



## **Broughton Hall High School**

### **CHILD PROTECTION POLICY AND GUIDANCE**

**The Lead Designated Child Protection Coordinator is:** Ms S Clarke/Mrs D Lodge

**The Deputy Child Protection Coordinator is:** Ms S Reid

**The Child Protection Co-ordinators are:**

- Mrs K Barnes
- Mrs A Greenhouse
- Mrs S Taylor
- Mrs C Dowling
- Mrs A Rock
- Mrs P Tyrer

**The Nominated School Governor for Child Protection is:** Mrs M Buckley

This policy will be reviewed annually by the full Governing Body (**November 2013**)

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## **Aims**

- To ensure that all staff, governors and volunteers are aware of signs and symptoms of abuse and are able to respond to them appropriately following Liverpool Safeguarding Children Board (LSCB) and Local Authority (LA) child protection guidelines.
- To ensure the school's practice meets local and national recommendations and promotes the safeguarding of all children. The appendices provide key advice and guidance.

## **Definition of Safeguarding**

- protecting children and young people from maltreatment and harm
- preventing impairment of children and young people's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

## **Definition of Child Protection**

'Child protection is 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.

## **The Safeguarding Framework**

This child protection policy is part of the school's safeguarding framework which includes as examples the following policies/guidance:

- Child protection procedures
- Recruitment, Selection and Vetting
- Whistle-blowing
- Health and Safety
- Risk Assessment
- Educational visits
- Equal Opportunity
- Behaviour Policies
- Use of physical intervention and restraint
- Managing allegations against staff
- Anti-Bullying
- Confidentiality and Data Protection
- Medicine
- First Aid
- Infection Control
- Food and Hygiene
- School security
- The curriculum
- The physical environment
- Fire Drill Procedures
- Emergency Response Plan
- Intimate Care
- Internet Safety/Acceptable User Policy
- Use of photographic images guidelines
- Staff Code of Conduct

- Clubs, activities and extended school provision
- Persistent absentees and exclusions
- SEN
- Disability Equality Scheme and Access Plan
- Information sharing and data protection

### Underpinning values

- The child's needs and welfare are paramount. All children should be protected from abuse and neglect and have their welfare safeguarded.
- Early intervention together with partnership working with families and agencies are critical to safeguarding children and young people. All discussions with children and their families or carers should be plainly stated and jargon free.
- All children are individuals. Strategies to support them should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special educational needs or disabilities.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene to safeguard their child. A statement to this effect together with the name of the Designated Child Protection Coordinator is included in information available to parents and carers.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings. However the need to protect a child at risk of significant harm is the overriding factor.
- Schools should follow the inter-agency procedures of the LSCB accessed via the online manual at [www.liverpoolscb.org](http://www.liverpoolscb.org).

### Key Legislation

Section 10 of the Children Act 2004 places a duty on the local authority to make arrangements with relevant agencies to cooperate to improve the well-being of children. *Working Together to Safeguard Children*, (2010), available on school website, sets out an expectation on schools to identify where there are child welfare concerns and take action to address them, in partnership with other organisations:

'Protecting children from harm and promoting their welfare depends upon a shared responsibility and effective joint working between different agencies'

Section 175 of the 2002 Education Act 'requires local education authorities and the governing bodies of maintained schools and FE colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. In addition, those bodies must have regard to any guidance issued by the Secretary of State in considering arrangements they need to make for that purpose.'

Section 157 of the 2002 Education Act 'requires proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.'

## Roles and Responsibilities

### Governing Bodies

'Governing bodies are accountable for ensuring their establishment has effective policies and procedures in place in accordance with this guidance, and monitoring the school's compliance with them. 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). [Safeguarding Children and Safer Recruitment in Education DFES 2006.](#) [Available on school website](#)

