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# **Safeguarding Children**

*Child Protection: Guidance about child protection arrangements for the Education Service*

**Consultation on draft revision of child protection guidance to schools, LEAs, governing bodies, FE institutions and their corporations in England.**



## **A Consultation**

**To** Schools, Governors, Corporation Members, LEAs, FE Institutions, Proprietors of Independent Schools, Teacher Unions, Representative Organisations, Voluntary Groups, parents, and members of the public

**Issued** 12/01/04

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## Foreword

“Every Child Matters” set out the Government’s commitment to improving outcomes for children. Preventing and tackling child abuse is a vital part of that. Every child deserves the right to grow up in a safe and secure environment where they are protected from harm and have the chance to fulfil their potential. All those involved in working with and caring for children have a duty to do everything they can to ensure this is the outcome for all children.



The Government has already issued guidance – “What To Do If You’re Worried A Child Is Being Abused”<sup>1</sup> – to help everyone who works with children safeguard and promote their welfare by acting quickly and effectively where concerns are identified.

We also need to make sure that Local Education Authorities, schools and Further Education institutions have the right kind of arrangements in place to make sure that happens, and support staff in safeguarding children. The draft guidance in this document is intended to ensure that infrastructure is in place, and that it is compatible with the proposals in Every Child Matters.

We want to help LEAs, schools, governors and further education institutions get this right. I strongly urge you to respond to this consultation and help ensure we have in place better planned, delivered, monitored and evaluated practices and procedures in relation to child protection within education.

I look forward to hearing your views.

**Margaret Hodge, MP**  
**Minister for Children Young People and Families**

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<sup>1</sup> What to Do If You’re Worried A Child Is Being Abused Summary Issued by Department of Health  
May 2003



## 1 Summary

The purpose of this consultation is to gather views on the draft guidance about arrangements for child protection which follows. The document sets out our proposals to update and replace guidance currently contained in Circular 10/95: Protecting Children from Abuse: The Role of the Education Service. The updated guidance will be issued to coincide with S175 of the Education Act 2002 coming into force in June 2004.

## 2 Background and Context

The updated guidance aims to assist local education authorities, the governing bodies of maintained schools, corporations of further education institutions and the proprietors of independent schools to meet their responsibilities under the new duty by:

- Setting out the outcomes that everyone should be working to achieve in order to protect children from abuse;
- Clarifying the roles and responsibilities of organisations and individuals, and the policies and procedures which need to be in place in all educational settings; and,
- Providing links to examples of good practice and model policies.

The draft guidance does not introduce new responsibilities or functions, but it does include reference to issues about which we have gained a greater understanding since Circular 10/95 was written. It is based on existing practice and procedure, and draws on information provided by the network of Investigation and Referral Support Coordinators (IRSC) funded by the Department. It also draws on the results of research undertaken for the NSPCC<sup>2</sup>.

N.B. As the introduction to the draft circular makes clear, it is not practice guidance for teachers and other staff about how to protect children. That guidance is set out in "What To Do If You're Worried A Child Is Being Abused"<sup>3</sup> a copy of which was sent to all LEAs, schools and FE institutions in June 2003.

Section 175 of the 2002 Act will place a duty on Local Education Authorities, and on the governing bodies of schools and further education institutions to make arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children. It will also require LEAs and governing bodies to have regard to any guidance issued by the Secretary of State in drawing up those arrangements. Section 175 will come into force on 1 June 2004.

We will write separately to LEAs about the new s175 duty but it is important to note that the arrangements for the purpose of the new duty will cover more than one

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<sup>2</sup> Responsibility without power? Local education authorities and child protection by Mary Baginsky, Published 2003 by NSPCC [www.nspcc.org.uk/inform](http://www.nspcc.org.uk/inform)

<sup>3</sup> What to Do If You're Worried A Child Is Being Abused Summary Published by Department of Health May 2003

issue. Clearly arrangements for protecting children from abuse will be one strand of the arrangements necessary to meet the requirements of s175 and organisations will have to have regard to the guidance about which we are consulting under that section. However, safeguarding and promoting the welfare of children covers much more than child protection, and organisations will also need to have arrangements in place in other areas, for example in relation to preventing bullying, dealing with attendance issues, making provision for children who are excluded from school, for meeting the needs of sick children, and in relation to school security, that also have regard to guidance that the Secretary of State has issued on those matters.

### **“Every Child Matters”**

“Every Child Matters” set out the government’s intention, subject to the recent consultation, to legislate to place a similar duty to that introduced by s175 on other agencies that have contact with children.

It sets out commitments to legislate, at the earliest opportunity, to create Local Safeguarding Children's Boards, with statutory participation of key agencies such as the police, probation, NHS and housing, which will replace the existing Area Child Protection Committees. Subject to the outcome of the consultation, there will also be legislation to require every local authority to appoint a Director of Children's Services, responsible for education and children's social services, and to make arrangements to secure local cooperation in improving outcomes for children. It also set out the government's vision for Children's Trusts in every authority and for extended schools and other co-location of services for children and families on school sites. These developments will change the accountability for children’s services and the way in which services are planned and delivered, but should not require significant change to the principles and arrangements described in the draft guidance.

### **Extended Schools**

Extended schools offer the community and their pupils a range of services (such as childcare, adult learning, health and community facilities) that go beyond their core educational functions. However, this co location of services does not affect the provisions of the draft guidance and the need to have regard to it and have appropriate arrangements in place to ensure the safety of children when the school is open to the community.

### **Publishing the guidance**

The updated guidance will take account of responses to this consultation and will be published in June 2004.

The Department has a firm policy on reducing bureaucracy and there are strict limits on the amount of material that can be sent direct to maintained schools. Consequently the updated guidance will not be issued to maintained schools automatically. They will have to either download a copy from the Department’s website or order hard copies from stocks that will be held by Prolog on the Departments behalf.



We will publicise the new guidance and details of how to obtain it by announcements in DFES publications such as Spectrum, Teachers magazine and the Governors magazine, and on the Teachernet and Governornet websites, and by Emailing maintained schools and LEAs.

We will also send hard copies of the final guidance to all LEAs, proprietors of independent schools, and FE Institutions.

The guidance will also be included in the child protection area of the Teachernet website at: [www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection)

**Question 1- Can you suggest other ways by which we might make Head teachers and Chairs of governors aware of the updated guidance?**

#### **4 How to Respond**

It is important that we get your views on what you would find helpful and any examples of good practice that you know works and that you would be willing to share to help shape the final guidance. Please also answer the questions that appear throughout the body of this document. Please use the separate "Consultation Response Form" to give your response, and send your completed response form to: Consultation Unit, Level 1, Area B, Castle View House, East Lane, Runcorn WA7 2GJ or by email to [child.protection@dfes.gsi.gov.uk](mailto:child.protection@dfes.gsi.gov.uk)

Enquiries about policy issues should be addressed to:  
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#### **5 Additional Copies**

An electronic version of this document is available to download from [www.dfes.gov.uk/consultations](http://www.dfes.gov.uk/consultations). Hard copies are available from the Child Protection: Education Policy Team, Ground Floor, Mowden Hall, Darlington DL3 9BG telephone number 03125 392175.

#### **6 Plans for making results public**

A summary of comments from the consultation will be available on [www.dfes.gov.uk/consultations](http://www.dfes.gov.uk/consultations) from June 2004.



## **Consultation**

# **Guidance About Child Protection Arrangements for Local Education Authorities, Schools, And Further Education Institutions**

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## **Executive Summary**

### **Audience**

This guidance is for LEAs, the governing bodies of maintained schools and corporations of further education (FE) institutions, Headteachers, Principals of FE institutions, Proprietors of independent schools, and designated teachers.

### **Legislation**

As well as the new duties in relation to S175 of the Education Act 2002, sections 27 and 47 of the Children Act 1989 place duties on a number of agencies, including local education authorities, to assist local authorities acting on behalf of children in need or enquiring into allegations of abuse.

Section 175 of the Education Act 2002 requires local education authorities and the governing bodies of maintained schools and further education institutions 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 what arrangements they need to make for that purpose of the section. The arrangements described in this Circular are part of the arrangements for safeguarding the welfare of children required by Section 175, and LEAs, and governing bodies (including FE Corporations) must have regard to this guidance in considering what arrangements they must make to protect children from abuse. N.B. the new duty introduced by s175 does not put a specific duty on individuals, for example teachers or other education staff, but requires the specified body, i.e. the LEA or the governing body to put in place a framework for individuals to work within. Enforcing individuals' compliance with that framework is a matter for existing disciplinary procedures.

Proprietors of Independent schools also have a duty to safeguard and promote the welfare of children who are pupils at the school under S157 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2003. This guidance replaces the Departments Circular 10/95 for the purpose of those regulations and they will be amended accordingly. Consequently, independent schools must also have regard to this guidance.

## **Aims and Purpose**

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This is not guidance about what individuals should do to protect a child. Practical guidance about what staff and volunteers working with children need to know and do to safeguard children is set out in “What To Do If You’re Worried A Child Is Being Abused”<sup>5</sup>.

This guidance is about the infrastructure and arrangements that need to be in place to ensure that people in the education service have the skills, means and resources necessary to ensure children are protected from harm. It does not prescribe detailed procedures, but aims to specify the outcomes that organisations need to secure to meet the objective of keeping children safe from harm, what needs to be done or put in place to achieve this, and relevant issues that need to be taken into account. Local circumstances and priorities will vary and the local Area Child Protection Committees will be best placed to co ordinate local services, decide priorities, and prepare/agree detailed local procedures, in the context of a national framework.

Sections 2 and 3 of the draft guidance describe the role of LEAs, proprietors of independent schools and governing bodies and the responsibilities that they and designated teachers have in achieving those outcomes. Much of what is applicable to schools is relevant for FE institutions as they have the same responsibility in relation to children under 18 as schools do for their pupils. Where we talk about children we mean young people under the age of 18 as per the Children Act 1989, and all educational establishments, schools and FE institutions need to ensure that they provide a safe environment where children can learn and develop free from harm.

Section 4 describes the role of OFSTED and the inspection of LEAs, schools and FE institutions.

Section 5 of the draft guidance discusses a number of specific issues, including particular kinds of abuse, allegations against staff, record keeping, and information sharing, about which further guidance and information is available from other sources.

**Question 2a - Does the executive summary clearly summarise who the guidance is for and what it is expected of them?**

**2b – What should be added or removed?**

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<sup>5</sup> What to Do If You’re Worried A Child Is Being Abused Summary Published by Department of Health May 2003

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## 1 – Introduction

This document replaces the existing guidance about child protection in education that is contained in Circular 10/95: Protecting Children from Abuse: The Role of the Education Service.

It is written in the context of “Working Together to Safeguard Children”<sup>6</sup> and links with the practice guidance in “What To Do If You’re Worried A Child Is Being Abused”<sup>7</sup> and the Framework For The Assessment Of Children In Need And Their Families<sup>8</sup>.

It is compatible with the proposals in “Every Child Matters”<sup>9</sup>. It builds on current good practice, and is supported by the work of the national network of Investigation and Referral Support Coordinators, and material on the child protection area of the Teachernet website at: <http://www.teachernet.gov.uk/childprotection>

### A Shared Objective

Everyone in the education service shares an objective to help keep children safe by working to:

- Provide a safe environment for children in education settings; and
- Identify children who are at risk of and or likely to suffer significant harm, and take appropriate action with the aim of making sure they are kept safe

Achieving these objectives requires systems that will:

- Prevent unsuitable people working with children;
- Promote safe practice and challenge poor and unsafe practice
- Ensure that children who are vulnerable, at risk and are likely to suffer significant harm are identified and appropriate action is taken to keep them safe.

**Question 3a - We believe this introduction accurately and succinctly reflects the objectives of everyone involved in working with children to keep them safe. Do you agree?**

**3b - Should anything be added or removed?**

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<sup>6</sup> Working Together to Safeguard Children A guide to arrangements for the inter-agency co-operation for the protection of children from abuse issued jointly by the Home Office, Department of Health, DFES and Welsh Office London HMSO 1999

<sup>7</sup> What to Do If You’re Worried A Child Is Being Abused Summary issued by Department of Health May 2003

<sup>8</sup> Framework for the Assessment of Children in Need and their Families issued by Department of Health, DFES, Home Office 2000 London

<sup>9</sup> Green Paper – Every Child Matters Published by DFES September 2003 HMSO



## Section 2 – The Role of the Local Education Authority

LEA's contribute to achieving the shared objective in three areas:

- **Strategic** – planning, coordinating and liaising with other agencies, and allocating resources
- **Support** – ensuring that maintained schools are aware of their responsibilities for child protection and monitoring their performance, making available appropriate training, model policies, advice and support, and are working with other agencies
- **Operational** – taking responsibility for child protection in Pupil Referral Units and other out of school settings, involvement in dealing with allegations against staff and volunteers, ensuring arrangements are in place to prevent unsuitable staff and volunteers from working with children.

