



Safeguarding for Governors

Newham Community Learning Trust

September 2024

The Independent Safeguarding Service is a social enterprise providing industry leading training, policies, procedures and toolkits for safeguarding professionals. Our belief is that organisations that come into contact with children and adults should have access to everything they need, in one central location, to keep staff and those using their services both safe and compliant with safeguarding responsibilities. To find out more go to

www.isscic.org



What we will be covering this morning....

- Role of Governors in Safeguarding
- Updates to statutory guidance including KCSIE 2024
- Safeguarding and links to Behaviour
- Organisational Safeguarding
 - Safeguarding Data
 - Safer Recruitment
 - Vetting Safeguarding Arrangements
 - Induction
 - Training
 - Supervision
 - Low Level Concerns & Allegations Management
- Safeguarding Culture



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**Role of Governors in
Safeguarding**

Governor Obligations - summary

- Appoint a 'lead' Safeguarding Governor (& filtering and monitoring? SEND?)
- Appoint a senior member of staff as the designated safeguarding lead (DSL)
- Appoint a Designated Teacher to promote the educational achievement of Looked After Children (LAC) and former LAC, and this person has appropriate training
- All governing board members have 'appropriate' and regular training about safeguarding and child protection (including online), which is regularly updated
- Staff Training – **more on this later**
- Ensure a Safe Learning Environment
- Ensure monitoring of SCR
- Ensure appropriate internet filters and online safety monitoring systems are in place (without 'over blocking')



Governor Obligations - summary

- Ensure the school is aware and catering for additional vulnerability re: SEND
- Ensure the school is equipped to deal with areas of thematic safeguarding incl. CME, CSE, CCE, Online, FGM, Prevent.....etc..
- Oversee PSHE Curriculum - **part of a 'three angled' approach to safeguarding themes**
- Oversee policy and judgements about when it may be appropriate to use physical contact with a learner or child to protect them from injury
- Ensure there are procedures in place to make sure that there are appropriate arrangements to keep children safe where the governing board hires or rents out school facilities/premises to organisations or individuals
- Ensure there is a 'whole school' approach to safeguarding, and a culture that makes clear that there is a zero-tolerance approach to sexual violence and sexual harassment and that it is never acceptable, and it will not be tolerated



**KCSIE 2024 and
other updates....**

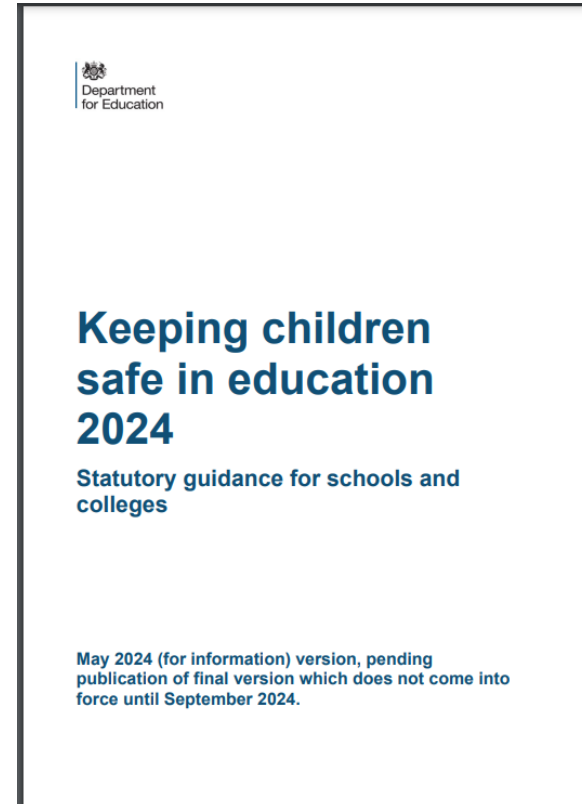
Keeping Children Safe in Education 2024

There have not been many changes this year that will change practice.

There is quite a bit of 'signposting' though and notes to await further info.

Main changes include:

1. Changes to definition of **safeguarding** to include “inside or outside the home, including online” and an outline to support children as problems ‘emerge’ (Early Help).
2. Exploitation outlined as a form of abuse.
3. Children who are lesbian, gay, bisexual, or **gender questioning** – disclaimer added as section is under review pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published. Cass Review also outlined.



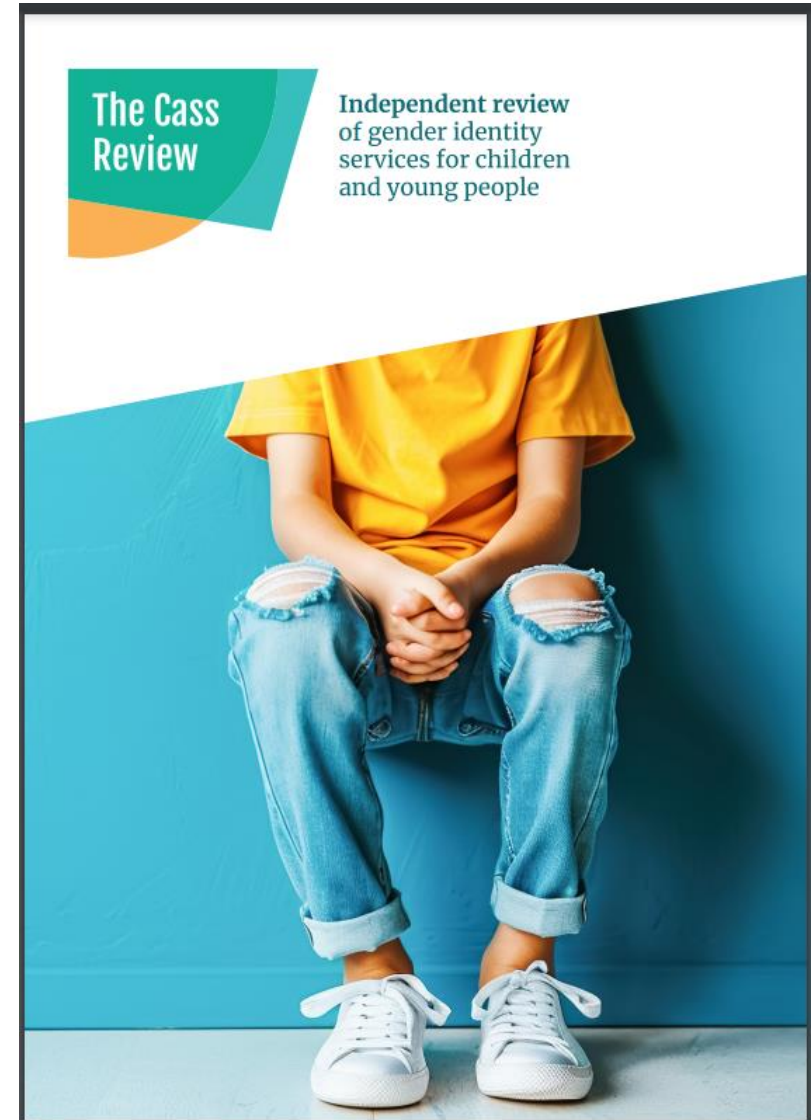
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The Cass Review (April 2024)