### Governors and Leadership teams should ensure:

1. The child protection policy is reviewed annually and deficiencies in practice are remedied immediately. The effectiveness of all safeguarding policies is reviewed.
2. A named governor, Mrs M Buckley meets termly with the Designated Child Protection Coordinator and reports to the full governing body.
3. The Designated Child Protection Coordinator is a member of the Leadership Team and they have attended appropriate training which is updated at least every two years. (Liverpool School Improvement Services provide yearly briefings and training new to the role of Designated Child Protection Coordinator.)
4. The whole staff and the governing body receive regular training at least every three years. Induction is in place for all new staff. Safeguarding training is available to all staff online, staff have been issued with passwords and they should use this training module regularly to ensure they are aware of any changes to legislation and /or procedures
5. The outcomes for all vulnerable groups of pupils are monitored including:
  - incidents of bullying
  - attendance
  - exclusions
  - attainment and progress
  - participation in clubs and activities
6. Pupil and parent voice is reviewed in respect of safeguarding ensuring that any concerns lead to improvements in practice.
7. The Single Central Record is maintained and site security and the arrangements for safer recruitment are regularly reviewed.
8. The school follows LA authority guidelines in respect of reporting and recording child welfare concerns including how records are kept and transferred.
9. The school has procedures for dealing with allegations of abuse against members of staff and volunteers. (Flowchart: [Available on school website and on request from Designated Child Protection Officers](#))
10. The schools safeguarding practices are quality assured. This includes an audit of safeguarding records and supervision of the designated safeguarding Co-ordinator and other members of the safeguarding team. ([Appendices p10](#)).
11. Priorities and actions are drawn up following the Local Authority S175 Audit.
12. Ensure the curriculum is mapped to ensure that there are clear activities and messages to help pupils stay safe.

### **Designated Child Protection Coordinator should:**

1. Attend appropriate training including refresher training and briefings.
2. Arrange whole school training and induction for new staff. A powerpoint and resources are available from EDnet (Safeguarding: Training). Training is now available on line, all staff should contact Steve Lyon for access codes and passwords.
3. Support the development and monitoring of whole school policy and practice.
4. Maintain managerial oversight and supervision of other members of the child protection team.
5. Develop effective reporting and recording systems.
6. Monitor the outcomes for vulnerable pupils.
7. Work in partnership with other agencies by contributing to the assessment, provision and monitoring of young people. This will include preparing for and attending Child Protection and Child in Need Plan meetings.
8. Attend all initial case conferences.

### **All Staff should:**

1. Be able to recognise signs and symptoms of abuse.
2. To respond appropriately by sharing their concerns, without delay, with the Designated Child Protection Coordinator.
3. To understand their responsibility to escalate their concerns if a child remains at risk or their needs are not met. Escalation processes are outlined in the appendices.
4. To report any allegations against staff to the Head Teacher or in the case of the Head Teacher concerns should be reported to the Chair of Governors.
5. Support the development and delivery of a curriculum that promotes safe messages to children and young people.
6. Follow the schools own code of conduct for staff working in an open and transparent way and according to national guidance. (Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings, DFE 2009. Available on School website).

### **Training**

The Designated Child Protection Coordinator attended training: September 2011

Whole School Safeguarding Training was undertaken: October 2012

Safeguarding Children and Safer Recruitment training has been attended by:

Mr J Hartley, Mr G Murphy, Mrs D Brisco and Ms S Clarke

Additional training in relation to safeguarding and the safeguarding framework was undertaken by:

Course	Name	Date
Safeguarding and Child Protection legal updates	Sue Reid	6 <sup>th</sup> Nov 2012
Designated Child Protection Coordinator Training	Debbie Lodge	TBC

The school is committed to ensuring **all** staff receive safeguarding training as part of their induction.

Governors are committed to safeguarding training as part of their pattern of meetings.

Appropriate senior leaders and governors have attended safer recruitment training and are aware of their responsibilities in the following guidance:

Safeguarding Children and Safer Recruitment (DFES 2006). Available on school website

### Making and Managing Referrals

It is important that training ensures all staff are aware of signs and symptoms of abuse and know how to record and report them. Signs and symptoms of abuse and guidance as how to behave during a disclosure are detailed in the appendices (pages 18-20).

All child welfare and child protections concerns must be reported without delay to the Designated Child Protection Coordinator (DCPC). The **Safeguarding Referrals: 'School Procedures Flowchart'** and the LSCB guidance should **always be followed**. All referrals by the DCPC should be followed up in writing using the **multi-agency referral** form available on EDnet (Safeguarding: Worried about a child?)