The outcomes that LEA's need to achieve in these areas are set out below.

### 2.1 Strategic

The LEA:

- Allocates resources to pooled funds as part of the proposed Local Safeguarding Children Board (currently the Area Child Protection Committee)
- A senior officer represents the LEA on the ACPC (proposed Local Safeguarding Children Board) and makes an effective contribution to planning co-ordinated services to meet the needs of children. The LEA makes appropriate and adequate contributions to partnership working;
- The LEA allocates appropriate and adequate staff and financial resources to enable the authority and maintained schools to discharge their responsibilities for child protection satisfactorily
- Effective working arrangements are in place with other agencies and are clearly communicated to all relevant parties. Action is taken to resolve any inter agency problems as soon as they are identified.
- The LEA has effective arrangements in place for liaising with independent schools, non maintained schools, non maintained special schools and FE institutions and ensures those organisations are appropriately represented on the ACPC (Local Safeguarding Children's Board)

### 2.2 Support

The LEA:

- Ensures that comprehensive high quality training is available as part of the ACPC training strategy that equips different groups, including governors, headteachers, designated teachers, and other staff and volunteers who work

with children, to fulfil their responsibilities in respect of child protection effectively

- Provides model policies and procedures for schools on all aspects of child protection, including vetting new staff and volunteers and procedures for dealing with allegations against staff
- Provides advice and support for schools and designated teachers in dealing with individual cases and acts on their behalf to resolve any difficulties with or obtain appropriate support from, ACPC partners and vice versa
- Monitors the performance of maintained schools in terms of them having appropriate child protection procedures and a designated teacher and that governors, the designated teacher and other staff and volunteers have had up-to-date and appropriate training. Brings any deficiencies in procedures to the attention of the governing body
- Has in place arrangements to support designated teachers and encourage and foster a good understanding and working relationship between them and children's social workers and all those involved in the multi-agency child protection arena

A number of LEAs have peer support mechanisms in place for designated teachers which have proved effective and are valued by them. Leeds LEA, for example, has designed a 2 day mentoring training programme for designated teachers. The training covers mentoring skills as well as the context of child protection work in other agencies, the importance of supervision/mentoring relationships, emotional and practical impact of the work, the skill base needed for the designated teacher role and for mentoring. It also identifies issues around confidentiality, appropriate participation, responsibility for learning outcomes being met and the importance of listening and being listened to.

- Plays a full part in serious case reviews: reviews and revises procedures and training in light of the outcome of serious case reviews and disseminates relevant findings to designated teachers

### **2.3 Operational**

The LEA:

- Has safe recruitment procedures in place to ensure that all appropriate checks are carried out on new staff and volunteers who will work with children, including Criminal Record Bureau (CRB) and List 99 checks (the list maintained by the Department which contains details of people who are barred or restricted from working with children by the Secretary of State) - see also s 5.8
- Has arrangements in place to identify and monitor children who are not enrolled in school, excluded, educated in pupil referral units or via the home tutors service or at home by parents/carers who are at risk of or suffering harm and take action with the aim of keeping them safe

- Has procedures in place for dealing with allegations of harm or abuse against staff both inside and outside the work setting, and works with schools and partner agencies to ensure that allegations are dealt with quickly, fairly and consistently – see also s 5.7
- Ensures that the authority's staff and any staff carrying out functions on behalf of the authority who work with children receive appropriate training that equips them to carry out their responsibilities for child protection effectively

## 2.4 The Role of ITT Institutions

Initial teacher training (ITT) standards require all newly qualified teachers to have acquired the necessary knowledge to develop an effective working understanding of their contractual, legal, administrative and pastoral responsibilities as a teacher. Included within that framework is training in the awareness and recognition of child abuse and neglect or harm to a child and the need for the education service to work in co-operation with the other professional agencies. The individual teacher training institution determines the duration and structure of the training. LEA's should ensure support for Newly Qualified Teachers (NQT's) is provided and that they are confident in this area.

**Question 4 – It has been suggested, partly as a result of recent research carried out by the NSPCC that this area needs to be reviewed and strengthened. We would be grateful for your comments on whether this needs to figure more prominently in induction training for teachers.**

## 2.5 Funding for Child Protection in Maintained Schools

Funding for child protection in maintained schools is included in mainstream funding. LEAs should therefore ensure that adequate resources are provided to enable effective child protection and, in consultation with their schools, decide how best to finance and supply cover for designated member's of staff when child protection responsibilities necessitates absence from school.

Whatever LEAs decide, they cannot delegate their statutory duty under the Children Act 1989 or Section 175 of the Education Act 2002.

## 2.6 Investigation Referral Support Coordinators (IRSC)

The 25 IRSC's make up a national network that can play an important strategic role in assisting and advising LEAs in all aspects of child protection. Co-ordinators can offer examples of good practice and bring consistency to processes across their individual clusters of LEA's as well nationally.

### Key Aims:

- To work strategically with education providers to promote, lead, oversee and contribute to the development and implementation of safeguarding initiatives and processes
- To contribute to the development and implementation of safeguarding standards and priorities in education through work within the national network,

local clusters, DfES teams and other agencies and regional bodies

- To enable LEAs to play a full and effective role within the wider multi-agency safeguarding process by assisting in the development of child protection policies, practices and procedures
- Work with LEAs, ACPCs, and partner agencies with the aim of ensuring that allegations of abuse against teachers and other education staff are dealt with quickly fairly and consistently, and that where staff need to be suspended it is for the minimum period necessary

**Question 5a – Does this reflect what LEAs see as the role of the IRSC network?**

**5b – How could this role be enhanced?**

Contact details of individual co-ordinators and more information about the network can be found in the child protection area on the Teachernet website at [www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection)

**Question 6 - Would you find it helpful to have a list of responsibilities/roles available for staff with designated responsibility for child protection either at LEA or school level such as the ones attached at annex A, B and C?**

**Question 7a - Does this section clearly set out the roles and responsibilities of LEA's?**

**7b – Is there anything which should be added or removed?**

## **Section 3 – The Role of Governing Bodies, FE Corporations, Proprietors of Independent Schools and Head teachers/Principals of FE Institutions and schools**