KCSIE Guidance stemming from report:

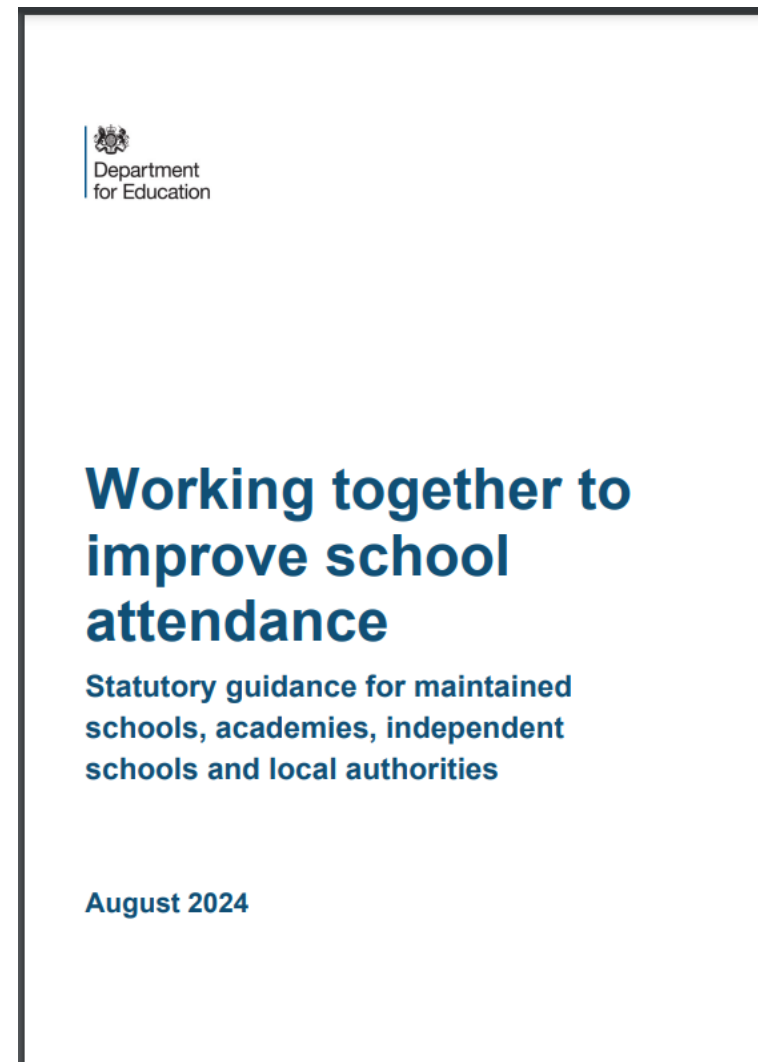
1. Caution is necessary as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.
2. Encourage Families / Carers to seek clinical help/advice.
3. When supporting a gender questioning child, take a cautious approach and consider broad range of needs in partnership with parents/carers (unless this would increase risk)
4. Address wider vulnerabilities such as bullying



Working together to improve school attendance (Aug 2024)

Updates for Schools:

1. Clarity on where a school's role starts and ends for pupils who are prevented from attending school due to physical or mental ill health
2. Provides further clarification around medical evidence, additional support for pupils with special educational needs and disabilities and part-time timetables.
3. Provide clarification of the expectations of school's **senior attendance champion**.
4. Expect schools to inform a pupil's youth offending team worker of any unexplained absences.
5. Need for all staff to support the removal of barriers to attendance



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https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf

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The Prevent duty (anti-terrorism) – ‘under review’

Updates relevant to Schools:

1. Recent review recommended a tighter focus on terrorism and susceptibility to the ideologies which cause it.
2. Home Secretary’s announcement of a further review to look at including misogyny in terrorism category.
3. Familiarise yourself with school’s arrangements to support pupils (PSHE and promoting tolerance through the school values)
4. Need to be familiar with the ‘push-factors’, ‘pull-factors’ and risk indicators.


Ministry of Housing,
Communities &
Local Government


Department for Levelling
Up,
Housing & Communities

Guidance

New definition of extremism (2024)

Published 14 March 2024

Applies to England

Contents

1. Introduction
2. The definition
3. Behaviour that could constitute extremism
4. Further context

 [Print this page](#)

1. Introduction

The threat from extremism has been steadily growing for many years. While the government and its partners have worked hard to combat this threat, the pervasiveness of extremist ideologies in the aftermath of the terrorist attacks in Israel on 7 October 2023 highlighted the need for further action. This new definition of extremism adds to the tools to tackle this ever-evolving threat. This is in line with the first duty of government – to keep our citizens safe and our country secure. The definition updates the one set out in the 2011 Prevent Strategy and reflects the evolution of extremist ideologies and the social harms they create.

Yvette Cooper vows to crack down on promotion of ‘hateful beliefs’

Home secretary orders review to identify gaps in system to tackle extremist ideologies including extreme misogyny



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Safeguarding and Links
with Behaviour

What does School's Guidance tell us?

“Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers and, for some, it is a reason why they leave the profession. ”

“All staff should be aware of the measures outlined in the school's behaviour policy and how they should implement these measures - this is one of the key systems in place in schools which supports safeguarding”

Behaviour in Schools – Advice for Headteachers and School Staff (Sept 2022)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf



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Behaviour Support Plans

SEND

- Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have.
- The ‘graduated response’ should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided.
- If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.
- **Where a school has serious concerns about a pupil’s behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil’s educational needs is required”**

Behaviour in Schools – Advice for Headteachers and School Staff (Sept 2022)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf



