



Keeping Children Safe In Education 2018



A summary of the latest guidance.

A full copy of this guidance can be found in the Safeguarding Portfolio and on share point.

**This summary is intended for lunch time staff and volunteers.
For other staff, this is not a replacement for reading and signing to say you have read Part 1.**

The latest guidelines for safeguarding come in the form of the Department of Education's '**Keeping children safe in education**', which has just been updated -September 2018. This replaces earlier guidance and has come into force for all schools. It is recommended that this document is read alongside '**Working Together to Safeguard Children**' and '**What to do if you are worried a child is being abused - advice for practitioners.**'



For the purposes of this guidance children includes everyone under the age of 18

The document has several parts. Staff must read (and sign to say you have done so) at least Part 1.

A. Part 1: Safeguarding information for all staff - what you need to know



In part one, the document provides advice on what staff should look out for when it comes to identifying a child who may be in danger, or currently suffering abuse, and how to raise these concerns. It also explains how to go about raising concerns about another staff member, and what to do if you have safeguarding concerns regarding practices within the school.

Don't forget:

- ◆ **You** are an important part of the wider safeguarding community
- ◆ Safeguarding and promoting the welfare of children is **everybody's business**
- ◆ Your approach should be "child centred"; consider what is in the best interests of the child.
- ◆ Safeguarding and promoting the welfare of children is defined as: **protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."**

Where a child is suffering significant harm, or is in a position where this is likely to happen, action must be taken to protect them. It should also be taken to promote the welfare of a child in need of extra support, even in the case that they are not suffering harm or at immediate risk.

The safeguarding of children is everyone's responsibility, with everyone who comes into contact with children, their families and carers, having a role to play in safeguarding children.

Any staff member who has a concern about a child's welfare should follow the referral processes. Staff should expect to support social workers and other agencies following any referral.

All staff should be aware of the systems within the school which support safeguarding.

This should include (list not exhaustive):

- ◆ Child Safeguarding Policy
- ◆ Positive Behaviour Policy

- ◆ Staff Code of Conduct
- ◆ The safeguarding response to children who go missing and;
- ◆ the role of the Designated Safeguarding Lead and being able to say who this is.



All staff should receive appropriate training & updates at least annually

All staff should be aware of their local **early help process** and understand their role in it.

Separate information is available on this process in the school office.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or deputy) and children's social care. Never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child



Any child may benefit from early help, but you should be particularly alert to the potential need for early help for a child who:

- ◆ is disabled and has specific additional needs
- ◆ has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- ◆ is a young carer
- ◆ is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- ◆ is frequently missing/goes missing from care, from home or school
- ◆ is at risk of modern slavery, trafficking or exploitation
- ◆ is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- ◆ is misusing drugs or alcohol themselves
- ◆ has returned home to their family from care
- ◆ Is a privately fostered child

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may need help or protection. Indicators of abuse and neglect, and examples of safeguarding issues are described in the main document and in the School's **Safeguarding Policy**.

In addition, the GOV.UK website offers broad guidance on the following issues:

- * Child sexual exploitation (CSE)
- * Bullying including cyberbullying
- * Domestic violence
- * Drugs
- * Gangs and youth violence
- * Hate
- * Fabricated or induced illness
- * Female genital mutilation (FGM)
- * Forced marriage
- * Gender-based violence/violence against women and girls (VAWG)
- * Mental health
- * Missing children and adults strategy
- * Private fostering
- * Preventing radicalisation
- * Relationship abuse
- * Sexting
- * Trafficking
- * Faith abuse

B. Part 2: The Management of Safeguarding

This section tackles the subject of inter-agency working when it comes to ensuring schools are cooperating with such investigations. All schools should have a senior board level member of staff, or equivalent, to take leadership responsibility for the organisation's safeguarding arrangements. Where staff are not clear that any issues have been addressed or are not happy with the outcome or outside agencies appear unresponsive, they should use the escalation process.

It also looks at the role governing bodies have in ensuring safeguarding policies are in place. It notes that effective child protection and staff behaviour policies must be put in place, and, as mentioned above, appropriate safeguarding policies should be put in place to protect children who go missing from education.

C. Part 3: Safer recruitment

This part of the guidance underlines the importance of safer recruitment when it comes to people who are going to be working with children.

People involved in recruiting for such roles must ensure they read this part of the document carefully, as failing to comply could have devastating consequences.

It takes recruiters through recruitment, selection and pre-employment vetting, the different types of DBS check that may need carrying out, and pre-appointment checks.



It is noted that in school, a supervised volunteer who frequently teaches or looks after children is not in regulated activity. The Dept. of Education has published guidance on this on GOV.UK

The Department for Education (DfE) has published guidance on this on GOV.UK.

D. Part 4: Allegations of abuse made against teachers and other staff



This section is in regard to managing cases of allegations that could mean the person in question would pose a risk of harm if they continued to work in regular or close contact with children in their present position, or in any capacity.

In the case that it is alleged that a teacher or member of staff in a school that provides education for children under the age of 18 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; or
- ◆ Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

This guidance starts with the initial considerations someone looking into such allegations would need to think about and goes on to discuss how those involved must be looked after. There is also instruction when it comes to managing the situation and exit arrangements.

If there is a criminal investigation, specific actions will need to be taken between the police and the organisation in which it happened. More detailed information “**Procedures for dealing with allegations against staff, carers and volunteers**” can be found in the school’s Safeguarding

E. Part 5: Child on Child Sexual Violence and Sexual Harassment

NB: This is a new section in the main document

This part of the guidance is about managing reports of **child on child** sexual violence and sexual harassment. The school is aware of the detailed advice/guidance available from the Department – a copy of this is available on **Share Point**, and includes what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and advice on a whole school approach to preventing child on child sexual violence and sexual harassment

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. This part of the guidance does not attempt to provide (nor would it be possible to provide) detailed guidance on what to do in any or every particular case. The guidance provides effective safeguarding practice and principles for schools to consider in their decision making process. Ultimately, any decisions are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children’s social care and the police as required.

Use this page to write your own notes.

You should at least find out the names of key people within the school who know about keeping children safe.

Designated Safeguarding Lead:

Deputy Safeguarding Lead:

School Governor for Safeguarding:

Call Derbyshire: 01629 533190