### **3.1 Governing Bodies and FE Corporations should ensure that;**

- The school or institution has a child protection policy that is reviewed annually; is referred to in the school/FE institution's prospectus, and that conforms to LEA and ACPC policy and guidance
- The policy includes provision for procedures for recruiting and selecting staff and volunteers and for dealing with allegations of abuse against members of staff/volunteers – see also sections 5.7 and 5.8
- The school /institution has a senior teacher/member of the senior management team designated to take lead responsibility for dealing with child protection issues
- Members of the governing body/corporation, the Head teacher, designated teacher/person and all other staff and volunteers who work with children have attended appropriate training to equip them to carry out their responsibilities for child protection effectively and this is kept up to date
- Any deficiencies or weaknesses in regard to child protection arrangements are brought to the attention of the governing body/corporation and are remedied without delay
- A member of the governing body/corporation is nominated to be responsible for liaising with the LEA and /or partner agencies, as appropriate in the event of allegations of abuse being made against the head teacher or principal – see also section 5.7

N. B. in the past it has been suggested that the responsibility for liaising with the Head teacher/Senior Designated teacher at the school to ensure child protection policies and procedures are consistent with local ACPC procedures should be delegated to a nominated governor. However, child protection is a collective responsibility for the whole governing body and we feel that devolving responsibility to an individual governor can weaken the corporate strategic role. Consequently we are recommending that the key role of a nominated governor is limited to acting for the school/institution if allegations are made against the Head teacher or Principal as recommend in the guidance referred to in section 5.7. Ideally, the person nominated should be the Chair of Governors or, in the absence of a Chair, the vice/deputy chair. In the case of an FE institution this responsibility would fall to a member of the corporation. (See Question 8 below)

### **3.2 Proprietors of Independent Schools should ensure that;**

- Their school has a child protection policy that conforms with local guidance; is reviewed annually, and is made available to parents on request
- A senior teacher/member of the senior management team is designated to

take lead responsibility for dealing with child protection issues

- The Proprietor, Head teacher and designated teacher have attended the necessary training to equip them to carry out their responsibilities for child protection which is kept up to date and high quality training is available for all other staff appropriate to their needs
- Any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay
- They have arrangements in place to liaise and work with other agencies over child protection issues in line with policies and procedures
- They have safe recruitment procedures in place together with procedures for dealing with allegations of abuse against staff

### **3.3 The Head teachers/Principals/Proprietors should ensure that;**

- A senior person (member of the senior management team in an FE institution), preferably not the Head teacher or Principal, is designated as taking lead responsibility for child protection including liaising with children's social workers, making referrals where appropriate, representing the school/institution in inter agency working and liaising with parents/carers and which is reflected in the individual's job description - see also annex A

This is a key role that is central to the effective operation of child protection arrangements in schools/education settings. For schools past guidance has been that the role should be filled by a senior teacher in each school. However a number of questions have been raised about that. It is recognised that the role can be demanding and requires the holder to have had specialist training in inter agency working etc. and to be given sufficient time for the responsibilities. That argues against the role being tacked on to a Head teacher's responsibilities. However in practice in many small schools the Head is the only senior member of the teaching staff who can undertake it. Conversely in large schools and institutions, or those with a large number of vulnerable children, a single person is not enough, and the designated teacher needs to be supported by deputies or through the school or institution's pastoral network. It has been suggested that we should allow schools more flexibility by rewording the guidance to say:

"The Head should ensure that a senior member of the school's leadership team (not necessarily a teacher) is designated as responsible for child protection. In smaller schools Heads and Governing bodies should consider whether the most effective approach to meeting their obligations for child protection and maintaining their focus on teaching and learning is to share a designated person of sufficient seniority with other schools. The person designated should have the authority, time and resources necessary to fulfil their duties in respect of child protection."

Conversely several people have expressed a firm opinion that the designated person will not have the necessary authority within a school if s/he is not a senior teacher, and that a system of small schools sharing a designated person will dilute responsibility and weaken child protection arrangements. (See Questions 9 and 10 below)

- Child protection procedures in line with the school/FE institution policy and LEA or proposed LSCB guidelines are in place and are followed by all staff and volunteers
- The designated teacher and other staff and volunteers have undertaken up to date and appropriate training to equip them to carry out their responsibilities for child protection effectively, including training in inter agency working in the case of the designated teacher
- Procedures for dealing with allegations of abuse against members of staff are in accordance with LEA guidelines and all staff and volunteers are aware of them and aware of the boundaries of professional conduct (guidance on this can be found in NEOST Guidance on Conduct)
- All staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies
- Safe recruitment practices that provide for appropriate checks are in place and are followed in respect of all new staff and volunteers who will work with children
- Child protection training for all staff is included as a key area in all induction procedures
- Arrangements are made, including where necessary the provision of supply cover, to enable the designated teacher and other staff to discharge their responsibilities by taking part in strategy discussions and child protection conferences and contributing to the assessment of children

**Question 8 - In the context of child protection should the role of nominated governor be limited to acting in the event of allegations of abuse being made against the Head or Principal?**

**Question 9 - (see discussion above) In schools should the responsibility for child protection always be delegated to a senior member of the teaching staff, or should the requirement be reworded more flexibly along the lines suggested?**

**Question 10 - Could small primary schools share a designated teacher and do you have any examples of good practice among designated teachers you can share especially in relation to small primary schools?**

### **3.4 Work Experience and Extended work experience**

It is important to distinguish between work experience and extended work experience (sometimes called work placement.) Work experience refers to Key Stage 4 children going into a working environment for 1-2 weeks and they are normally arranged by

schools. Extended work experience refers to children or young people experiencing a working environment, possibly by undertaking work based learning over a longer period of time to achieve vocational qualifications for example spending one or two days a week in the workplace over a period of time. This is arranged by schools and FE institutions, and LEAs, with employers or training organisations contracted to carry out this function, and can be on either a full time or part time basis.