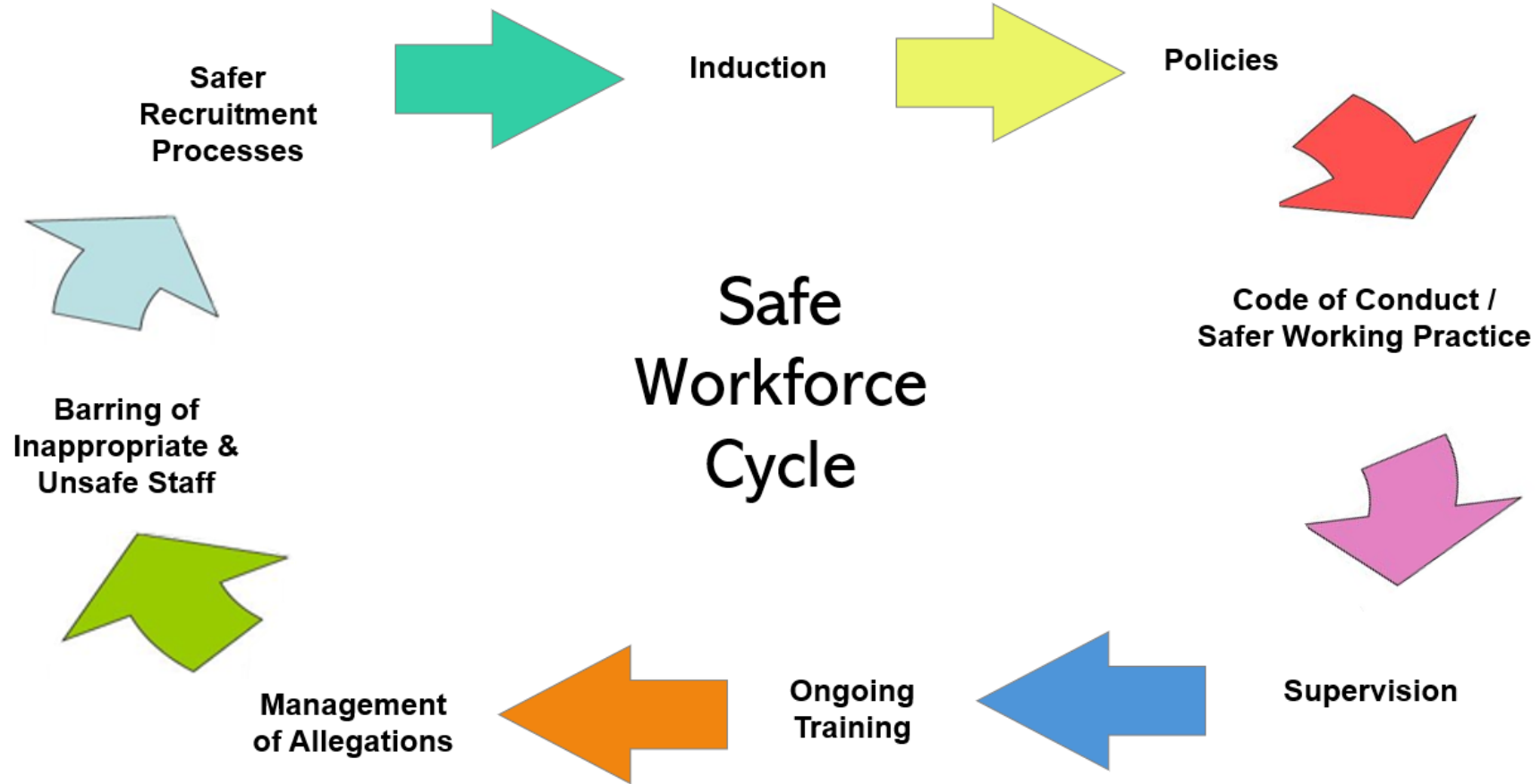
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Organisational
Safeguarding

Safer Workforce Cycle



Reporting and Data

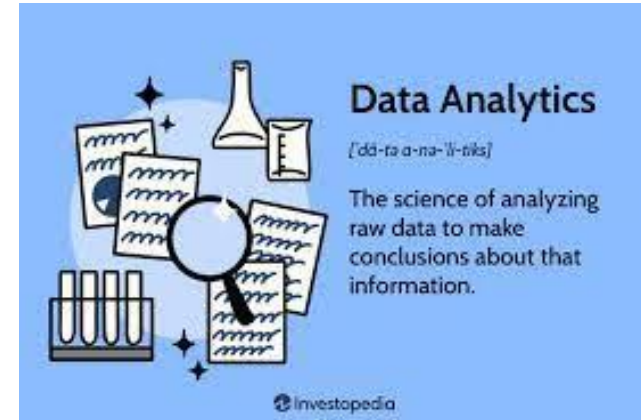
Who is reporting your safeguarding information to the board?

What information would you like to supporting your understanding of practice on the ground?

Are Governors visits undertaken and agreed – what happens during these. Is there a QA role and how far does it go?

What to look at?

- Pupil Data – breakdown of reporting – what is your school demographic?
- Early Help / CIN / CP – meeting data. Resources?
- LAC and Outcomes – how measured? Pupil Premiums?
- e-safety – audits? Filtering and Monitoring?
- SVSH approach, audits?
- Complaints?
- Incidents – categories – sanctions?
- Attendance – CME and Absent Children?



- Prevent School Assessment?
- How is RSE / PSHE supporting pupils to keep themselves safe?
- allegations management
- low level concerns?
- staff code of conduct – drip feed reminders?
- Commissioned provision and their safeguarding arrangements (and rental /hire)
- supervision,
- health and safety

https://www.londonsafeguardingchildrenprocedures.co.uk/safer_recruit.html

Safer Recruitment

Safer Recruitment – common misconceptions

- Completing an Enhanced DBS alone is NOT fulfilling 'safer recruitment' responsibilities.
- There are many individuals who may pose a risk of harm to children who have a clear enhanced DBS – including on the 'update' service.
- Referring someone to DBS does NOT mean that they will be automatically barred from working with children or result in an entry on an enhanced DBS for prospective employers to see.
- HR Teams have safeguarding experience and apply this when considering vetting of applicants / individuals moving to new roles including risk ROOA assessments.
- Employer references have to highlight safeguarding concerns
- 'Low level' concerns that appear on an enhanced DBS do not require a risk assessment.

Single Central Record

| Identity | | | | | Qualifications | | Prohibited list | GTCE list | EEA list check | S128 Prohibited from management | Barred list check | DBS certificate | | Right to work in UK | Overseas Check | | Volunteers only | |
|----------|------------|--------------------------|------------|------|-------------------|----------------------|----------------------|----------------------|----------------------|---------------------------------|----------------------|------------------------------|-------------------|----------------------|-------------------------|-------------------------|--------------------------------|--|
| Surname | First name | Date evidence of ID seen | Start date | Role | Required Yes / No | Check evidenced date | Check evidenced date | Check evidenced date | Check evidenced date | Check evidenced date | Check evidenced date | Original certificate seen da | Disclosure number | Check evidenced date | Checks required Yes / I | Checks complete Yes / I | Date risk assessment completed | |
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Completing Checks on Foreign Nationals

Criminal records checks for overseas applicants.
Guidance available and a list of contacts:

