



SECTION 5

SAFEGUARDING CHILDREN IN EDUCATION

Every Child Matters – ‘Stay Safe’ is one of the 5 main outcomes on the Change for Children outcomes framework. This includes:

- Safe from maltreatment, neglect, violence and sexual exploitation
- Safe from accidental injury and death
- Safe from bullying and discrimination
- Safe from crime and anti-social behaviour in and out of school
- Have security, stability and are cared for

Definition of Safeguarding:

- There are two aspects to safeguarding and promoting the welfare of children. They are:
 1. Arrangements to take all reasonable measures to ensure that risks of harm to children’s welfare are minimized
 2. Arrangements to take all appropriate actions to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies

The United Nations Convention on the Rights of the Child:
Article 19:

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them

Safeguarding Children in Education

- Section 175 of the Education Act 2002 introduced this new duty for governing bodies and Headteacher which was enacted in June 2004. The guidance *Safeguarding Children in Education* published in September 2004 outlines the arrangements that need to be in place to meet those duties (Reference *Safeguarding Children in Education – DfES September 2004*)
- Section 175 of the Education Act 2002 requires maintained schools to make arrangements that ensure their functions are carried out with a view to safeguarding and promoting the welfare of children



- In addition, governing bodies must have regard to any guidance issue by the Secretary of State in considering what arrangements they need to make to meet the requirements of Section 175
- The National Standards are the minimum requirements for Early Years settings offering care and education. Ofsted expect providers to demonstrate how they achieve each of the standards. The standards must be met in order to meet registration requirements (the standards also apply to out-of-school clubs)
- Reference National Standard 13 – Child Protection
- Other standards are linked to Safeguarding (see below)



Aspect	Range of Evidence	In Place	How is it Monitored?	Not fully in Place	Action
<ul style="list-style-type: none"> • School / Education Establishment/ EY provision to have a named designated Person for Child Protection (need not be a teacher, but must be a senior member of leadership team). • Named person to be placed on LA register. • School to keep LA informed as to the change of designated person. • Other member of staff to be named in absence of designated person • Standard 13 – Child Protection 	<ul style="list-style-type: none"> • Name on LA Register / Database • Dates of training on LA database • Child Protection part of induction • Designated person named in school brochure • Governors minutes (annual report to parents) • Staff / Volunteers aware who designated person is when asked 				
<ul style="list-style-type: none"> • All school staff (including temporary staff and volunteers) have induction training and are kept informed of procedures, their responsibilities and named person 	<ul style="list-style-type: none"> • A record of staff and their training • Staff training programme • Staff meeting records • Governors Minutes 				



<i>Aspect</i>	<i>Range of Evidence</i>	<i>In Place</i>	<i>How is it Monitored?</i>	<i>Not fully in Place</i>	<i>Action</i>
<ul style="list-style-type: none"> • Staff attend appropriate training through the CYPS or Sure Start • Staff must attend training every three years (also good practice for Early Years settings) • Standard 13 – Child Protection 					
<ul style="list-style-type: none"> • The Designated Person holds a senior position in school and has knowledge and skills and understanding of Child Protection • Must attend recognised training in Child Protection at least every two years (good practice for Early Years Settings) 	<ul style="list-style-type: none"> • SIS database • Inset log • Certificate of Attendance • Training report to Governors <p>Individual training profile</p>				
<ul style="list-style-type: none"> • The designated person once trained is able to: • Recognise types and indicators of abuse • Make an appropriate referral for Child Protection or Child 	<ul style="list-style-type: none"> • Certificate of training • Staff inset-cascading information • Evidence of CP records kept separately and securely from academic records 				



<i>Aspect</i>	<i>Range of Evidence</i>	<i>In Place</i>	<i>How is it Monitored?</i>	<i>Not fully in Place</i>	<i>Action</i>
<ul style="list-style-type: none"> in Need • Follow Trafford Local Safeguarding Children Board (LSCB) procedures • Keep records • Contribute to the Assessment Framework • Prepare a report, attend and contribute to Child Protection Conferences and core groups • Standard 13 – Child Protection 					
<ul style="list-style-type: none"> • Brochure has a statement for parents • Standard 12 – Working in Partnership with parents and carers 	<ul style="list-style-type: none"> • Brochure • Updated annually 				
<ul style="list-style-type: none"> • Attended appropriate training / Governor Support 	<ul style="list-style-type: none"> • Record of Attending Training • Governors Minutes • Annual report to parents • Headteachers report to Governors 				
<ul style="list-style-type: none"> • School/ Setting has consulted / referred cases to CDAT (Children's Duty and 	<ul style="list-style-type: none"> • Copy of forms completed, kept separately from child's academic/ development records 				



