

	Effective practice in Safeguarding	Overall satisfactory - strengths outweigh weaknesses	Unsatisfactory - some areas need improvement	Weak - needs substantial improvement
Evaluation				

- Which are the strongest aspects of the school’s practice, and why?

- What most needs improvement, and what action should be taken?

- How have you arrived at these judgments?

