

PROMPT
PACKS



Safeguarding

Safeguarding – Prompts for Governors

The Law says : Governors Handbook from Department for Education (HM Government) May 2014 Version :

4.9 Safeguarding and promoting the welfare of pupils

4.9.1 General duty

Section 175 of the Education Act 2002 places a duty on the governing bodies of maintained schools, and regulations under section 157, about safeguarding pupils in Independent Schools (which include academies) requires academy trusts to have arrangements in place to ensure that they:

- carry out their functions with a view to safeguarding and promoting the welfare of children; and
- have regard to the statutory guidance issued by the Secretary of State in considering what arrangements they need to make for the purpose of that section.

The document 'Safeguarding Children and Safer Recruitment in Education', places statutory requirements on all governing bodies, which must make sure their school has policies and procedures in place and take into account any statutory guidance issued by the Secretary of State, any LA guidance and locally agreed interagency procedures.

Educational settings have a central role to play in the early identification of any welfare concerns about an individual child, additional needs they might have and indicators of possible abuse and neglect. To be effective, all schools should work with other organisations, share and receive information about individual children in order to protect them from harm. All schools should have regard to the guidance set out in Working Together To Safeguard Children 2013.

4.9.2 Allegations against staff and volunteers

Employers have a duty of care to their employees. Governing bodies should make sure that the school provides effective support for anyone facing an allegation. They must also provide them with a named contact within school if they are suspended. If an allegation is made the head teacher, chair of governors or chair of the management committee (the 'case manager') should immediately discuss the case with the LA Designated Officer (LADO). This initial discussion allows the LADO and case manager to consider the nature, content and context of the allegation and agree a course of action.

Statutory guidance '[Dealing with Allegations of Abuse against Teachers and other Staff](#)' sets out the procedures all schools must have in place for dealing with allegations.

The procedures should make it clear that all allegations should be reported straight away, normally to the Headteacher. The procedures should also identify the person, often the chair of governors, to whom reports should be made in the absence of the Headteacher, or in cases where the Headteacher themselves are the subject of the allegation or concern. Procedures should also include contact details for the LADO responsible for providing advice and monitoring cases.

Chairs of governing bodies are expected to work with the Headteacher (unless the allegation concerns the Headteacher) and LADO to confirm the facts about individual cases. They are also expected to reach a joint decision on the way forward in each case. Chairs have a key role in deciding courses of action, including disciplinary action, in those cases where a criminal investigation may not be required. In cases where allegations have been substantiated, the chair should work with the LADO and Headteacher to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

It is helpful if all governing body members have training about safeguarding, whether the governing body acts collectively or an individual member takes the lead. This will make sure they have the knowledge and information needed to perform their functions and understand their responsibilities. Governing bodies should make sure that a senior member of the school's leadership team is designated to take lead responsibility for dealing with safeguarding issues; providing advice and support to other staff; liaising with the LA; and working with other agencies.

4.9.3 Safe recruitment procedures

A key aspect of safeguarding is the vetting of applicants and prospective volunteers working with children to make sure they are not unsuitable. Guidance about this is in section 5 of this Handbook, and also in 'Safeguarding Children and Safer Recruitment in Education'.

What Aspects / Prompts / Policies are Included Within the Scope of Safeguarding ?

- Child Protection
- Staff Conduct
- The Curriculum
- Allegations Against Staff
- Recruitment and Selection
- Cultural Environment
- Whistle Blowing
- Use of Images / Photographs
- Internet Use
- Behaviour
- Bullying

- Attendance
- Health and Safety (Including E-safety)
- Children Missing Education

The Categories of Abuse

- Sexual Harm
- Physical Harm
- Emotional harm
- Neglect

Possible Indicators of Abuse

- Physical indicators (things that can be seen from a child's appearance)
- Behavioural indicators (What the child does)
- Social and family indicators (Sources of Stress)
- Parental indicators (the response given when concerns are raised)

Terminology Used

Abuse : A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Children : Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.

Child Protection : Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Emotional Abuse : The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

Neglect : The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical Abuse : A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Safeguarding : Defined for the purposes of this guidance as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best life chances.

Sexual Abuse : Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Young Carers : Are children and young people who assume important caring responsibilities for parents or siblings, who are disabled, have physical or mental ill health problems, or misuse drugs or alcohol.

Possible Definitions of Vulnerable Children :

- Children who are young offenders
- Children with attendance problems
- Children with special educational needs
- Children experiencing domestic violence
- Children receiving alternative education
- Children with disabilities (not receiving services as being in need)
- Children receiving behaviour support input
- Children whose parents are substance misusers
- Children whose parents have mental health problems
- Children whose parents have significant disabilities
- Children with mental health problems (CAMHS)
- Children excluded from school
- Children missing from school
- Children living away from home
- Asylum seeking children and their families
- Children whose parents are in prison
- Children in need (including looked after children and children on the child protection register)
- Children from traveller families
- Pregnant teenagers – teenage nursing mothers
- Young carers
- Children not in receipt of education, employment or training (NEET)
- Children who are substance misusers
- Targeted children with the youth service
- Children in families that have broken down
- Children living below the poverty line
- Children living with a single parent
- Children from minority ethnic backgrounds
- Children with siblings who have a disability
- Children whose parents have special needs

Questions for Governors

1. Does the school have a designated Child Protection Teacher?
Are they a member of the Senior Management Team?
2. Does the school have a nominated Child Protection Governor?
3. All staff are aware (especially the Headteacher and Deputy / Assistant) of the Local Authority's Safeguarding procedures
4. Senior staff know how to access the schools CP records?
5. Evidence or relevant information on children who are OR have been on CP is held confidentially and is kept up to date?
6. The designated teacher has undertaken current multi-agency CP training?