When arranging extended work experience in a workplace it is important that child protection policies and procedures are put in place, and the employer or training organisation understands their responsibilities for this. In particular:

- Staff who arrange, vet, and monitor work placements should have appropriate training in child protection
- The employer or training organisation should have an explicit child protection policy and the person supervising the training and those providing training should have appropriate child protection training and be aware of their responsibilities in accordance with “What To Do If You’re Worried A Child Is Being Abused”
- People who will supervise children in the workplace or deliver training should have been vetted and subject to Criminal Record Bureau checks.
- Copies of child protection policies and procedures should be issued or made available for everyone involved in the placements
- Children who are placed should be given clear advice about who to contact if they are worried or uncomfortable about their surroundings or if they suffer abuse. They should have a continuing point of regular contact within the school and be given opportunities to raise any concerns they may have.
- School/FE/LEA policies and procedures should define what actions need to be taken by whom and when if any child protection issues are raised prior, during or after the extended work experience
- If schools are working alongside FE institutions, LEAs and any other organisations when arranging placements, appropriate lines of communication must be maintained ensuring that all relevant key personnel know what their roles and responsibilities are.

Further guidance on this is available in Work Experience: A guide for secondary schools <http://www.dfes.gov.uk/ebnet/home/Guidance.cfm>

**Question 11a - Does this section clearly set out roles and responsibilities?**

**11b – Should anything be added or removed – do you have examples of procedures that we could usefully provide as examples or other sources of advice we could quote?**



## Section 4 - The Role of Ofsted

Ofsted will inspect the extent to which LEAs/schools and FE institutions discharge their new duty under Section 175 of the Education Act 2002 within inspections in line with the requirements detailed in this guidance. The following references explain the current inspection arrangements and coverage before the implementation of this new duty. Ofsted is undertaking work in partnership with other inspectorates including the Commission for Social Care Inspection, the Commission for Healthcare, Audit and Inspection and the Juvenile Justice Inspectorates to ensure that safeguarding and promoting the welfare of children is inspected in a comprehensive way using more integrated and compatible inspection criteria.

The **Education (Schools) Act 1992** and subsequent legislation requires registered inspectors (OFSTED) to undertake regular inspections and report on the standards within maintained schools. Inspectors must report on the educational standards, the quality of education, the efficiency of financial management and the spiritual, moral, social and cultural development of pupils in the school. In addition, inspectors are also required to assess the school's effectiveness in promoting the welfare, health, safety and guidance of its pupils. The inspectors will closely examine the school's child protection policy and procedures as part of the evidence for this judgement. They are looking for evidence that school policies;

- Provide an ethos in which children feel safe, are encouraged to talk and are listened to;
- There is support and guidance available from a range of appropriate adults;
- There is communication with parents about the schools responsibilities in child protection concerns;
- There is vigilance in detecting abuse and clear procedures for all staff, of which all staff are aware;
- There is effective monitoring of children at risk.

The regulations covering the registration of independent schools have changed under the Education Act 2002. Inspectors are now obliged to conduct inspections of, and publish inspection reports on all independent schools. There are seven standards applying to regulation of independent schools and the standard on welfare covers arrangements for child protection. The inspection reports on:

- Whether the school has prepared and implemented written policies to safeguard and promote the welfare of children who are pupils at the school in compliance with the DfES Circular 10/95 "Protecting Children from Abuse: the Role of the Educational Service"
- In the case of a school providing boarding accommodation whether they have regard to the National Minimum Standards for Boarding Schools or where applicable National Minimum Standards for Residential Special Schools

**LEA's will also be expected to demonstrate they have policies and procedures in place for child protection arrangements during their Ofsted inspections. This**

**will include**

- An evaluation of the local child protection procedures including their clarity, accessibility and content
- The extent to which the LEA discharges its statutory responsibilities and contributes to the responsibility shared by all local agencies for safeguarding children
- The extent to which the LEA monitors, challenges and where necessary intervenes to improve schools arrangements for safeguarding children, including the training of designated teachers
- The scope and quality of the training programme for child protection

Inspections of FE colleges are carried out by both Ofsted and the Adult Learning Inspectorate. Ofsted inspections are carried out under the Common Inspection Framework. Inspectors are invited to evaluate the access which students have to relevant, effective support on personal issues – including access to specialist support services.

**Question 12 - Does this section set out what is expected of schools, FE institutions and LEA's clearly in relation to Ofsted inspections?**

## **Section 5- Issues**

### **5.1 What is Abuse?**

Working Together to Safeguard Children sets out four categories of abuse:

- **Physical abuse**
- **Emotional abuse**
- **Sexual abuse**
- **Neglect**

Some kinds of abuse are more obvious than others, and there are examples of behaviour which constitutes abuse within these categories, and circumstances in which children may have a heightened vulnerability to abuse. The following lists kinds of abuse that may not be so obviously recognisable or are encountered less frequently as others.

#### **Drug/Alcohol Abusing Parents**

Drug and alcohol abuse by parents can have a serious effect on their children. 70% of children taken into care have parents who are suspected of substance abuse. Not all parents who abuse drugs or alcohol mistreat or neglect their children. But sometimes they can be put at considerable risk.

There is an increased risk of violence in families where parents abuse substances. Children can suffer from lack of boundaries and discipline and live chaotic lives. This can seriously affect their psychological and emotional development and may cause problems with their relationships later on in life.

The children who are most vulnerable are those whose parents are violent, aggressive, neglectful or rejecting. These children can remain “invisible” from the services intended to support them unless their behaviour attracts attention at school or elsewhere outside the home.

The Advisory Committee on Misuse of Drugs report on children of drug-misusing parents, Hidden Harm can be found at <http://www.homeoffice.gov.uk/docs2/hiddenharm.html>

#### **Domestic Violence**

The effect of domestic violence on children is such that it must be considered as abuse. Either witnessing it or being the subject of it is not only traumatic in itself but is likely to adversely impact on a child’s behaviour and performance at school. Schools may see changes of behaviour or attendance patterns in existing pupils affected by domestic violence, and should treat it as physical or emotional abuse as appropriate. Further information is available at <http://www.homeoffice.gov.uk> This

site contains the consultation paper Safety and Justice: The Governments Proposals for Domestic Violence

### **Child on Child Abuse**

Abuse is not just an adult crime. Children can pose a threat either physical or sexual to other children. Even when sexualised behaviour is identified and a pupil is on a treatment programme, they still have to be educated and managed in a school setting. Management of this behaviour in school needs to be approached on a whole school, classroom/curriculum and individual level.

