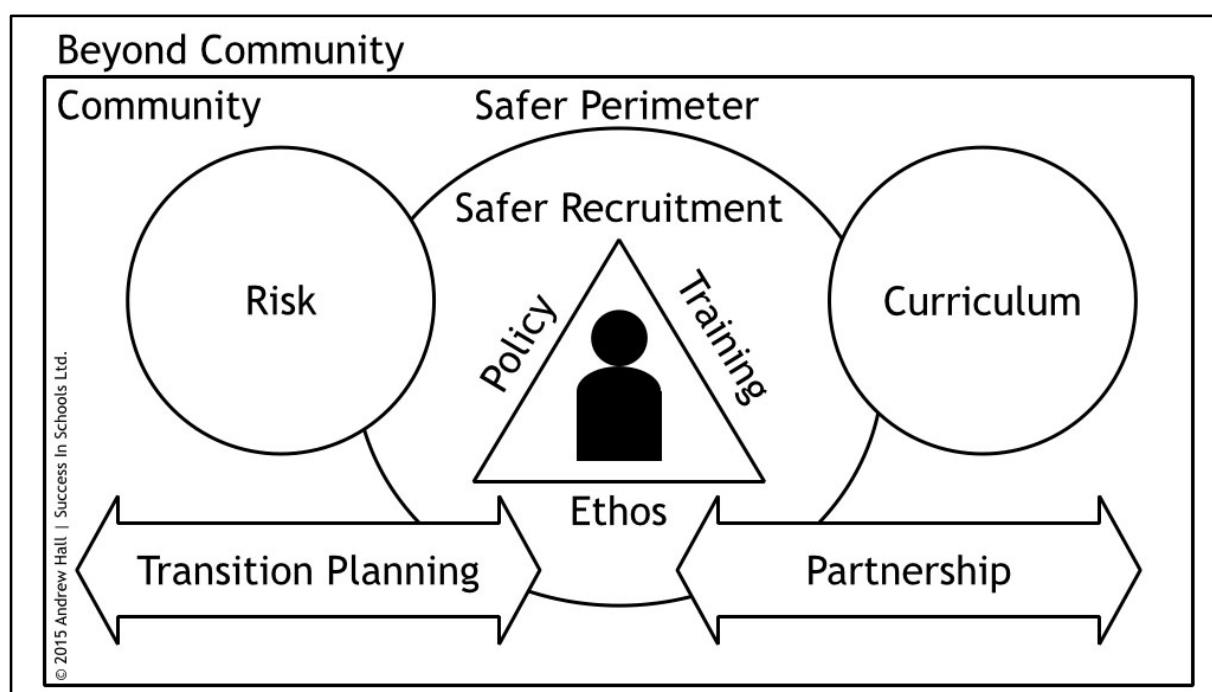# Effective Safeguarding

It is important to remember that Safeguarding and Child Protection are not the same.

Safeguarding is what we do for all children and young people to keep them safe whilst in our care. Child Protection describes the policy and procedures specifically for those young people who are at risk of serious harm or have been seriously harmed.

The diagram below shows how the aspects of safeguarding link into each other.

Beyond Community

Community   Safer Perimeter

Safer Recruitment

Risk   Policy   Training   Curriculum

Ethos

Transition Planning   Partnership

Safeguarding is what we do for all children and young people. Child Protection is what we do for children who are at risk of significant harm and those who have been significantly harmed

Ethos

- The essential starting point of the school's approach to safeguarding and child protection
- The 'heartbeat' of the organisation
- Could be negative or positive
- Openness
- Transparency
- Supportive
- Respectful

Policy

- Set out statutory duties
- Should describe the 'Gold Standard of Expectation'
- Should be personalised and relevant to the school
- Should set out exactly how concerns are raised

Continuing Professional Development (CPD)