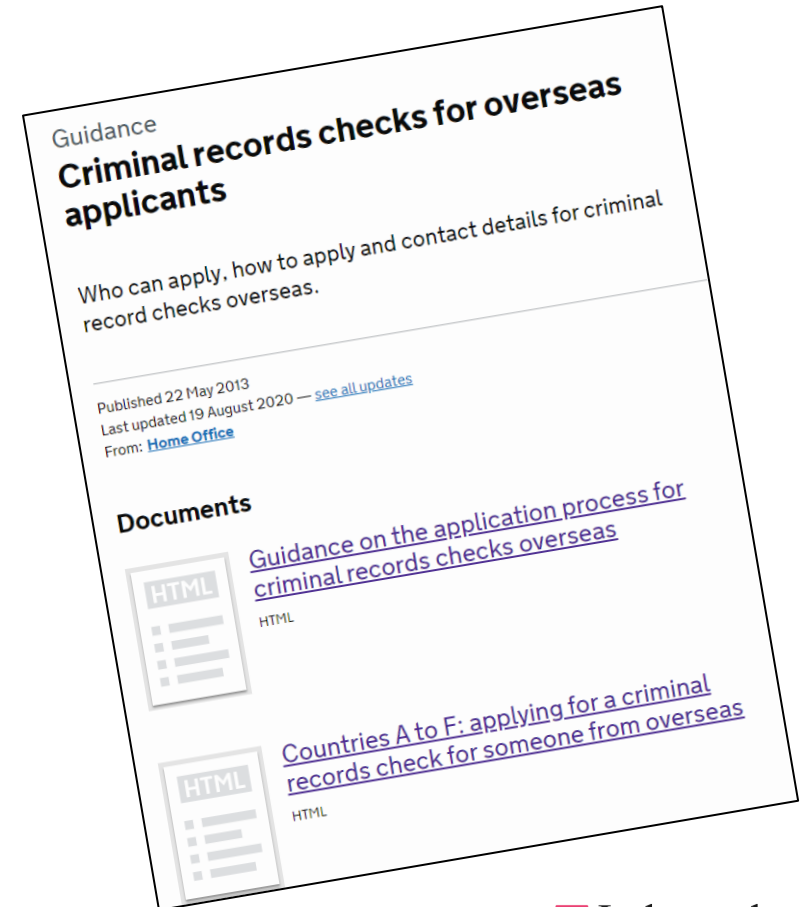
Countries A to F

Countries G to P

Countries Q to Z

Link:

<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>



Shortlisting

Keeping Children Safe in Education (KCSIE 2024) states that schools “should consider” carrying out an online search as part of due diligence on shortlisted candidates. You should also inform shortlisted candidates that you may carry out online searches (see paragraph 226).

You're not required to carry out an online search by KCSIE (it's not a 'must') but you should consider whether it would be useful to identify any safeguarding or suitability issues that can then be explored at interview.

What does this look like within your school? Is there a procedure / policy?



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Interviewing

- Are the interviewers the same staff as those that did the shortlisting?
- What safeguarding questions are being asked?
- Are interviews being ‘scored’?
- Is there someone trained in safer recruitment on the interview panel?
- Are people aware of LADO outcome definitions (particularly ‘unsubstantiated’)?

Does the Governing Body understand the breadth of Safer Recruitment requirements?

Job Applicant's Name _____ Date _____ Period ____
 Position Being Applied For _____

JOB INTERVIEW SCORE SHEET

| <i>Directions: Circle a score for each item below. Add up the total points in each column. Then add the columns together.</i> | <i>Excellent</i> | <i>Good</i> | <i>Fair</i> | <i>Needs Improvement</i> | <i>Poor</i> |
|---|------------------|-------------|-------------|--------------------------|-------------|
| Firm handshake (not limp or too strong) | 4 | 3 | 2 | 1 | 0 |
| Introduction (eye contact, smile, says name) | 4 | 3 | 2 | 1 | 0 |
| Dressed appropriately for the job | 4 | 3 | 2 | 1 | 0 |
| Brought resume | 4 | 3 | 2 | 1 | 0 |
| Answer to question #1 | 4 | 3 | 2 | 1 | 0 |
| Answer to question #2 | 4 | 3 | 2 | 1 | 0 |
| Answer to question #3 | 4 | 3 | 2 | 1 | 0 |
| Answer to question #4 | 4 | 3 | 2 | 1 | 0 |
| Answer to question #5 | 4 | 3 | 2 | 1 | 0 |
| Body language (sits up straight, eye contact, smiles, answers questions with enthusiasm, acts interested) | 4 | 3 | 2 | 1 | 0 |
| Ending the interview (shakes hand & thanks interviewer) | 4 | 3 | 2 | 1 | 0 |
| | Total: | Total: | Total: | Total: | Total: |

Total of all columns: _____

| Points Earned | What This Means | Scholars Grade |
|----------------------|---|-----------------------|
| 40 - 44 | You are an excellent candidate for the job. You got the job! | A |
| 35 - 39 | You did a good job during the interview. You will be hired if other candidates don't score higher than you. | B |
| 0 - 34 | I hope you get along well with your family. You may be living with them for a long time. | C- F |



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Safeguarding 'Arrangements'

Contractors, SLAs, Rental /Hire
Agreements, Trips and
Activities

Safeguarding 'Arrangements'

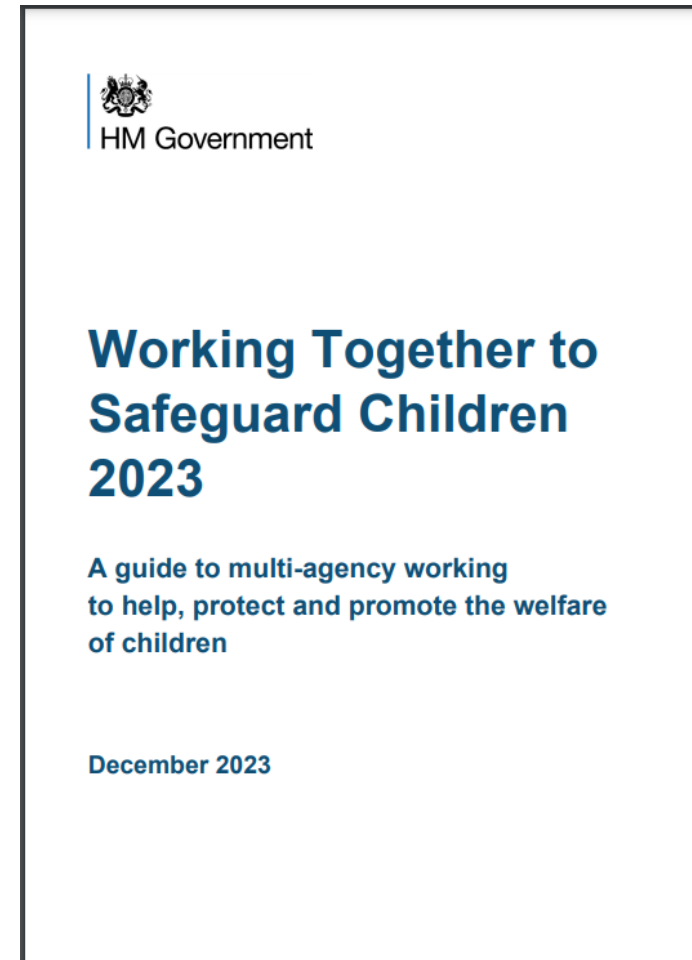
**Contractors, SLAs, Rental /Hire
Agreements, Trips and Activities**

Working Together to Safeguard Children (2023)

The main guidance on multi-agency approaches to safeguarding in England is contained in the statutory guidance, Working Together to Safeguard Children.