All staff, Governors and Volunteers should take note of appendices pages 18-20. These pages will help clarify certain aspects of Safeguarding and Child Protection and give guidance to staff on how to deal with, what can be, very difficult and sensitive issues. If there are any aspects of Safeguarding and child protection any colleague is unsure of, they should contact a Designated Child Protection.

- What is abuse?
- Categories of child abuse: Physical abuse, Sexual abuse, Emotional abuse and Neglect
- Possible signs of abuse
- The following concerns should always be considered as they are identified themes following investigations in to abuse
- What to do during a disclosure
- Things to say to a child during a disclosure
- Recording the Disclosure
- School Record Keeping Form
- Safeguarding Referrals: 'School Procedures Flowchart'

## **Monitoring the effectiveness of the child protection policy and all safeguarding practices**

The school can demonstrate to Ofsted, the Local Authority and governors that it quality assures its safeguarding practices and monitors the effectiveness of this policy. The appendices provide guidance and templates to assist the reporting to governors.

## **Record keeping and the transferring of child protection records**

All child welfare records ('child protection' plan, 'child in need' plan, 'multi agency referral' or 'common assessment framework') are kept separately, outside the child's ordinary educational records, and locked in a secure cabinet with limited access. The records are passed individually and securely to the child's new school/referral unit or FE College and a copy retained until the child is 25 years old. The social worker should be informed as the child moves school.

Ofsted may well ask to view a child's secure records if they are subject to a 'child protection' plan, 'child in need' plan, 'multi agency referral' or 'common assessment framework' (CAF).

The LSCB as part of its functions may need to request a child's file as part of a multi-agency audit. The Head Teacher will be informed in writing if this becomes necessary making clear the child's name, DOB and reasons for the request.

The record keeping auditing tool should be used to support the school to assess themselves against best practice. For example, school records should demonstrate evidence of partnership working with other agencies.

## **Managerial Supervision**

It is important that there is supervision of the Designated Child Protection Coordinator and the child protection team. This should involve reviewing the decisions made, actions taken and outcomes on a sample of cases. A statement describing the process of managerial supervision is included in the appendices (p11).

## **Informing parents and others of our safeguarding practices**

A copy of this policy is available to any parents on request. It is downloadable from the school website. A statement in respect of safeguarding and child protection is displayed in reception and in all rooms across the school, it is circulated to all potential new employees during the recruitment process. Visiting staff and visitors are given a copy of the school's code of conduct for adults and how to refer child welfare concerns.

## **E-safety, data protection and the use of digital photographic equipment**

The school's E-safety policy clearly outlines the way in which the school uses technology and the measures in place to ensure safe and responsible use. This includes a clear code of conduct which all stakeholders are asked to adhere to. Alongside this the school's data security policy and the policy related to the use of digital photographic equipment by staff, pupils and parents/carers identifies strategies to minimise risk. Schools should consider, in particular, Looked After Children (Children in Care) who might be put at risk by being included in publicity materials or school photographs.

# Appendices

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## **Quality assuring safeguarding practices**

The school must demonstrate to Ofsted, the Local Authority and Governors that it quality assures its safeguarding practices and monitors the effectiveness of this policy. The school uses the following prompts to demonstrate to the Governors and LA that it effectively scrutinises its safeguarding practices. The following actions are recorded in the governors minutes:

- There is child protection training in place for all staff, the Designated Child Protection Coordinator (DSCO) and governors. Yearly LA safeguarding briefings are attended by at least one of the Designated Child Protection Coordinators.
- The Local Authority 175 audit is signed by the Head Teacher, DSCO, Chair of Governors and Safeguarding Governor with key strengths and actions identified to all Governors.
- The Head Teacher can demonstrate effective managerial oversight/supervision of the DSCO and safeguarding team.
- Unauthorised attendances and persistent absentees are analysed carefully.
- The safeguarding team including the EWO, embedded police officer and school nurse meets regularly to review decisions and actions in respect of a child.
- The audit record keeping form has identified good practice and areas for improvement in particular the LA record keeping templates have been adopted and records demonstrate effective challenge, information sharing and partnership working.
- The Safeguarding Governor meets termly with the DSCO to complete the Reporting to Governors Template which highlights developments in practice.
- The school presents to Governors its data analysis for pupils with safeguarding concerns and what implications there are for practice,(including attendance, bullying exclusions, attainment, progress, participation in clubs and activities)
- The analysis of the views of the views of parents/carers of vulnerable pupils and the pupils themselves is shared with governors specifically any implications for practice.

### **All record keeping should evidence:**

- a chronology summarising submissions to the child's file.
- attendance of colleagues at key meetings (case conferences, core groups).
- that the targets in Child Protection Plans are being addressed at school level.
- there is tracking of attendance, attainment and progress data together with the young person's engagement in clubs and activities.
- the sharing of information with other key agencies promoting partnership working.
- that young people, parents' and carers' views have been sought and appropriately addressed.
- and all key communications, discussions, decisions and actions related to the young person.

### **Information Sharing**

Professionals should take account of the advice in 'Information sharing: Guidance for Practitioners and Managers' (HMG 2008). It is not always necessary to seek consent from parents or carers to share information when a child is at risk. However it may be appropriate to inform them that a referral to Children's Services is necessary providing it does not put the child at further risk or prejudice an investigation. Liverpool's Careline will always provide guidance. Whilst confidential information is usually only shared with professional directly involved with the child on a 'need to know basis' both

Ofsted and the Liverpool Childrens Safeguarding Board (LSCB) have a right to request or view confidential child protection files in order to carry out their functions.

### **Monitoring attendance**

It is important to monitor the welfare of those children with attendance concerns particularly those with chronic attendance or persistent absentees. Schools should also scrutinise the attendance of off-site provision. Similarly the attendance of children with known welfare and safeguarding concerns should be monitored on a weekly basis. The social worker should be informed immediately when there are unexplained absences or attendance concerns. It is important that the school's attendance team including the EWO, school nurse and embedded police officer are aware of any safeguarding concerns. It is critical that when a child is not attending school their welfare is confirmed and best practice would be for an appropriate professional to visit the home and speak to the child away from their parents/carers, particularly if there are any safeguarding concerns.

Local Authority guidance should always be followed when a child is deemed 'missing from education'. In addition if a parent withdraws their child from school and chooses to 'educate them at home' the school should always copy their safeguarding records to the Local Authority Principal Officer for Attendance (Ron Collinson: [ron.collinson@liverpool.gov.uk](mailto:ron.collinson@liverpool.gov.uk)).

### **Managerial Supervision Statement**

Supervision is a structured conversation between a colleague who has direct oversight of cases involving child welfare, safeguarding or child protection issues and their line manager. This meeting should take place monthly or at least every half term. If schools are uncertain about the phrase 'supervision' they might prefer to use the term: 'Safe and best practice conversation' or 'Safeguarding Consultation'.

Supervision aims to:

- Support the caseworker to understand and manage their own emotions and well being.
- Review the actions and decisions made for a child to ensure policy, guidance and best practice are being followed.
- Enable the caseworker to reflect and analyse barriers to progress so that appropriate actions can be developed and the child's needs met.
- Enable the caseworker to manage their workload, identify priorities and work with other agencies to manage risk.
- Enable the school to consider if any risks around the child have increased and whether the school needs to escalate their concerns with Children's Services and other agencies

For schools, supervision and performance management are separate processes although issues raised during supervision may inform performance management.

Supervision is critical for anyone who undertakes the role of Child Protection Coordinator. It should also be considered for any staff who support the Designated Child Protection Coordinator and act as the key worker for the child or attend case conferences on behalf of the school (e.g. Head of Year, Form Teacher, Class Teacher or Learning Mentor).

Whilst the principle model of supervision is a dialogue between the caseworker and their line manager, schools should also consider adopting a team approach which enables colleagues to challenge their collective practices ensuring the child's needs are being met. Schools should include the School Nurse and Education Welfare Officer in these extended team meetings.

Supervision should compliment the day to day conversations colleagues have about safeguarding and the regular cycle of school meetings which may include safeguarding as an agenda item. Supervision should also compliment the school's other strategies that enable the school to quality assure its safeguarding practices including:

- Strengths and areas for development identified following the *LA 175 Audit*
- An internal audit of the school's child protection files using the *LA record keeping auditing tool*.
- Scrutiny by the safeguarding governor and full governing body adopting the *LA report to governors' template*.

### **Safeguarding in the curriculum**

Children not only have the right to be protected from all forms of abuse and exploitation but they have right to learn ways to keep safe and avoid dangers especially in respect of e-safety. The curriculum should be mapped to provide safe messages. Children should learn:

- children have a right to feel safe
- their bodies belong to them
- some feelings don't feel right
- it's ok to say 'no' if they are asked to do something which feels wrong
- some secrets shouldn't be kept
- they should always tell a trusted adult if something is worrying them

They should be helped to discuss:

- the nature of trust,
- relationships
- and emotions

in ways which help them to learn about:

- becoming assertive
- self-esteem and safe awareness
- recognising potentially dangerous situations
- taking responsibility for themselves and others

### **Pupil and Parent Voice**

The school ensures it collects and analyses the views of vulnerable pupils and their parents/carers using the following questions as prompts:

- Is this a safe school? / Do you feel safe in school?
- Are you taught how to stay safe?
- Are there any situations/ places where you do not feel safe at school?
- What could we do to help make you feel safer at school?
- If you felt unhappy / unsafe/ worried at school, who could you tell and how would you do that?

**In addition:**

- Parents/carers are informed that there is a Child Protection Policy in place and the name of the Child Protection Coordinator.
- The school policy is available on the school website and available to all parents on request. A summary version is also available.
- Information is displayed in reception and in rooms across the school, sharing the school's commitment to safeguarding.
- The school prospectus and information to parents sets out the school's responsibilities in respect of child protection and safeguarding.

**This School is a safer school which promotes a safe ethos and culture.** This is evidenced by a number of factors including;

- The name of the child protection co-ordinator is known to all members of the school community.
- The school prospectus provides the name of the child protection co-ordinator and describes the school's commitment to safeguarding pupils.
- A copy of the school's safeguarding policy and a summary version is readily available to parents/carers.
- Visitors on arrival to the school are greeted with a display which highlights the school's commitment to safeguarding pupils.
- All staff are aware of their responsibility to report immediately any safeguarding concerns.
- The school has a professional code of conduct, giving guidance to all staff and volunteers.
- The school has a whistle blowing policy and has procedures for staff escalating safeguarding concerns.
- The school ensures that all extended school activities adhere to its policies and practice including risk assessing activities.
- The school curriculum is mapped to demonstrate where safe messages are given to pupils.
- By establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to.
- By ensuring children know that there are adults in the school whom they can approach if they are worried.

## **Guidance and key principles emerging from serious case reviews**

The following have been identified by Ofsted (2010) following a review of the lessons learnt from Serious Case Reviews:

- The voice of the child should always be heard
- Information sharing is key to protecting and safeguarding children
- Procedures should be followed
- Ensure actions take place avoiding assumptions that others are aware and dealing with it
- Value challenge, supervision and scrutiny
- Records should be up to date and accurate

‘The failure of all professionals to see the situation from the child’s perspective and experience; to listen to what they said, to observe how they were and to take serious account of their views in supporting their needs is probably the single most consistent failure in safeguarding work with children.’

Ofsted 2009

‘There are five main messages with regard to the voice of the child (Ofsted 2011). In too many cases:

1. The child was not seen frequently enough by the professionals involved, or was not asked about their views and feelings
2. Agencies did not listen to adults who tried to speak on behalf of the child and who had important information to contribute
3. Parents and carers prevented professionals from seeing and listening to the child
4. Practitioners focused too much on the needs of the parents, especially on vulnerable parents, and overlooked the implications for the child
5. Agencies did not interpret their findings well enough to protect the child.’

**The following concerns should be shared with all agencies working with the child as they are identified themes following investigations in to abuse:**

- there is a history of concerns and other agency involvement (mental health, drug, alcohol, domestic violence)
- parent or carers are ambivalent towards the child
- medical appointments are missed
- unwilling to agree to an assessment of the child’s needs
- there is poor engagement with services
- increasing hostility or aggression when challenged
- non compliance with issues raised

- the family do not enable other agencies to speak to the child alone
- the presence of unknown males in the household
- concerns raised about siblings at other schools
- the child is self harming or attempting suicide

## **Preparing for Ofsted**

Whilst there is no longer an individual judgement on safeguarding it 'remains a priority' for Ofsted who have produced subsidiary guidance for inspectors 2012 will support school's preparation for inspection.