- Aim to develop knowledge over time, one safeguarding session each year probably isn't enough to cover all the information staff need to know
- Staff CPD should be 'regular' and 'updated'
- Building Capacity to Safeguard: as a school, in teams and as individuals
- Standing item on every meeting agenda, sometimes short, sometimes longer items
- Plan the safeguarding CPD over time
- Staff know they have to read Keeping Children Safe (Part One/Annex A), the Code of Conduct and the Safeguarding and Child Protection Policy
- Important to use these learning events to develop consistency across the school

Safer Recruitment

- Know who is in the school and that they have been suitably vetted
- Single Central Record
- Identifying which roles are 'regulated activity'
- Safer recruitment practices in place
- The 'Safeguarding Commitment' noted on all recruitment materials
- Job Descriptions
- Person Specification
- Interview questions
- Safer Recruitment training for all relevant staff (not just those involved in interviewing)
- Thinking the Unthinkable – even after appointment
- Right to work in the UK
- Staff Code of Conduct
- Guidance for Safer Working Practices 2015

Safer Perimeter

- Aiming for one single point of entry (and exit); and that adults supervise any other open entry/exit points when necessary
- Appropriate fencing and buffer zones
- Ensuring that pupils and vehicles are separated
- Recognising that the start and end of the school day is most risky
- Traffic and road safety
- Identifying visitors
- Recording visitors who have accessed the site

- ID checks
- Lanyards and perhaps photo ID badges
- Visitors' acceptable use of phones, tablets and laptops
- Visitors' acceptable use of social media
- Leaflets outlining safeguarding approach
- Security measures that prevent pupils bring in dangerous or unsuitable items, eg. knives, drugs or extremist materials
- Use of CCTV cameras and the prevention of misuse or challenge under the Data Protection Act
- Lock down or critical incident planning

Community

- Risks, responsibilities and sources of support
- School community: staff, pupils, parents
- Wider local community and the different communities within that
- Socio-economic issues

Beyond Community

- The online world
- Features strongly in sexual exploitation and grooming, radicalisation and financial scams
- Social Media aims to link people together from across the world
- Ease of connection to others, including staff to pupil
- Safe Use and Misuse
- People can pose as someone other than themselves
- Multi-billion pound industry, both legitimate and illegal
- Normalising the abnormal; extreme content is not unusual
- 24-hour news coverage provides no time for assimilation
- Not all information presented online as news is factual
- 24-hour availability prevents sleep and 'downtime'
- See also 'Teaching online safety in schools' (DfE, 2019)

Risk

- Goes hand-in-hand with curriculum
- Local, National and International
- Annual assessment of risk
- What are the internal risks?
- What are the external risks?
- What are the most frequent risks to pupils in our school?
- What are the most serious risks?
- How effective are our risk assessment processes?
- Are our risk assessments evolving?
- Who is involved in the risk assessment process?

- How effective is our Critical Incident Planning (CIP)?
- Is the CIP robust?
- Can our CIP be practised without alarming pupils, staff, parents or the local community?
- Do we need lockdown procedure?
- How will it be activated?

Curriculum

- Goes hand-in-hand with risk
- Curriculum should help pupils recognise, understand, cope and develop resilience to the risks around them
- Structured curriculum
- Unstructured curriculum
- 'Hidden' curriculum or 'Peer-led' Curriculum (what students are learning from each other) (How can the school 'disrupt' this learning to ensure that it is a positive experience)

Partnership

- Safeguarding Partnerships (statutory partners are the local authority; a clinical commissioning group for an area; and the area's chief officer of police)
- Traditional partners: other schools, local authority, health, social care, police, etc
- Wider partnerships, eg. business, charities or counsellors and therapists
- Partnerships in the local area, for example, local DSLs forum to include social workers, police, GPs. (May lead to better understanding of risk in the local area)
- Global partnerships

Transition Planning

- To ensure that children do not 'fall through the net'
- There is timely sharing of information
- Transition is effective at all transfer points, whether between Key Stages, schools and colleges or mainstream to special settings
- To prevent 'start again syndrome'
- To be able to evidence transfer of records with a receipt

Monitoring and Evaluation

- Essential to ensure that the processes are effective
- Think about the ways that this can be done: surveys, focus groups, discussions