It sets out how individuals and organisations should work together to safeguard and promote the welfare of children and young people in accordance with the relevant legislation.

The guidance was last updated in December 2023 which saw a number of changes, including clarity on multi-agency work and lead professionals.

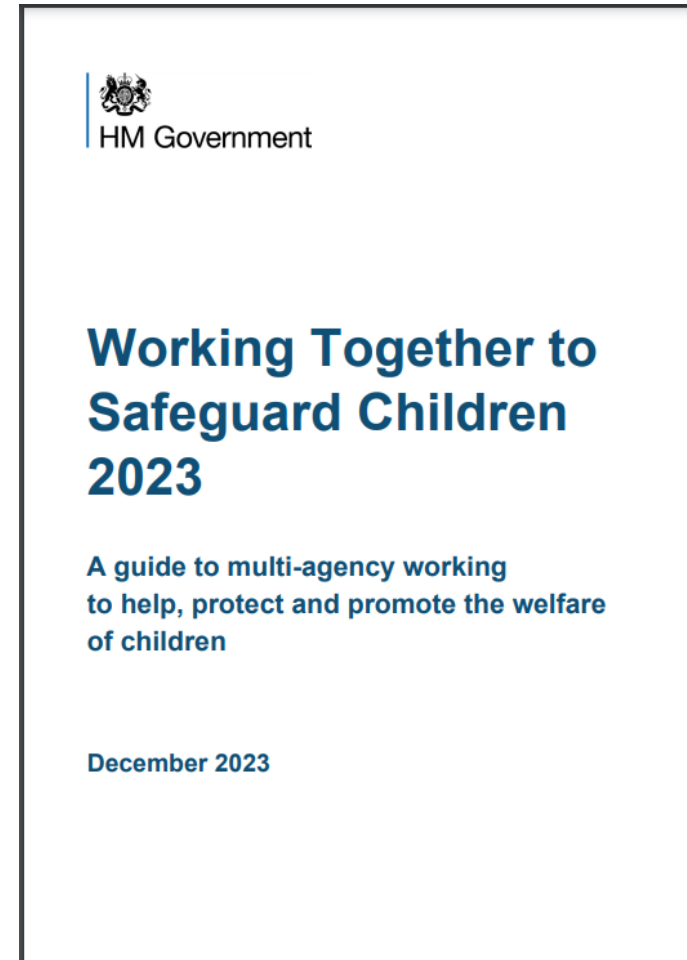


Working Together to Safeguard Children (2023)

Chapter 4:

Organisational responsibilities regarding safeguarding:

“A range of individual organisations and agencies working with children and families have specific statutory duties to promote the welfare of children and ensure they are protected from harm. These duties, as applied to individual organisations and agencies, are set out in this chapter.”



Working Together to Safeguard Children (2023)

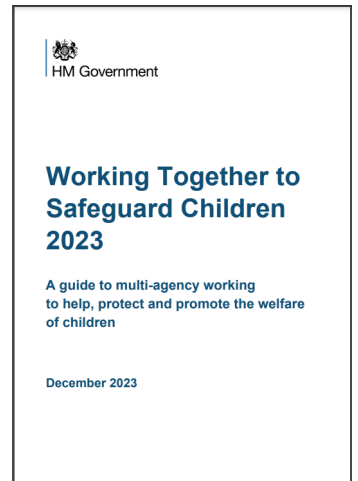
Organisational Responsibilities

Voluntary, charity, social enterprise, faith-based organisations and private sectors:

Voluntary, charity, social enterprise (VCSE) and private sector organisations and agencies play an important role in safeguarding children through the services they deliver.

Like other organisations and agencies who work with children, they should have appropriate arrangements in place to safeguard and protect children from harm.

Every VCSE, faith-based organisation and private sector organisation or agency should have in place the arrangements described in this chapter.

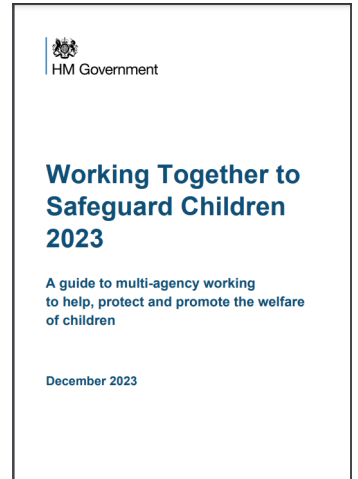


Working Together to Safeguard Children (2023)

Safeguarding Arrangements

1. a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children *Enrichment programmes? Additional support? Activities etc..*
2. a senior board level lead with the required knowledge, skills and expertise or sufficiently qualified and experienced to take leadership responsibility for the organisation's/agency's safeguarding arrangements
3. a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services
4. clear whistleblowing procedures, which reflect the principles in Sir *Robert Francis' Freedom to Speak Up Review* and are suitably referenced in staff training and codes of conduct, and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed

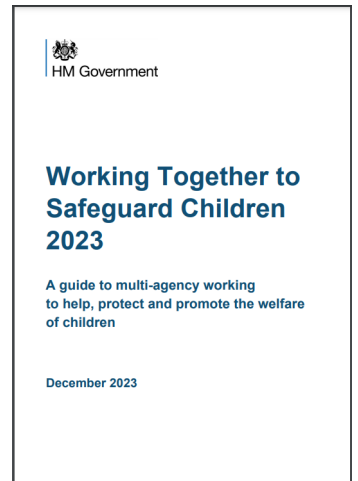
http://freedomtospeakup.org.uk/wp-content/uploads/2014/07/F2SU_Executive-summary.pdf



Working Together to Safeguard Children (2023)

Safeguarding Arrangements

5. clear **escalation policies** for staff to follow when their child safeguarding concerns are not being addressed within their organisation or by other agencies
6. arrangements which set out clearly the processes for sharing information, with other practitioners and with safeguarding partners
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
7. a designated practitioner for child safeguarding. Designated practitioner roles should always be explicitly defined in job descriptions. Practitioners should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively – *(The DSL)*
8. **safe recruitment practices** and ongoing **safe working practices** for individuals whom the organisation or agency permit to work regularly with children, including policies on when to obtain a criminal record check.
9. Appropriate **supervision** and support for staff, including undertaking **safeguarding training**.

