



## Every Child Matters Change For Children



### 2. STAY SAFE

In this second ERAGB guide, we are presenting some ideas to governors to help them assess how well they are meeting their responsibilities in promoting the well-being of children and young people with regard to the second 'Every Child Matters' aim 'STAY SAFE'. This has 5 specific outcomes for children and young people about staying safe: (1) that they are safe from maltreatment, neglect, violence and sexual exploitation; (2) safe from accidental injury and death; (3) safe from bullying and discrimination; (4) safe from crime and anti-social behaviour in and out of school; (5) have security and stability and are cared for.

#### Government safety targets for children and young people include:

- Prevention of maltreatment, neglect, violence and sexual exploitation.
- Protection from accidental injury or death.
- Eradication of bullying and discrimination.
- Cutting crime and antisocial behaviour in and out of school.
- Ensuring security, stability and a caring environment.

#### OFSTED inspectors expect to be able to judge whether:

- Parents and carers receive support to keep children and young people safe.
- Pupils are in a safe environment.
- Children and young people are being informed about key risks to their safety and how to deal with them.
- The incidence of child abuse and neglect is being minimised.
- Collaboration with agencies to safeguard children and young people takes place in accordance with the requirements of the guidance.
- Services are effective in establishing the identity and whereabouts of all children and young people aged 0-16.
- Action is taken to avoid children and young people having to be looked after.
- Looked after children and young people live in safe environments and are protected from abuse and exploitation.
- Children and young people with learning difficulties and/or disabilities live in safe environments and are protected from abuse and exploitation.

#### Sources of evidence will include:

- Discussions with staff, parents and pupils including questionnaires.
- PSHE curriculum programme and records.
- Recording and monitoring of racist and sexist incidents.
- Medicines records, Accident book and records of physical restraint.
- Behaviour around school – policies, records of incidents, individual support programmes.
- Educational visits policy and records including risk assessments.
- Anti-bullying, behaviour and discipline policies.
- Safer Recruitment procedures, