



# A Good Practice Guide to Safeguarding in Education

**A positive and preventative curriculum:** a curriculum that teaches students to make good choices about healthy & safe lifestyles and how and who to ask for help if their health or safety is threatened.

**Partnership with mothers, fathers, and carers:** a commitment to an open and honest relationship with and involvement of mothers, fathers and carers at all stages of a child or young person's education and care.

**A safe learning environment:** Where it is okay to talk and students will be listened to; where learners feel safe in a secure environment; where they do not face bullying, racism, homophobia or other discrimination; where medical needs are met.

**Safeguarding and promoting the welfare of children is defined in 'Working Together to Safeguard Children', DfE 2015 as:**

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances

Safeguarding children and young people and promoting their well-being is therefore more than just child protection. In order to safeguard children and young people and ensure their personal development, we will have safeguarding at the heart of our purpose.

**Inclusive practice:** So that all learners will be helped to fulfil their potential in an ethos/culture where every child and young person feels included regardless of their background or circumstances.

**Safeguarding policies, procedures & guidance:** Easily accessible documents that are understood and used by all staff in accordance with national and local authority guidance, and are reviewed annually.

**Early intervention:** The early identification of students with additional needs; intervention with multi-agency co-operation; common information sharing and assessment of need i.e. the Family Common Assessment Framework & Lead Professional role.

**Well trained staff and management:** With appropriate levels of training; clear and confident about what is expected of them in their day-to-day work in order to safeguard children and young people.

**Safe recruitment, selection & management practices:** To identify, deter, and reject people who might abuse children or young people or are otherwise unsuited to work with them.



## To promote good practice consider the following guidelines when working with children, young people, mothers, fathers & carers:

- Be clear about your safeguarding duties & responsibilities with all staff, volunteers, children, young people, mothers, fathers & carers
- Discuss all safeguarding needs of a child or young person with their mother, father or carer as early as possible, openly & honestly
- Ensure that all decisions that are made with the family put the safety & well-being of the child first
- Arrange meetings at times & locations that enable mothers, fathers or carers to attend & consider their wishes about who else should attend
- Provide a comfortable and confidential room to talk in,
- Ensure that people feel they will be listened to and their viewpoint valued
- Ensure that discussions are easily understood, using appropriate means of communication, translation etc.
- Recognise that age, development & culture can affect a person's understanding of an issue
- Young people with sufficient understanding can talk to you without the involvement or knowledge of their mothers, fathers & carers – but ensure that they know the limits of confidentiality
- Support & advise mothers, fathers & carers about how to discuss issues with their child
- Intervene quickly to provide support and assessment; include the views of other involved practitioners, once they have been shared appropriately by the practitioner
- Discuss and agree all requests for support with the child and family
- Consider support networks and coping strategies for the child or young person
- Ensure your support complies with ethical & diversity guidelines for your service
- Inform the child or young person & family of your agency complaints procedure

## Your educational establishment should:

- Follow all policies and procedures with regard to individual and organisational safeguarding roles and responsibilities
- Clearly identify practitioners with specific safeguarding roles e.g. Designated Safeguarding Lead, their Deputy, the Safeguarding Governor, & ensure they have the appropriate resources to fulfil the role
- Ensure all supply, temporary & permanent staff & volunteers are appropriately trained in safeguarding children, know their responsibilities & who to refer concerns to
- Monitor & support children/young people who have safeguarding needs and ensure they have effective support to communicate their needs to staff and feel valued
- Provide curriculum-based awareness education of e.g. e-safety, healthy relationships, abuse, neglect, bullying etc
- Ensure that parents understand & can fully access safeguarding policies/procedures & include a summary of your safeguarding responsibilities in the prospectus
- Develop an understanding of other practitioners roles and responsibilities to safeguard children
- Keep confidential & securely stored safeguarding records, share information appropriately with other agencies, attend meetings & conferences as required
- Ensure all staff are aware of how to deal with allegations of child abuse made against members of staff, & are supported to do so

### Related Safeguarding Sheffield Children website (education policies & procedures) documents:

- **Behaviour Guidelines, Sept 15**
- **Training Pathway, Sept 15**
- **Allegations of Abuse against Teachers and Staff in Education, Sept 15**

### Useful resources:

- **Working Together to Safeguard Children, DfE 2015**
- **Keeping Children Safe in Education, DfE 2015**
- **SSCB Child Protection & Safeguarding Procedures Manual**