Similarly Ofsted much guidance contained in the previous briefing remain relevant and schools will find the appendices particularly purposeful: Briefing for section 5 inspectors on Safeguarding Children. (Ofsted 2009)

Ofsted also provide clear updated guidance on their website to address the myths in respect of safeguarding:

<http://www.ofsted.gov.uk/schools/for-schools/safeguarding-children>

## **SUBSIDIARY GUIDANCE OFSTED SEPTEMBER 2012**

### **Supporting the inspection of maintained schools and academies from September 2012**

#### ***Links between behaviour and safety and other aspects of the school's work***

*72. Where there are concerns about behaviour and safety, inspectors should investigate the quality and implementation of a clear and concise behaviour policy, linked to learning. In schools where behaviour policies are not planned, managed or organised well, their impact is minimal. Successful behaviour management involves senior leaders seeing it as part of school improvement and closely linked to the quality of teaching.*

*73. Inspectors should consider the reasons for poor behaviour as this may indicate unmet learning needs through weak teaching, a lack of guidance and/or support, a poor ethos, low expectations or bullying. Poor behaviour may also indicate learning difficulties or underachievement (including literacy difficulties) that the school has not identified.*

#### ***Ensuring pupils are safe***

*Safeguarding remains a priority. Safeguarding practice and guidance is underpinned by a duty for schools to cooperate with relevant agencies to safeguard and promote the welfare of children.*

*Inspectors should check the single central register to ensure that adults working with pupils are appropriately recruited and vetted. Other evidence will come from discussions with the Head Teacher, governors' representative and other staff as part of more general interviews to explore management responsibilities regarding child protection and the training and support for safeguarding.*

*There is no need to spend excessive amounts of time checking policies and detailed procedures and protocols unless a significant concern is identified.*

*Observe pupils around the school and discuss with them whether the school helps pupils to keep safe, including encouraging them to adopt safe and responsible practices and deal sensibly with risk.*

*On a very small number of occasions, inspectors may come across evidence or allegations of child abuse within a school. When such allegations have been made, the lead inspector should report the concerns using the following wording:*

*‘Concerns raised by some pupils/a pupil/some parents/one parent during the inspection are being examined by the appropriate bodies.’*

*This text should be inserted as the last bullet point in the most relevant section heading of the report. In cases of alleged abuse this is likely to be under behaviour and safety.*

*Where provision for children in registered provision is inadequate, inspectors will need to consider whether this will lead to a school being issued with a notice to improve or placed in special measures.*

*Where there are collaborative arrangements for extending the curriculum such as in collaborative sixth forms, college work and other off-site learning, inspectors should investigate how well these work ‘on the ground’. Discussion with pupils and teaching staff should help inspectors to establish whether:*

- *timetables between institutions are effectively matched so opportunities for collaboration are provided and pupils do not miss lessons or other activities as a result of collaborative arrangements*
- *transport and travel arrangements between collaborating institutions are reliable and enable pupils to be punctual*
- *there is time for teachers and subject leaders in collaborating organisations to plan together*
- *there are systems to coordinate and report on attendance and punctuality information.*

*Inspectors should identify what the school itself intends to provide and what it offers in collaboration with other schools or colleges. The options for pupils made available by the school, and through collaboration, should be assessed for all pupils progressing from Year 11.*

*Inspectors should evaluate not just whether vocational courses have increased choice but also whether they properly reflect the needs and interests of pupils. The range of vocational courses offered should be based on the school’s careful analysis of pupils’ needs and the requirements of the local labour market, not solely on the availability of staff or facilities.*

*In considering the school’s self-evaluation of the sixth form provision, inspectors may investigate how well subject departments monitor their effectiveness and how the outcomes of these monitoring activities are included in the overall evaluation of the sixth form.*

*The arrangements for safeguarding apply to the sixth form as well as to the whole school. Inspectors should consider whether any modifications for sixth forms, such as unsupervised signing in and out of school are appropriate.*