### **Child Prostitution**

Children involved in prostitution and other forms of commercial sexual exploitation are victims of abuse and should be treated as such. Their needs will require careful assessment as this problem is often hidden from view. Guidance about Children Involved In Prostitution issued jointly by the Home Office and the Department of Health in 1998 stresses that all agencies should treat the child primarily as a victim of abuse and should work together to provide them with strategies to exit prostitution. A copy of the text of the guidance can be found at:

<http://www.info.doh.gov.uk/doh/point.nsf/page/8CDABB60CAD2B72D00256A880039E314?OpenDocument>

### **Female Genital Mutilation**

This form of physical abuse involves female genital mutilation by way of female circumcision, excision or infibulation. The Prohibition of Female Circumcision Act 1985 makes FGM an offence, except on specific physical and mental health grounds. A new bill concerning this issue is expected to gain Royal assent shortly and come into force within the next three months. The main change is that this will make it an offence to take a girl out of the UK for the purpose FGM.

### **Forced Marriages**

Forced marriage is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young people at risk of a forced marriage are usually experiencing emotional and/or physical abuse at home. Schools often feel that it is not their place to tackle this issue and that doing so intrudes on private and cultural family matters. This anxiety is unnecessary for the following reasons:

- No culture or religion sanctions forced marriage – this is quite different to an arranged marriage where parties consent of their own free will.
- Forced marriage is a human rights abuse in the same way as child abuse and domestic violence and as such must not be ignored.

“Dealing with cases of forced marriage” is guidance produced jointly by the Association of Chief Police Officers, the Foreign and Commonwealth Office and the Home Office which provides more information on this subject and useful contacts. This guidance is available at <http://www.fco.gov.uk/Files/kfile/forcedmarriageguidelines.pdf>

## **Fabricated or induced illness – (Munchausen Syndrome by proxy)**

This form of abuse occurs when a parent or carer feigns the symptoms of illness, or deliberately causes ill health to a child whom they are looking after, usually as a means of securing attention for themselves. Children that are affected by this form of abuse will tend to have a greater frequency of illness normally combined with a higher than normal level of absences from school.

**Further information on examples of abuse which may be more acute in certain areas than others, are available on the teachernet website.**

**Question 13a - Is this type of information helpful and something schools want in the guidance?**

**13b - Are there any particular types of abuse that we have left out which you would like information about?**

### **5. 2 Curriculum/PSHE**

The non-statutory framework for Personal, Social and Health Education (PSHE) provides opportunities for children and young people to learn about keeping safe; and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle pupils should be taught, for example:

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kind of physical contact is acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help;
- to use assertiveness techniques to resist unhelpful pressure.

Issues such as domestic violence and abuse can be difficult to broach directly in the classroom. However, discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable; let children and young people know that it is OK to talk about their own problems; and signpost sources of help.

More information about PSHE, classroom resources and sources of support, is available on <http://www.teachernet.gov.uk/pshe>

### **5.3 Children Need To Talk**

If a child wants to communicate, they will share with anyone they choose, at any time, and in a variety of ways. It is therefore essential that all adults are able to respond sensitively and know who to take the child's concern to.

All education settings should demonstrate to children that they provide them with a safe environment where it is ok to talk. This could be supported by appropriate

displays of helpful information for children such as national children's help lines (Child Line, NSPCC) to encourage them to share concerns.

All staff and volunteers must be aware that they might be approached by a child wanting to talk and that they should record and refer concerns in accordance with child protection procedures. The available UK evidence on the extent of abuse among disabled children suggests that they may be especially vulnerable to abuse for example, those who have difficulty communicating. Learning support assistants working with children with special educational needs and disabilities provide close support to them and may encounter indications of possible abuse. Whilst extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children.

However, staff must be aware that:

- It is not the responsibility of teachers or other staff or volunteers in schools and FE institutions to investigate suspected cases of abuse, and
- They should not take any action beyond that agreed in the procedures established by the ACPC

## 5.4 Sharing Information

A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, education staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to be able to help. They should reassure the child and tell them that their situation will not become common knowledge within the school. Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Ensure that only those with a professional involvement, e.g. the designated teacher and the head teacher, have access to the child protection records. At all other times they should be kept securely locked and separate from the child's main file. More information on consent, confidentiality and information sharing is available in Appendix 1 of **What to do if you are worried a child is being abused**.

[www.doh.gov.uk/safeguardingchildren/index.htm](http://www.doh.gov.uk/safeguardingchildren/index.htm)

The Green Paper "Every Child Matters" proposed that information sharing could be improved by developing a local information hub in every authority consisting of a list of all the children living in their area containing:

- pupils' basic identification details,
- school details,

- the name of their doctor
- a flag showing whether child is known to any of the other agencies.
- If the child is known to more than one agency, contact details of the professional dealing with the case in each agency and the lead professional who takes overall responsibility for the child's case

## 5.5 Parental Involvement

Under the Freedom of Information Act 2000 [which will come into force February 2004] schools will be required to provide a copy of their child protection policy to parents if they ask to see it. This Act does not apply to independent schools however they are required to provide a copy of their child protection policy should a parent request this under The Education (Independent School Standards) (England) Regulations 2003.

A school should help all parents understand its responsibility to ensure the well-being of all pupils, and that this responsibility necessitates a child protection policy and procedures. A reference to the child protection policy and procedures could be included in a school prospectus or similar document and this would make parents aware that were a school to have concerns about a child, they may make a referral to the statutory child welfare agencies. This would also give staff a point of reference if/when they have to inform parents/carers that they have referred concerns to social services.

Where a child's name is being, or has been referred, the school should endeavour to work with the parents and remain impartial but supportive. The designated teacher should clarify with the statutory agencies, when, how and by whom the parents should be told about the referral. They should also seek advice as to whether or not the child should be informed of the process. They should help parents understand that a referral is in the interests of the child and that the school will be involved in the s.47 enquiry or police investigation as per the Children Act 1989. The school should keep the parents informed of the educational progress of the child. While professionals should seek, in general, to discuss any concerns with the family and, where possible, seek their agreement to making referrals to social services, this should only be done where such discussion and agreement seeking will not place a child at increased risk of significant harm.