7. Have all staff have undergone CP training within the last three years?
8. The school's CP policy :
 - a. The school has one?
 - b. It has been reviewed within the last two years?
 - c. It is easily accessible to all staff and parents?
9. All staff are aware of the CP procedures? Are Governors?
10. Do visitors know how to report a concern?
11. Do visitors know how to behave? Do they know what is acceptable and what isn't?
12. The school has recently reviewed it's policies and :
 - a. Ensured they are in line with LA policies and guidelines?
 - b. They take account of Working Together (DfE and DoH)
 - c. Policies that need to, are cross-referenced and consistent?
 - d. Has in place a quality-assurance check?
 - e. Has an action plan for implementing / addressing any concerns?
13. Do all children know where to turn / who to speak to?
14. The school has an anti-bullying policy which :
 - a. Has been reviewed within the last two years?
 - b. Is known to all staff?
 - c. Has a pupil-friendly version?
 - d. Was drawn up in consultation with children in the school?
 - e. Is in line with current advice / guidance?
 - f. Is easily accessible to parents and staff?
15. The school has a policy and all recruitment and selection complies with the schools agreed policy?
16. There is an agreed code of conduct for staff and visitors?
17. Staff have signed to say that they have received a copy of the key CP related policies and code of conduct?
18. An 'allegations against staff' policy has been drawn up and is understood by all staff and Governors?
19. Have the Governors assessed / reviewed the procedure and systems that were followed during any recent incidents? Have they produced an action plan to address any weaknesses?
20. The school's policy for recording any allegations or concerns is consistent with DfE and LA policy? Outcomes are routinely recorded?
21. The school keeps a Single Central Record of all staff and

(relevant) visitor CRB checks?

22. The school has an e-safety policy which :

- a. Is aligned to LA, DfE and National guidance?
- b. Has been developed in consultation with parents, staff, pupils and governors.
- c. Is reviewed annually to take account of technological changes?
- d. There is a planned programme of e-safety education within the school?
- e. The school regularly reviews the effectiveness of the policy and programme?

OFSTED Expectations (From Inspection Handbook)

OFSTED are looking for :

- types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment. This includes cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- the school's success in keeping pupils safe, whether within school or during external activities through, for instance, effective risk assessments, e-safety arrangements, and action taken following any serious safeguarding incident
- the effectiveness of the school's actions to prevent and tackle discriminatory and derogatory language – this includes homophobic and racist language, and language that is derogatory about disabled people
- the extent to which pupils are able to understand, respond to and calculate risk effectively, for example risks associated with extremism
- the school's response to any extremist behaviour shown by pupils
- overall and persistent absence and attendance rates for different groups
- punctuality over time in arriving at school and at lessons
- the impact of the school's strategies to improve behaviour and attendance
- the number of pupils taken off roll in the last year as a result of factors related to behaviour, safety and attendance
- the views of parents, staff and governors.

OFSTED Judgements Relating to Safeguarding :

Outstanding :

- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are rare and dealt with highly effectively.
- All groups of pupils are safe and feel safe at school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

Good :

- Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school.
- Pupils are safe and feel safe at school and at alternative provision placements and understand how to keep themselves safe in different situations.

Inadequate :

- Incidents of bullying overall or specific types of bullying are frequent, and/or pupils have little confidence in the school's ability to address bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.

Disclosure and Barring Service (Formerly the CRB)

Significant Changes were introduced in September 2012 that affect schools duties :

Changes :

- new definition of regulated activity
- repeal of controlled activity
- repeal of registration and continuous monitoring
- repeal of additional information
- minimum age (16) at which someone can apply for a CRB check
- more rigorous 'relevancy' test for when the police release details
- information held locally on an enhanced CRB check.

What Didn't Change :

- you must make appropriate referrals to the ISA.
- you must not engage in regulated activity someone whom you know has been barred by the ISA.

- Everybody within the pre-September definition of regulated activity will remain eligible for enhanced CRB checks, whether or not they fall within the post-September 2012 definition of regulated activity

Recommended Additional Reading :

- Governors Handbook (DfE) – May 2014 Edition
- Working Together To Safeguard Children (DfE and DoH) – 2013 Edition
- Changes to Disclosure and Barring: What you need to know (Home Office 2012)
- Local Safeguarding Children Board (LSCB) Guidance – See Your Own LA Guidance

PROOF
CHECKS