## **Safeguarding**

*When evaluating safeguarding, inspectors should bear in mind that exclusion, part-time timetables and poor attendance that is not followed up effectively can all place pupils in a vulnerable situation. Inspectors should also take into account the procedures to safeguard pupils at off-site alternative provision.*

## **Safeguarding in Schools: Best Practice (Ofsted, 2011)**

*The following extract from Ofsted highlights outstanding safeguarding practice:*

- *high-quality leadership and management that makes safeguarding a priority across all aspects of a school's work*
- *stringent vetting procedures in place for staff and other adults*
- *rigorous safeguarding policies and procedures in place, written in plain English, compliant with statutory requirements and updated regularly; in particular, clear and coherent child protection policies*
- *robust arrangements for site security, understood and applied by staff and pupils*
- *a curriculum that is flexible, relevant and engages pupils' interest; that is used to promote safeguarding, not least through teaching pupils how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others' safety*
- *child protection arrangements that are accessible to everyone, so that pupils and families, as well as adults in the school, know who they can talk to if they are worried*
- *excellent communication systems with up-to-date information that can be accessed and shared by those who need it*
- *a high priority given to training in safeguarding, generally going beyond basic requirements, extending expertise widely and building internal capacity*
- *courteous and responsible behaviour by the pupils, enabling everyone to feel secure and well-protected*
- *well thought out and workable day-to-day arrangements to protect and promote pupils' health and safety*
- *rigorous monitoring of absence, with timely and appropriate follow-up, to ensure that pupils attend regularly*
- *risk assessment taken seriously and used to good effect in promoting safety.*

## **What is abuse?**

Abuse and neglect are forms 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 a stranger, for example via the internet. They may be abused by an adult or adults, or another child or children.

## **Categories of child abuse:**

Physical abuse

Sexual abuse

Emotional abuse

Neglect

### **Physical abuse:**

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.

### **Emotional abuse:**

Is 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 children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious 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:**

Is 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
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or oral sex) or non penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### **Possible signs of abuse**

- asks you if you will keep a secret if they tell you something
- talks about a friend who has a problem
- unexplained or untreated injuries
- severely bruised or injured
- talks of being in pain or discomfort
- unwilling to change in front of other children for P.E.
- always covering arms and legs even in hot weather
- fear of medical help or parents being contacted
- left in unsafe situations or with untreated medical conditions
- apparently afraid of parents or carers and unwilling to go home
- fearful of particular adults
- continually running away
- sudden behavioural changes including becoming aggressive, irritable, lethargic or withdrawn
- self harming or feeling suicidal
- sudden changes in weight or eating disorders
- poor self esteem
- poor social relationships
- punctuality or attendance issues including unexplained attendances
- frequently unclean, hungry or inadequately dressed
- constantly 'put down', insulted, sworn at or humiliated
- displays sexual behaviour seemingly inappropriate for their age including abusing others
- artwork, play or writing displays sexual themes
- takes on a parental role within the home
- unexplained amounts of money
- terrifying dreams
- soiling or wetting themselves
- urinary infections
- soreness or bleeding in genital or anal areas or in the throat
- drug or alcohol misuse

### **What to do during a disclosure:**

- Stay calm
- Listen to the child
- Take the allegation seriously
- Use the child's language and write down what the child tells you

### **Things to say to a child during a disclosure:**

- "It's not your fault"
- "I'm glad you told me"
- "I am sorry this happened to you"
- "I am going to help you"

**Never:**

- promise to keep a secret
- express shock or embarrassment
- question the truth of what is being said
- ask leading questions
- take photographs
- ask the child to write or sign a statement
- express anger towards another abuser

**Recording the Disclosure**

- Record your concerns on the school's form
- Always record in the child's words no matter how distressing e.g. 'The child told me...'
- Differentiate between fact, opinion, interpretation, observation and allegation.
- Be accurate e.g. 'He showed me a burn mark on his right forearm. He told me his mother did this with a cigarette'
- Opinions should be clearly stated e.g. 'I thought this might be because...In my opinion...'
- Note down any witnesses or anyone who might corroborate your record
- Record the date, time and add your signature to the record.
- place the form in the hand of the child protection coordinator or senior member of staff