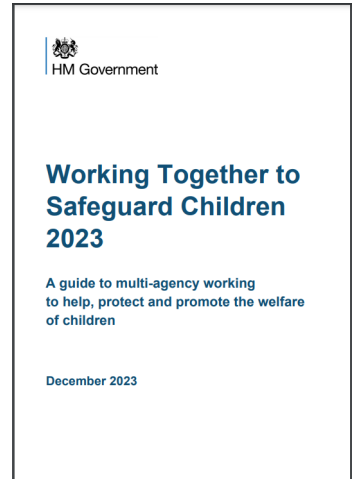


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Working Together to Safeguard Children (2023)

Safeguarding Arrangements

10. Creating a culture of safety, equality and protection within the services they provide.
11. employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding.
12. staff should be given a **mandatory induction**, which includes familiarisation with child protection responsibilities and the procedures to be followed if anyone has any concerns about a child's safety or welfare
13. all practitioners should have regular reviews of their own practice to ensure they have knowledge, skills and expertise that improve over time
14. Organisations and agencies working with children and families should have clear **policies for dealing with allegations** against people who work with children



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What does all this mean for us?

It's important to note that this is **practice guidance**. It is not underpinned by statutory guidance (**yet!**).



1. Work out whether the organisation you are commissioning to run the activity with your pupils is **working with your pupils (instructors, coaches etc....)**.
2. If they are, you need to ensure that they have 'safeguarding arrangements' in place (as well as the other requirements you would normally consider).
3. Ask for:
 - A copy of their safeguarding policy (even if they have a LoTC badge for now – LoTC have confirmed that this is an appropriate request)
 - A copy of their 'managing allegations against staff' procedures (may be in the SG Policy) – **NB does not apply to Scotland and Northern Ireland**
 - A copy of their safer recruitment procedures (may be in the SG Policy or through confirmation of the same) **that relates to the individuals working with your pupils.**
 - A copy of their code of conduct.

Minimum Tests for ‘safeguarding arrangements’

Some organisations will not be very good at evidencing their safeguarding arrangements within their policies.

Writing safeguarding policy is not easy (constant changes to underpinning legislation and statutory guidance and is different dependent on your sector, who you are delivering services to and your local arrangements. It is statutory, however.



As a minimum, try and verify the following:

- Does the policy have the details of the DSL and who to contact.
- Do they have safer recruitment included or in another policy? (if they have instructors or coaches, they are likely to be in ‘regulated activity’ and we need to know that they are safe to work with our pupils)
- Do they have arrangements to manage allegations that include referring to their local LADO? (this can get embarrassing for the school if there is an allegation made)
- Have a quick scan of their code of conduct/safer working practice. Does it include what you would expect – not sharing contact numbers with children etc...?

Quality of the Arrangements

If any of the information provided does not reassure you about their safeguarding arrangements:

Policy issues:

- ask them to review it in line with the 'Working Together to Safeguard Children 2023 – Chapter 4' expectations

Code of Conduct issues:

- signpost them to the 'guidance for safer working practice' if their code of conduct lacks the required expectations:

<https://www.saferrecruitmentconsortium.org/>

Managing Allegations procedures

- Ask them to look up the 'managing allegations against staff and volunteers' procedures which they can find by searching for their local safeguarding children partnership procedures

Guidance for safer working practice for
those working with children and young people
in education settings

February 2022



Acknowledgments: Adapted and updated by the Safer Recruitment Consortium from an original IRSC / DfE document and with thanks to CAPE (Child Protection in Education) and NASS (National Association of Independent Schools and Non-Maintained Special Schools)



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A final note on Trip/Activity risk assessments.....

Risk assessments should not be generic as some pupils may have specific requirements.

There will be a general risk assessment for the activity (shared by the provider usually).

The school should ensure their risk assessments are individualised to meet pupil need where relevant.

This includes **health and SEN** considerations.

Liaise with your school nurse and your SENCO if this information is not available, with a list of the pupils that will be participating.

| Potential hazards | People at risk and how? | Actions already in place | Further action required | Action by | Action target date | Done |
|---------------------------------------|--|---|---|-----------|--------------------|------|
| Falling from height (hop up) | Both minor and major injuries can occur if a worker falls from a hop up | <ul style="list-style-type: none"> Hop ups inspected prior to use, fit for purpose, with a maximum working height of 500mm Ensure hop up legs are securely locked in place prior to use Ensure the ground base for the hop ups is firm and level Avoid over reaching when working and storing tools or materials on hop up Painted hop ups are not to be used | Manager to conduct tool box talk on working at heights prior to work commencing | | | |
| Falling from height (into excavation) | Serious or fatal injury could occur if a worker falls from height into an excavation | <ul style="list-style-type: none"> Physical barriers to be erected around excavation Appropriate ladders, correctly secured and extended one metre above floor level, should be used to enter and exit the excavation Adequate shoring or battering of the sides to a suitable angle to prevent collapse Area around the excavation should have good housekeeping with trip hazards removed Vehicles to be kept away from excavations where possible | Manager to conduct tool box talk on working at heights prior to work commencing | | | |



Induction

Code of Conduct / Staff Behaviour

Are staff aware of the details of the Code of Conduct?

How does it apply to Agency staff?

Do staff feel comfortable to flag up colleague breaches?



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Induction process

Is there clear induction documentation or guidance?

- It is easy for new employees and volunteers to slip straight into roles without someone explaining **what the role entails**, expectations upon them, support and training available, etc. **This is particularly the case for those recruited from within the organisation and agency staff.**
- It is important to prevent future concerns and ensure that the person is effective within the post and feels supported to build in an induction from the outset.
- It should be clear who is responsible for coordinating the induction – possibly the person managing the new recruit or Human Resources.
- Timescales should also be explicit and linked with probationary periods/confirmation in post.

Induction Checklists?

- Safeguarding Training
- Online Safety
- SG Policy
- Reading relevant part/s of KCSIE
- Prevent Training
- Code of Conduct
- Signing?

