

West Kirby Primary School- A Good Practice Guide to Safeguarding Children and Young People in Education

A positive and preventative curriculum:

A curriculum that teaches children and young people how 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 parents and carers:

A commitment to an open and honest relationship with and involvement of parents 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 children and young people will be listened to; where learners feel safe in a secure environment; where they do not endure bullying, racism or sexual harassment; where medical needs are met.

Inclusive practice:

So that all learners will be helped to fulfill their potential in an ethos/culture where every child and young person feels included, particularly those not reaching the five 'Every Child Matters' outcomes for children.

Safeguarding and promoting the welfare of children is defined in 'Working Together to Safeguard Children', DCSF 2010 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
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully

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.

Safeguarding policies, procedures and guidance:

Easily accessed documents that are understood and used by all staff in accordance with local authority guidance, and are reviewed annually.

Integrated practice:

A commitment to the early identification of children/young people with additional needs. Speedy intervention with multi-agency co-operation. Common methods of sharing information and assessing need i.e. the Common Assessment Framework, Safetynet+ & 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 and 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 & parents/carers:

- Be clear about your safeguarding duties & responsibilities with staff, volunteers, children, young people and parents/carers
- Discuss all safeguarding needs of a child or young person with their parent/carer as early as possible, openly & honestly
- Ensure all decisions made with the family put the safety & well-being of the child first
- Arrange meetings at times & locations that enable parents/carers to attend, & consider their wishes about who else should attend
- Provide a comfortable and confidential room to talk in, where people feel they will be listened to and their viewpoint valued
- Ensure that discussions are easily understood, using appropriate means of communication
- Recognise that age, development & culture can affect the understanding of an issue
- Young people with sufficient understanding can talk to you without the involvement or knowledge of their parents/carers – ensure that they know the limits of confidentiality
- Support & advise parents/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/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. Child Protection Liaison Teacher/Officer, their Deputy, the Safeguarding Governor, & ensure they have the appropriate resources to fulfill 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. children's needs, development, 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

Remember: someone may misinterpret your actions, however well intentioned. Ask yourself are my actions fair, reasonable, warranted, proportionate, measured, safe and applied equally?