**Question 14 – We are particularly interested in your comments on whether further guidance is required for issues covered in section 5.3-5.5 and if so which areas in particular.**

## 5.6 Record Keeping

**Good record keeping is essential to the success of child protection practice.**

**You should be aware that the way in which you talk to a child could have an effect on the evidence that is put forward if there are subsequent proceedings.**

### **All records should:**

- Be written as soon as possible and signed and dated
- Clearly distinguish between fact, observation, allegation and opinion
- Note the name, date, the event, a record of what was said, and any action taken in cases of suspected abuse or when the child is placed on a child protection register
- Be held separately from the main school pupil file
- Should be exempt from open access
- Transfer with the child when they move school

## 5.7 Allegations Against Staff

**There are some occasions when staff members are alleged to have abused children. All staff need to be aware that such allegations may be made about them and schools, FE institutions and LEA's must have procedures in place to deal with any such allegations.**

Each allegation must be approached in accordance with LEA procedures or proposed LSCB guidelines. LEAs should provide support and advice to schools and should have arrangements in place that allow for a single contact point to deal with allegations against staff and that person will have responsibility for liaising with the provider of personnel services at an early stage.

Any instance of a pupil being abused by a teacher or any other member of staff is particularly serious. On the other hand, for an innocent person to be subject to what may be a lengthy period of suspension and investigation, coupled with the threat of possible arrest, is a serious ordeal which can result in long term damage to a person's health and career. Any allegation against staff should therefore be dealt with promptly.

All staff at all levels need to be clear about what kind of behaviour is acceptable and that which is not. Local guidance needs to be issued about the kind of behaviour which is unacceptable and the circumstances which should be avoided in order to limit complaints against staff of abuse of trust and /or allegations of physical or sexual abuse. Allegations or suspicions of abuse or neglect by staff, carers or



volunteers e.g. physical punishment, use of restraint other than that permitted by law or guidance issued by the Dfes or professional associations as well as abuse should be considered under child protection procedures. Guidance was issued by NEOST in September 2002 which covers this area and the IRSC network are currently working on further guidance to supplement this for LEA's which will be available in due course.

The disciplinary process and a criminal investigation have different objectives and the two should be clearly separated and not confused. A police and/or child protection investigation takes priority over internal disciplinary investigation by a school and will determine whether the investigations can be carried out concurrently. Decisions regarding the disciplinary process will be more fully informed by information from a police and/or child protection investigation.

**Suspension should not be an automatic response to an allegation and all allegations should be dealt with quickly, fairly and consistently.**

**Question 15 - Would flow charts such as the one at annex D (Allegations of staff misconduct) be useful with more detailed guidance made available on the website with regard to allegations?**

## **5.8 Appointment of Staff**

All schools, FE institutions and LEA's should have procedures for checking staff who will work with children. This is a fundamental part of safeguarding children's welfare. All of the relevant checks should be satisfactorily completed before a person takes up a position.

Employers should ensure that their recruitment procedures include the following checks on all employees:

- Identity checks to establish that applicants are who they claim to be
- Academic qualifications should be checked to ensure that qualifications are genuine
- Professional and character references should be followed up
- Satisfy conditions as to health and physical capacity
- Previous employment history should be examined and any gaps accounted for.
- Criminal record checks obtained via the Criminal Records Bureau should be carried out on applicants for positions which are excepted from the provisions of the Rehabilitations of Offenders Act 1974 who should be asked to declare any convictions, cautions or bind-overs which they have incurred, including any that would be regarded as 'spent' under the Act in other circumstances.

Fuller guidance about the checks that should be made on people seeking work with children is available in the Department's circular DfES 2002/0278 *Child Protection: Preventing Unsuitable People from Working with Children and Young Persons in the Education Service*

<http://www.teachernet.gov.uk/docbank/index.cfm?id=2172>

## **5.9 Reporting Cases to the Secretary of State**

List 99 is a confidential document, maintained by the Department which contains details of people whose employment in relevant employment has been barred or restricted by the Secretary of State. Employers are required to check this list to ensure that they do not appoint someone to a post from which they have been barred.

The purpose of barring is to:

- safeguard children and young people from contact with individuals who are considered unsuitable
- to uphold high standards of behaviour expected of members of the teaching profession
- protect the education service generally from fraud and deception

Employers have a statutory duty under The Education (Prohibition from Teaching or Working with Children) Regulations 2003 to report cases where they have ceased to use a person's services because they are considered unsuitable to work with children, or as a result of misconduct, or because of a medical condition that raises a possibility of risk to the safety or welfare of children. Further information can be found at [www.teachernet.gov.uk/barringprocedures](http://www.teachernet.gov.uk/barringprocedures)

## **5.10 Physical Contact with Pupils/Restraint**

Employers and senior staff have a responsibility to ensure that professional behaviour applies to relationships between staff and pupils, and that all staff are clear about what constitutes appropriate behaviour and professional boundaries. It is not realistic to suggest that teachers should not touch pupils unless it is an emergency, especially with younger pupils as this can give welcome reassurance and comfort to the child. However all staff need to be aware of their vulnerability in situations where they may be alone with a child or when communicating with parents and carers so that confidentiality is upheld.

Dfes guidance on the use of force to control or restrain pupils can be found in Circular 10/98 The Use of Force to Control or Restrain Pupils  
[http://www.dfes.gov.uk/publications/guidanceonthelaw/10\\_98/summary.htm](http://www.dfes.gov.uk/publications/guidanceonthelaw/10_98/summary.htm)

Guidance for LEAs and special schools on the use of restrictive physical interventions with children who display extreme behaviour is contained in DfES document LEA/0242/2002 [Guidance on the use of restrictive physical interventions](#)

for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorders. Supplementary guidelines for LEAs and special schools on the specific issue of drawing up policies on the use of restrictive physical interventions is contained in DfES document LEA/0264/2003 Guidance on the use of restrictive physical interventions for pupils with severe behavioural difficulties. These are available online at [www.dfes.uk/sen](http://www.dfes.uk/sen)

## **5.11 Connexions Service**

The Connexions Service provides information, advice, guidance and personal development opportunities to all young people aged 13-19 in England. It helps young people to keep on track or get back on track. It raises their aspirations and encourages them to gain the qualifications they will need for further education and employment. That can mean stretching the most gifted or providing help and support for those who are struggling, whether they are at school, in further or higher education, in or out of work. Connexions is delivered from all kinds of locations including schools, colleges, Connexions centres on the high street and through outreach workers and youth and community projects. It can also be accessed via telephone and the internet through Connexions Direct. More information and regional contact numbers are available on the website at [www.connexions-direct.com](http://www.connexions-direct.com)

The Connexions Service is delivered through 47 partnerships across England and Connexions personal advisers are at the heart of the service. They can help with anything which might be affecting 13-19 year old young people at school, college, and work or in their personal or family life including helping with information and advice on issues relating to health, housing, relationships with family and friends and career and learning options. They work to bring together all the different services that give young people help and will act on a young person's behalf to ensure they receive the help they need. Personal advisers are highly trained professionals who will already have received Child Protection training.