Induction Checklist for Teaching Staff

| Matter to be discussed | Date discussed |
|--|----------------|
| After the appointment | |
| Establish Learning Mentor for Induction period | |
| Receive a copy of the school's welcome pack | |
| Ascertain if the member of staff has any needs resulting from a disability | |
| During the first week | |
| Meeting with mentor to discuss induction period | |
| Welcome and introduction to the staff, including MTAs | |
| Tour of the school | |
| Location of Teacher's Centre (School network) Basic organisation of layers | |
| Location of School Improvement Plan on Teachers' Centre | |
| Aims of the school (School Improvement Plan) | |
| Planning guidelines | |
| Behaviour Policy – Teachers' Centre - Policies | |
| Code of Conduct – Teachers' Centre- Policies – Safeguarding – Child Protection Guidelines Safeguarding Procedures - Teachers' Centre- Policies – Safeguarding – Child Protection Guidelines – COPY NEEDS SIGNING AND THEN KEPT ON PERSONNEL RECORDS | |
| Assessment and marking requirements – Teachers Centre- Policies- Assessment – Assessment for Learning and Marking | |
| Location of prospectus with details of school uniform etc – School Office | |
| Guidance on completing attendance registers – See Julie Johnson – School Office | |
| Weekly timetables – Teachers Centre - Timetables | |
| School routines: including photocopying, storage of personal possessions, playground duties, access to the building, location of resources, fax and telephone | |
| Other matters: collection of money for staff gifts and tea and coffee | |
| Holidays/hours of work, NPDs, breaks and sick leave procedures. | |
| Trade Union arrangements, sources of information, representatives | |
| Location of School policies – Teachers Centre | |
| Location of staff handbook, - Teachers Centre | |
| Discussion about the employees training and development needs. This should include identifying particular talents and interests the individual has that could contribute to the school which have not been identified during the recruitment process. | |
| Ascertain level of confidence and competence in using Interactive Whiteboard – SMART materials | |
| Staff development, commitment to training, staff meetings, planning meetings, performance management and appraisal meetings | |

Training

Training

- Governors Training!!
- DSL – every 2 years
- All staff – Inset / annual updates (including online safety)
- Safer Recruitment Training
- Prevent (for ‘Prevent Leads’ but practical to include within inset)
- Thematic Safeguarding
- Pediatric First Aid (EYFS)
- Designated Teacher Training
- National Award for SEN Co-ordination within 3 years of being appointed:

New SENCOs that haven't held this role before (either in your school or any other mainstream school) for more than 12 months



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Supervision

Supervision

- Good supervision allows organisations to become aware of the risks being encountered by staff and volunteers, and ensures they are following organisational processes and procedures, avoiding a “way we do it round here” culture
- The absence, irregularity or quality of supervision is repeatedly highlighted in child safeguarding practice reviews. Staff are found working in isolation, not following procedures, not documenting their work and not linked to the leaders in their organisations

Supervision

“The expectation that we can be immersed in suffering and loss daily and not be touched by it is as unrealistic as expecting to be able to walk through water without getting wet”

Dr Naomi Rachel Remen

Remember that managers set the ‘tone’ re: safeguarding



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Low Level Concerns & Allegations Management

Low Level Concerns

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language

Low Level Concerns

Sharing Concerns:

Low-level concerns about a member of staff, supply staff, volunteer or contractor should be reported to Head Teacher or Principal.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Schools and colleges should ensure they create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low Level Concerns – London has changed procedures...

Chapter 7 London Child Protection Procedures – update 10/03/22:

The evaluation of low level concerns should always be undertaken in consultation with the LADO. The consultation process allows for concerns to be evaluated objectively and to ascertain whether or not similar concerns may have been raised by a previous employer but not met the threshold for investigation.

Whilst the LADO will only record the details of those allegations which appear to meet the threshold for consideration set out above, the employer should record the details of any low level concern that arises in respect of a member of their staff.



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The Local Authority Designated Officer (LADO)

Consultation required in cases where it is alleged a person who works or volunteers with children has:

- Behaved in a way that has harmed, or may have harmed, a child
- Possibly committed a criminal offence against, or related to, a child;
- Behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

LCPP: “Behaved in a way in their personal lives that raises safeguarding concerns. These do not have to directly relate to children”



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Risk Assessments

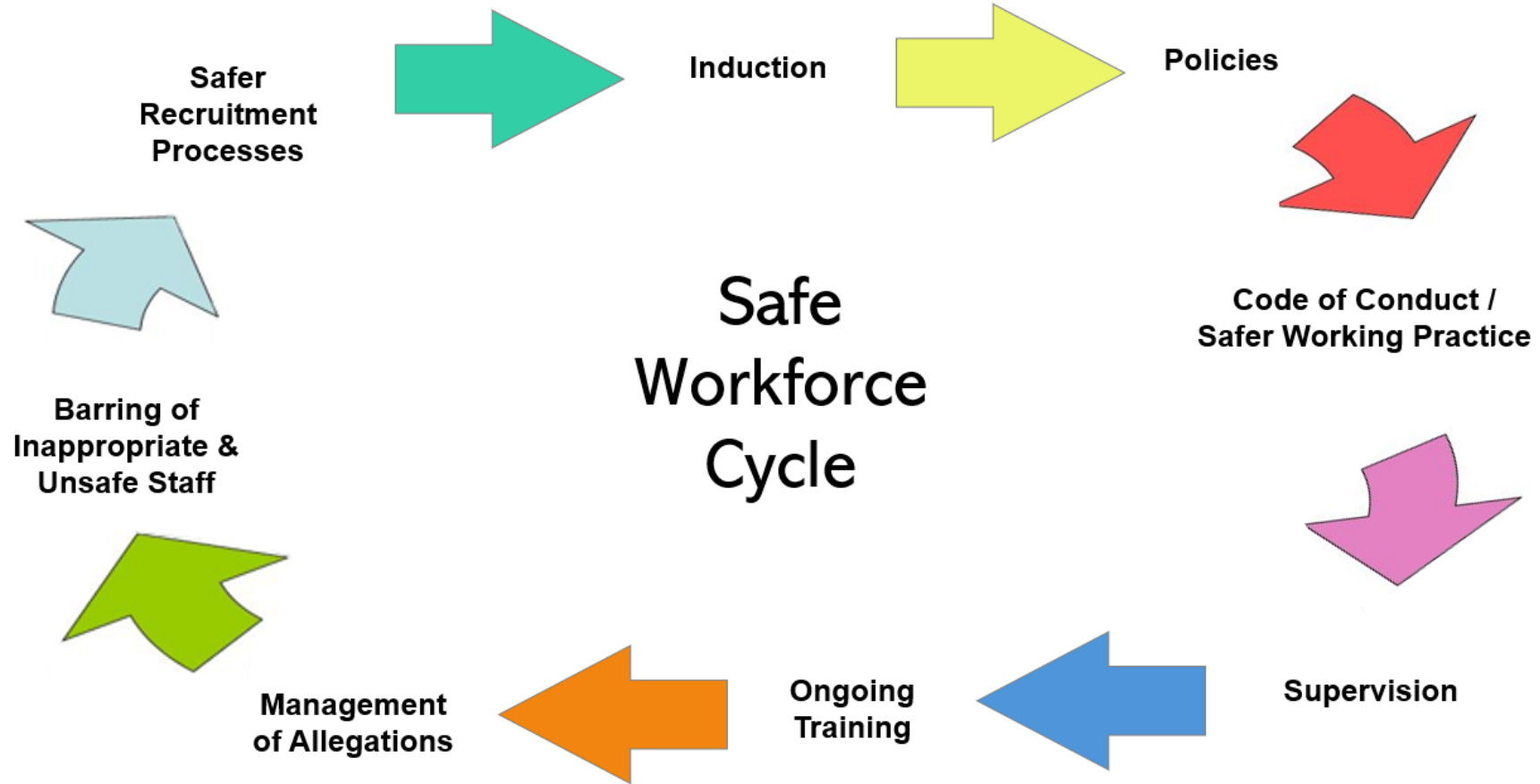
Need for holding position.

