

2.1 SAFEGUARDING AND CHILD PROTECTION

Themes:

- Arrangements for safeguarding, including child protection
- Arrangements to ensure wellbeing
- National guidance and legislation

This indicator focuses on the wide range of duties required of all staff and partners to ensure that all children and young people are safe, well cared for and enabled to flourish. This indicator looks to how the school takes account of statutory requirements in relation to child protection to ensure the needs of all learners are met. Safeguarding all children and young people requires strong partnerships to be established between the school and its local community. This includes well-planned progressive learning opportunities so that children and young people can become more resilient and develop a sound understanding of how they can keep themselves safe.

Level 5 illustration:

■ Arrangements for safeguarding, including child protection

We have clear, appropriate and up-to-date policies and procedures in place to ensure the safeguarding of children and young people including child protection. All staff take part in regular professional learning and are confident in responding to any child protection or safeguarding issue, including e-safeguarding, child sexual exploitation and extremism. Arrangements for making a safeguarding or child protection concern are well-publicised and understood by all staff, partners, learners and parents. Senior leaders have been trained in safeguarding matters to a high level and demonstrate sound knowledge and understanding, acting as models of best practice for staff and the wider school community. Approaches to safeguarding and child protection are an important part of our self-evaluation and improvement activities.

■ Arrangements to ensure wellbeing

The ethos and vision of the school strongly promotes equality, challenging all forms of discrimination. Children tell us that they have been able to build up positive relationships with consistent adults whom they trust enough to talk to when they need help. They have access to a named person to help them who they can discuss personal issues with, whenever they want to. They feel that they are supported well to help themselves and are fully involved in decision-making. Our policies for pastoral care are clear, appropriate and implemented. We have well-embedded systems in place to promote wellbeing across all aspects of the life of the school. These include highly-effective systems to support learners to make a complaint. We use learning and teaching approaches and the curriculum to promote resilience, and responsible citizenship. These approaches are highly sensitive and responsive to the wellbeing of each child and young person.

■ National guidance and legislation

Children are safe and feel safe in school. There is a strong, robust and proactive response from adults that reduces the risk of harm to children. Adults working with them know and understand the indicators that may suggest that a child/young person is suffering or is at risk of suffering harm. They take the appropriate and necessary action in accordance with local procedures and statutory guidance. Staff are aware of emerging issues within society such as radicalisation and child sexual exploitation. Senior leaders and governing bodies, where appropriate, ensure that they comply with their child protection duties under legislation. Our record keeping for all safeguarding matters is maintained to the highest standards.

Features of highly-effective practice:

- ✓ Senior leaders responsible for safeguarding are clear about the expectations of their role, and provide good support and direction for staff.
- ✓ Robust arrangements are in place to ensure that all staff (including volunteers and partners) are aware of their responsibilities in relation to child protection and equality policies and procedures.
- ✓ Safeguarding is an important thread running through the school's self-evaluation.
- ✓ Effective systems provide a systematic and strategic overview of the number and nature of cause for concerns raised, initial referral discussions, child protection case conferences, and child protection registrations.
- ✓ The curriculum effectively promotes safeguarding and wellbeing across all stages, taking good account of the context of the school.
- ✓ Children feel able to make a complaint against school practice and procedures, and are confident their views will be taken seriously and acted upon.
- ✓ Unexplained, regular or long-term absence is supported through a range of approaches and strategies.
- ✓ Child protection and safeguarding policies and procedures reflect current legislation and guidance. All policies and procedures are reviewed on a regular basis.
- ✓ All child protection records are stored safely and securely ensuring all sensitive information is only accessible to relevant staff members.

Challenge questions:

- ✓ Are approaches to child protection and safeguarding known and understood by all across the school community?
- ✓ How good is the leadership in driving forward this important area of practice, and how do we know?
- ✓ How effective are the recording and planning processes in delivering positive outcomes for children and young people where there are child protection or safeguarding concerns?
- ✓ Are safeguarding arrangements regularly reviewed as an integral part of our self-evaluation processes?
- ✓ How do we ensure that staff are kept up-to-date with safeguarding practice including, for example, e-safety, extremism, female genital mutilation and child sexual exploitation?
- ✓ How well are children and young people supported following a safeguarding or child protection concern?
- ✓ How effectively are incidents related to equalities acted upon to prevent future occurrences?
- ✓ How well do staff take account of the views and experiences of children and young people, particularly where decisions are to be made that may impact on life choices?
- ✓ How effective are our approaches to support wellbeing (e.g. buddies, mentors, safe areas)? How do you measure the impact of these approaches?
- ✓ Does the school promote an ethos and culture of positive engagement and participation with its pupils and parents?