

## Bath & North East Somerset Council

MEETING/ DECISION MAKER:	Early Years, Children & Youth Panel	
MEETING/ DECISION DATE:	26 <sup>th</sup> January 2015	EXECUTIVE FORWARD PLAN REFERENCE:
TITLE:	Children Safeguarding and Schools	
WARD:	All	
<b>AN OPEN PUBLIC ITEM</b>		
<b>List of attachments to this report:</b> Annex 1		

### 1 THE ISSUE

- 1.1 People and Communities Directorate would like to set out for the Panel the current areas of safeguarding support and training offered to all schools. This report does not focus on pre-school or early years settings.

### 2 RECOMMENDATION

- 2.1 **Proposal 1:** The Panel are asked to note the report and to make any recommendations regarding any additional work the Council could be doing to support schools in their safeguarding responsibilities.

### 3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

- 3.1 None

### 4 STATUTORY CONSIDERATIONS AND BASIS FOR PROPOSAL

- 4.1 The Local Authority has the statutory duty to safeguard children and young people in all settings; it is responsible for establishing a Local Children Safeguarding Board (LSCB) and all named agencies within *Working Together To Safeguard Children: A guide to Inter-agency working to safeguard and promote the welfare of children*<sup>1</sup> (HM Govt 2013) have a duty to cooperate. Schools and colleges are specifically as key contributors.

### 5 THE REPORT

- 5.1 In B&NES there are 79 state-funded schools broken down into the following:

<sup>1</sup> Shortened to Working Together to Safeguard Children through out the rest of the report.  
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- 62 Primary including infant and junior schools. (Four primary schools are Academies)
- 13 Secondary schools (of which 10 are Academies)
- 3 Special schools (all Academies)

5.2 There are also a number of Independent Schools who are also supported and one Studio School has recently opened and two more are proposed to open next September. There are also two further education colleges.

5.3 Whilst the Council's general responsibilities in respect of schools have been changing in recent years and are different in respect of the different types of schools (Academies, maintained etc), the core duties with regard to safeguarding children remain paramount irrespective of the setting in which they are educated and are largely covered in the following sections of *Working Together To Safeguard Children* and the *Education Act 2002* and *2004*.

5.4 *Working Together To Safeguard Children* sets out:

*'Section 175 of the Education Act 2002 places a duty in local authorities (in relation to their education functions and governing bodies of maintained schools and further education institutions, which include sixth-forms colleges) to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.*

*In order to fulfil their duty under sections 157 and 175 of the Education Act 2002, all educational setting to whom the duty applies should have in place the arrangements set out in paragraph 4 of this chapter.<sup>2</sup> In addition schools should have regard to specific guidance given by the Secretary of State under sections 157 and 175 of the Education Act 2002 namely, *Safeguarding Children and Safer Recruitment in Education and Dealing with allegations of abuse against teachers and other staff.*' (p49)*

*'A wide range of health professionals have a critical role to play in safeguarding and promoting the welfare of children including: ... school nurses...'* (p50)

5.5 In April 2014 the Department for Education published *Keeping children safe in Educations: Statutory guidance for schools and colleges*. It is to be read in conjunction with the above and sets out very explicitly what all schools need to do. The only area which is not prescribed is the 'level' of training staffs need to have undertaken, however it does include the 'areas' of training that need to be addressed. In January 2015 Ofsted published a briefing paper for inspectors, *Inspecting safeguarding in maintained schools and academies*, and this also does not specify a particular 'level' of training that is required.

## 5.6 The Work of the Council in Supporting Schools with the Safeguarding Agenda

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<sup>2</sup> Paragraph 4 is contained in Annex 1.  
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5.7 Since April 2013 the following support has been provided / available to all schools in the B&NES area<sup>3</sup>.

**5.8 Training Offer:**

<b>Course</b>	<b>Available To</b>
Safer Recruitment for Governors (Sept 2014)	All School Governors and Heads
Training the Trainer: Introduction to Child Protection (May and October 2014)	All agencies Designated Lead Officers
One to one support of pupils with anxieties	Secondary school staff
Cyber pornography	Secondary school staff
Sexual Health Training Programme (this offers a range of focused sessions – the programme is available if requested)	All schools
PHSE Accredited CPD Training (available on-going)	All schools
Loss and Bereavement Training for Schools (planned for March 2015)	All schools

**5.9 Awareness Raising Resources, Events and Forums which Schools have been invited to:**

- Specialist Child Protection Schools Forum: these have run twice a year and are held in Keynsham, Bath and Norton Radstock/ Mid Somer Norton areas (six sessions in total per year). Designated Safeguarding Leads are invited to attend; during the more recent forums topics for discussions have included:
  - Child Sexual Exploitation
  - Early Help – When to refer

<sup>3</sup> The report covers the last 18 months rather than looking further back as this is the most recent offer/ support provided.

- Keeping Children Safe in Education 2014
  - Positive mental health resource for Primary Schools
  - Child Sexual Exploitation resource for Secondary Schools
- Preventative resources including but not limited to:
    - Positive mental health resource activities folder for schools
    - Drugs and Alcohol resources, activities for PHSE lessons including relationships, getting help and looking at risks
    - Child Sexual Exploitation DCD and lesson plans for secondary schools
    - Books are available to school loan on a range of subjects which cover safeguarding issues.