- What happened?
- What do we know?
- How will it be managed?
- Who has been told?
- Timescales?
- HR advice to make position 'lawful'

Agoreyo v London Borough of Lambeth [2017] EWHC 2019 – suspension not always a 'neutral act'



Safer Workforce Cycle





**Safeguarding
Culture**

Safeguarding Culture

“Culture Eats Strategy for Breakfast and Transformation for Lunch”

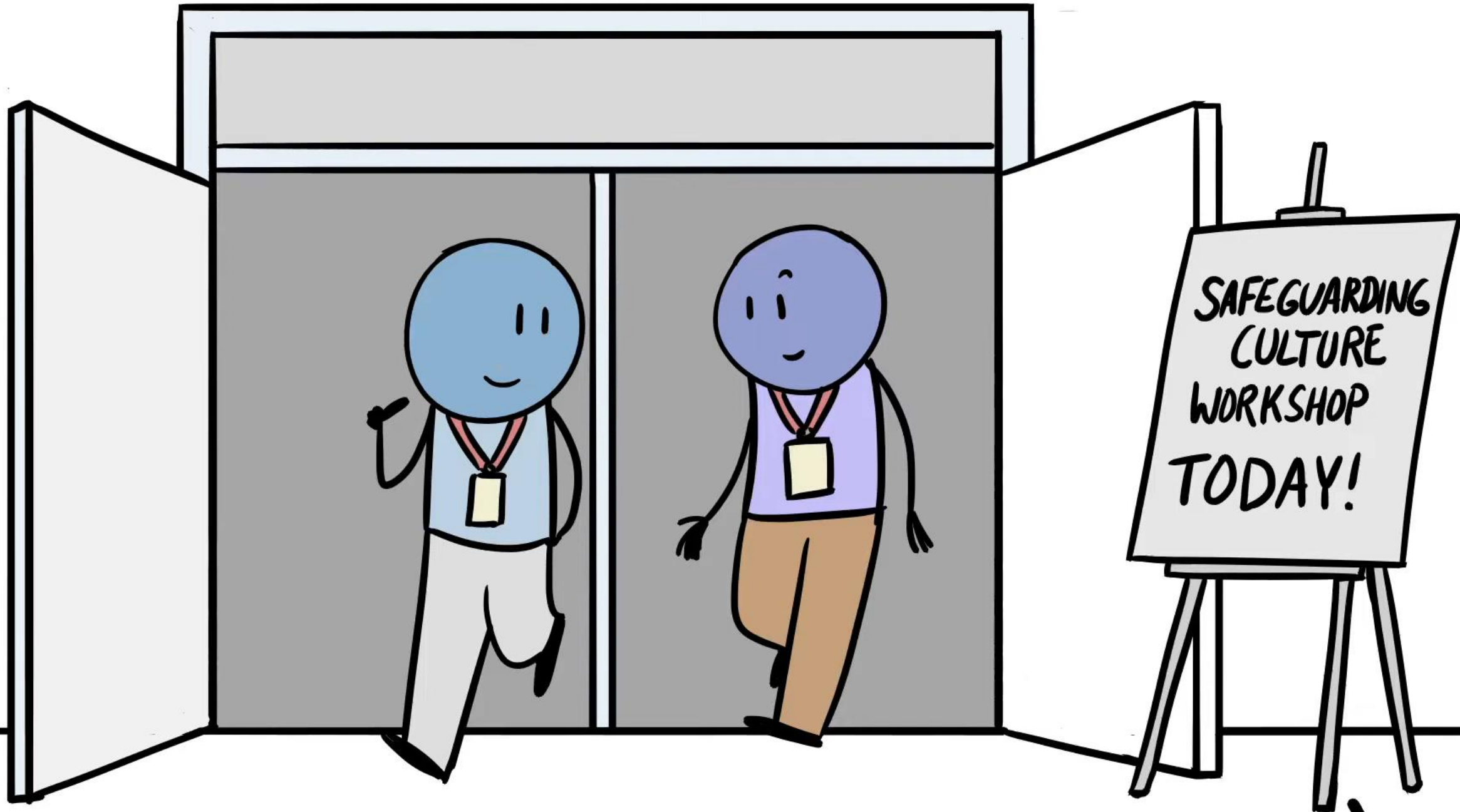
Peter Drucker

Like a flywheel, a strong culture will resist most changes, and will strongly defeat a transformation that is not compatible with it unless a concerted effort is put in place to manage the change. The same is applicable to safeguarding culture.....



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SAFEGUARDING
CULTURE
WORKSHOP
TODAY!

Safeguarding Culture

Culture can be thought of as “the way things are done around here”.

A positive safeguarding culture is a key building block in the prevention work involved in safeguarding. The culture of an organisation can be a highly valuable asset which supports an individual’s human rights, life choices etc.

The culture of an organisation can also be a toxic, highly potent factor which impacts very negatively both staff and children.

Leadership should be shown at every level of the organisation. It is not just the responsibility of managers but rather each staff member, regardless of role, should be a leader in relation to safeguarding in their work. A safeguarding culture prioritises the quality of the care being delivered, has strong leadership and employs a competent and safe workforce.



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Safeguarding Culture

- Leadership at every level
- Approachable DSLs – availability / time resource / personality
- Integrating whistle blowing into wider philosophies of good practice
- Challenging poor practice before it escalates – think narratives
- Fostering an open culture
- Challenging dominant individuals who impact negatively on individuals they support.
- Effective induction for staff
- Organisational learning and reflection from adverse incidents or incidents of whistle blowing
- Support for staff to raise concerns without fear of consequences of raising that concern.
- Knowing and acting on escalating pathways
- Being able to say you don't understand



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Safeguarding Culture

- Staff Voice
- Student Voice
- Parent Voice
- Feedback processes (including external professionals)
- Internal Audits
- External Audits
- Governors Visits
- Complaints
- Exit Interviews



Inspection Framework – DSL Expectations

Further Reading / Watching

<https://www.youtube.com/watch?v=OTJYYNP9AEc>



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Thank you!

The Independent Safeguarding Service is a social enterprise providing industry leading training, policies, procedures and toolkits for safeguarding professionals. Our belief is that organisations that come into contact with children and adults should have access to everything they need, in one central location, to keep staff and those using their services both safe and compliant with safeguarding responsibilities. To find out more go to

www.isscic.org