Aspect	Range of Evidence	In Place	How is it Monitored?	Not fully in Place	Action
<ul style="list-style-type: none"> Assessment Team) Used appropriate multi-agency referral form 					
<ul style="list-style-type: none"> Appropriate (trained) staff attend Child Protection Conferences and Core Group Meetings when required 	<ul style="list-style-type: none"> Record of attendance School copy of report to conference on Child Protection File 				
<ul style="list-style-type: none"> Setting has safe recruitment policy Standard 1 – Suitable Registered Person 	<ul style="list-style-type: none"> Appropriate training for safer recruitment CRB checks completed on staff and central record kept of checks Have robust record keeping procedures Process for checking volunteer staff and governors CRB checks verified on agency staff Arrangements for staff pending the completion of a CRB check 				
<ul style="list-style-type: none"> Headteacher/ Manager, Designated Person and Governors aware of procedures to follow when an allegation is made against a member of staff or head teacher Standard 13 – Child 	<ul style="list-style-type: none"> Copy of procedures Evidence of training Monitored annually for effectiveness 				



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Protection					
<ul style="list-style-type: none"> School attendance policy is protective and promotes and Safeguards welfare of pupils Standard 14 - Documentation 	<ul style="list-style-type: none"> Includes first day contact Identifies vulnerable pupils e.g. LAC or on Child Protection Register (whilst maintaining confidentiality) Alerts EWO Daily registers Accident records Medication records 				
<ul style="list-style-type: none"> Behaviour and Discipline Policy Standard 11 – Behaviour 	<ul style="list-style-type: none"> CYPS / DfES Compliant Cross referred to Child Protection Policy Is monitored and reviewed 				
<ul style="list-style-type: none"> Physical Contact and Restraint found in DfES Circular 1998. The Use of Force to Control or Restrain Pupils. Standard 11 - Behaviour Trafford Procedures Aware of Abuse of Trust Boundaries to Professional Behaviour 	<ul style="list-style-type: none"> Practices are DfES compliant and have regard to CYPS guidance Explained at Induction Rigorous record keeping system and procedures in school Guidance on Safe Practice 				
<ul style="list-style-type: none"> Equal opportunities and diversity guidance Standard 9 – Equal 	<ul style="list-style-type: none"> Recognises that the Welfare principle is paramount Recognises that child abuse occurs in all 				



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Opportunities	cultures, ethnic groups and social strata				
<ul style="list-style-type: none"> PSHE Policy PSE Birth to 3 Matters (Strong Child/ Healthy Child) Standard 9 – Equal Opportunities Standard 3 – Care, Learning and Play 	<ul style="list-style-type: none"> Includes protective curriculum opportunities PSHE – ‘Keeping Safe’, ‘Staying Safe’ 				
<ul style="list-style-type: none"> Use of images of Children Policy Photographic Agreement 	<ul style="list-style-type: none"> Regularly reviewed CYPS, DOH and DfES compliant 				
<ul style="list-style-type: none"> Administration of Medicines and First Aid Policy 	<ul style="list-style-type: none"> Regularly reviewed DfES, DOH, CYPS Compliant 				
<ul style="list-style-type: none"> School Trips/ off-site activities Policy Standard 6 - Safety 	<ul style="list-style-type: none"> Link to Health and Safety Policy Safe Practice guidance 				
<ul style="list-style-type: none"> Anti-Bullying Guidance promotes and Safeguards pupils and takes account of minority groups and issues Standard 9 – Equal Opportunities 	<ul style="list-style-type: none"> Guidance Identifies: Vulnerable or Minority groups Procedures for managing and reporting incidents Preventative strategies Gives guidance on the protective curriculum. 				



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<ul style="list-style-type: none"> All staff and volunteers feel able to raise concern about poor or unsafe practice. Such concerns are addressed sensitively and effectively 	<ul style="list-style-type: none"> Copy of LA Whistle blowing procedures are available to staff Whistle blowing procedures clear to all staff 				
<ul style="list-style-type: none"> Safeguarding is part of the curriculum Standard 9 – Equal Opportunities 	<ul style="list-style-type: none"> Schemes of work include lessons on keeping safe and recognising behaviour that is not acceptable 				
<ul style="list-style-type: none"> Children are listened to Standard 13 – Child Protection 	<ul style="list-style-type: none"> Made explicit to staff – handbook Display helpful information accessible to pupils (e.g. Childline, NSPCC) Particular vigilance for pupils with Special Needs 				
<ul style="list-style-type: none"> Clear procedures are in place for pupils in the specific circumstances of long term placements in line with <i>Safeguarding Children in Education - Work Experience</i> 	<ul style="list-style-type: none"> Clear policies and procedures and clarity in relation to action to be taken if concerns arise at any stage 				



References:

Working Together to Safeguard Children (DH/DfES 2006)

Framework for the Assessment of Children in Need and their Families Practice Guide (DH/ DfES 2000)

What To Do If You Are Worried a Child is Being Abused (DH 2003)

Safeguarding Children in Education (DfES September 2004)

TMBC Child Protection/ Child in Need Procedures

Safeguarding Children in Education – Supplementary DFES Guidance for Work Experience Organisers (20/12/2004)

Safeguarding Children: Safer Recruitment and Selection in Education Settings (DfES July 2005)

Full Day Care Guidance to the National Standards (OfSTED)

Safeguarding Children in Education: Dealing with Allegations of Abuse Against Teachers and Other Staff (DfES Nov 2005)

Safeguarding Children – An Evaluation of Procedures for Checking Staff Appointed by Schools (June 2006)

Safeguarding Vulnerable Groups Bill (March 2006)

Vetting and Barring Scheme – Policy Briefing Pack (May 2006)