Each Connexions Partnership will have individual Partnership Agreements with each school in their area. These will detail the arrangements for personal advisers working in schools and will include protocols and procedures for the protection of children. Schools need to ensure their relevant staff are aware of and adhere to these agreed procedures.

**Question 16 - Is there any other information you would like to see in this section or would web links be more appropriate to further guidance?**

**Question 17 - We intend to support this guidance by providing additional information through the Teachernet website. What supporting material would you find helpful to assist you in developing good child protection practice and procedures?**

**Question 18 - Would you like to see model policies and procedures included in the guidance?**

## **Annex A**

### **Designated Teacher/Person Responsibilities**

The main role of the designated teacher/person is to refer cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by their proposed local children's safeguarding boards (ACPC) or by LEA's. To be effective they must:

- have received training in how to identify abuse and know when it is appropriate to refer a case, together with having a working knowledge of how local children's safeguarding boards will operate and the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so.
- act as a source of advice, support and expertise within the school and be responsible for co-ordinating action regarding referrals by liaising with SSD and other relevant agencies over cases of abuse and allegations of abuse, regarding both children and members of staff.
- make themselves (and any deputies) known to all members of school staff and ensure those members of staff have had training in child protection relevant to their needs and are able to identify and report any concerns they have to the designated teacher immediately they arise.
- ensure each member of staff has access to and understands the school's child protection policy. This is essential in respect of staff that are perhaps part time or work with more than one school for example connexions personal advisors or trainee teachers.
- liaise with Head teacher (where this role is not filled by the head teacher) to inform him/her of any issues and ongoing investigations and ensure there is always cover for their role.
- ensure the schools child protection policy is updated and reviewed annually and work with the governing body regarding this.
- be able to keep detailed accurate secure written records of referrals/concerns.
- ensure parents see copies of the child protection policy which alerts them to the fact that referrals may be made and the role of the school in this to avoid conflict later.
- obtain access to resources and attend any relevant or refresher training courses and be allowed the necessary time to fulfil this role.
- where children leave school roll ensure their child protection file is transferred to new school as soon as possible and is kept separate from main school file

## Annex B

### **Broad areas of responsibility for LEA Lead Officers and specific issues within those areas**

#### **Coordination:**

- Staff structure to deliver responsibilities
- Funding for LEA activities

#### **Provision of advice, guidance and support:**

- Casework
- Court appearances
- Legal issues
- New legislation
- Managing reports of missing pupils
- Allegations against staff
- Specific circumstances of abuse:
  - Female genital mutilation, forced marriages, fabricated or induced illness
  - Domestic violence
  - Child on child abuse, sexual exploitation
  - Young carers

#### **Development of good working relationships and partnerships:**

- Membership of ACPC (proposed LSCB)
- Maintaining supportive and effective working relationships within the department and inter agency
  - Network of designated persons
  - Relationships with non-LEA educational establishments and organisations
  - Relationships with voluntary groups
  -

#### **Training and awareness raising:**

- Single agency
- Interagency
- Written guidance

#### **Promoting safe and positive environments:**

- Recruitment and selection
- Curriculum (formal and informal)
- Code of conduct for staff
- Confidentiality
- Record keeping
- Transfer of records
- Support for abused pupils to enable full use of educational opportunities
- Issues in residential schools

#### **Management of Allegations:**

- <sup>a</sup> Procedures and guidance
- <sup>a</sup> Training
- <sup>a</sup> Links with other agencies
- <sup>a</sup> Record keeping

- a Monitoring and reporting
- a Casework management

### **Development and Planning:**

- Corporate commitment to multi-agency work
- LEA policy
- Overview of LEA activities
- Development of the work of the LEA: inclusion of child protection in all plans
- Childrens services plans and similar
- Contribution to the work of the ACPC (proposed LSCB) and its subgroups
- Development of single agency procedures and practice guidance
- Specific issues which may have a child protection dimension:
  - Health and Safety, restraint, bullying
  - School trips, transport of pupils, residential visits, school exchange visits
  - Child employment, work experience, taking & using images of children,
  - Pupils without a school place
  - Showers and changing arrangements
  - Parents and other volunteer helpers
  - First aid and administration of medicine
  - Extended school arrangements and after school clubs
  - Internet use
  - Children with parents who have mental illness or disability
  - Children with parents who misuse substances or drugs
  - Children in residential schools outside the LEA

### **Monitoring:**

- Contribution to work of ACPC (proposed LSCB) and departmental QA groups
- Designated Persons and status of training
- Referrals to SSD (numbers, quality and response)
- Level of child protection activity within schools and links to training received
- Nominated Governors and status of training
- School policies
- Attendance at case conferences
- Children on the register
- Procedures documents in place in each school
- Record keeping in schools
- Compliance with DfES, ACPC (proposed LSCB) and Education procedures or standards
- Implementation of recommendations of Part 8 reviews or similar
- Use of restraint

### **Accountability:**

- Representation of LEA at local and national level
- Personal training to be able to fulfill the role

### **Liaison with Personnel Services Provider:**

- Safe recruitment and selection procedures
- Vetting arrangements
- Disciplinary procedures/consideration of suspension

## Annexe C

### **Role and Responsibilities of Nominated Governor where they are also Chair of Governors**

- (a) ensuring, in liaison with the Head teacher/Senior Designated teacher, that the school has a child protection policy and procedures in place, which are consistent with ACPC/LSCB procedures.
- (b) ensuring that an annual item is placed on the governors' agenda to report on changes to child protection policy/procedures, training undertaken by the designated teacher, other staff and governors, the number of incidents/cases (without names or details) and the place of child protection issues in the school curriculum.
- (c) responsibility for the oversight of *procedures* relating to handling allegations against staff, including the Head teacher.
- (d) responsibility for taking action according to LEA procedures, where there are allegations against the Head teacher.

### **Role and Responsibilities of Nominated Governor where they are not the Chair of Governors.**

As above, with the exception of (d). In these circumstances all allegations should be referred to the Chair of Governors and/or the LEA lead Child Protection officer. The nominated governor has no role in handling allegations against Head teacher.

Annex D

Allegations of Staff  
Misconduct Flowchart