#### 5.10 **Engagement:**

- The Council has facilitated Pupil Parliaments; in 2013 included a key theme around Safeguarding and who to talk to if you are worried, with the winning idea of 'Worry Busters' coming forward from the Primary Parliament. As a result of this a resource call the Little Tin of Big Worries was purchased and circulated to all primary schools. This is an easy but extraordinarily effective tool for teachers to employ during Circle Time. In addition to this we are pursuing with schools the opportunity to identify a key member of staff to attend training in one-to-one support of children to support children who are expressing their worries through this mechanism. The key theme arising from the Young Parliament was around emotional health and wellbeing, with a focus on health relationships. Pupils in secondary school were concerned that they were vulnerable to sexual bullying, both in person and online, they have asked schools to support them by discussions on what constitutes a 'healthy relationship.' A group of students have taken this forward by putting together some resources to be used in PHSE around child sexual exploitation.

#### 5.11 **Advice and Support:**

- Direct and responsive advice and signposting is provided to schools when enquiries are made particularly with regard to concerns about members of school staffs behaviours; these are managed through the Managing Allegations Procedure; the Local Area Designated Officer provides a significant amount of support and advice. As well as this, the Council directly provide (and provide access to) support services when needed for staff and pupils in specific situations as required. For example the Council coordinate and make available a range of services such as Educational Psychology Services to schools when an unexpected child death may have occurred.

#### 5.12 **The Work of the Local Safeguarding Children's Board (LSCB)**

- 5.13 As noted above *Working Together to Safeguard Children* specifies the requirement of schools to be represented on the LSCB.

*'Section 13(4) of the Children Act 2004, as amended, provides that the local authority must take responsible steps to ensure the LSCB includes representatives of relevant personas and bodies of such descriptions as may be*

*prescribed. Regulation 3A of the LSCB Regulations prescribes the following persons and bodies:*

- *The governing body of a maintained school;*
- *The proprietor of a non-maintained special school;*
- *The proprietor of a city technology college, a city college for the technology of the arts or an Academy; and*
- *The governing body of a further education institution the main site of which is situated in the authority area.’ (p61)*

5.14 Direct representation from schools on the LSCB has been variable, however there is good engagement from the City of Bath College and one secondary schools designated lead sits on the Child Sexual Exploitation sub – group which is encouraging. Further links are maintained via the Children’s Trust Board, the Specialist Child Protection Forums and the various other events and channels described in the report. The LSCB routinely considers mechanisms in which it can work collaboratively with schools and how to get information to them.

5.15 Some of the mechanisms the LSCB employ to engage schools are set out below:

- It continues to oversee the early help and safeguarding multi-agency training programme offered to all schools as well as all multi-agency partners. In particular the LSCB supports schools to deliver whole school child protection training both through direct delivery and by offering a Train the Trainers course for Designated Safeguarding Leads as noted in 5.8 above.
- It is concerned to ensure policy and procedures and protocols are in place for a range of safeguarding issues which involve schools as well as other agencies, such as children missing from home or care or education, managing allegations etc. It has recently requested that schools complete a safeguarding self-assessment similar to a Section 11 Audit and is currently analysing the results of the returns. It is encouraging to note a high response rate was given to the self-assessment request. The LSCB has also produced a sample Child Protection Policy for Schools.

This is available on the public website:

<http://www.bathnes.gov.uk/services/children-young-people-and-families/child-protection/local-safeguarding-children-board>

- It hosted the following stakeholder events in 2014 to promote specific safeguarding issues; Child Sexual Exploitation Strategy launch in November 2014 and Early Help and Safeguarding in November 2014. Attendees at the Early Help event were asked to look at how we can improve and develop our arrangement for early identification and prevention of abuse; all schools were invited to attend.

- Through its other sub-groups it routinely reviews case notes and contributions to CAF and Child Protection enquiries and looks at performance data including for example referrals from schools and pupil attendance data.

5.16 The above report areas are not exhaustive but highlight to the Panel the support and work that is taking place.

## 6 RATIONALE

6.1 To support school staff and to ensure the safety and wellbeing of all children in Bath and North East Somerset.

## 7 OTHER OPTIONS CONSIDERED

7.1 None

## 8 CONSULTATION

8.1 Not applicable for this paper.

## 9 RISK MANAGEMENT

9.1 A risk assessment related to the issue and recommendations has been undertaken, in compliance with the Council's decision making risk management guidance.

<b>Contact person</b>	Lesley Hutchinson, Head of Safeguarding and Quality Assurance Lesley_Hutchinson@bathnes.gov.uk
<b>Background papers</b>	Working Together to Safeguard Children: A guide to Inter-agency working to safeguard and promote the welfare of children (HM Govt 2013)  Keeping children safe in Educations: Statutory guidance for schools and colleges (DfE 2014)
<b>Please contact the report author if you need to access this report in an alternative format</b>	

## Annex 1

### Chapter 2 paragraph 4 Working Together to Safeguard Children 2013 (p48-49)

4. These organisations should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements;
- a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB);
- a designated professional lead (or, for health provider organisations, named professionals) for safeguarding. Their role is to support other professionals in their agencies to recognise the needs of children, including rescue from possible abuse or neglect. Designated professional roles should always be explicitly defined in job descriptions. Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- safe recruitment practices for individuals whom the organisation will permit to work regularly with children, including policies on when to obtain a criminal record check;
- appropriate supervision and support for staff, including undertaking safeguarding training:
  - employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role;
  - staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare; and
- all professionals should have regular reviews of their own practice to ensure they improve over time.
- clear policies in line with those from the LSCB for dealing with allegations against people who work with children. An allegation may relate to a person who works with children who has:
  - behaved in a way that has harmed a child, or may have harmed a child;
  - possibly committed a criminal offence against or related to a child; or
  - behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

In addition:

- county level and unitary local authorities should have a Local Authority Designated Officer (LADO) to be involved in the management and oversight of individual cases. The LADO should provide advice and guidance to employers and voluntary organisations, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process;

- any allegation should be reported immediately to a senior manager within the organisation. The LADO should also be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police; and
- if an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.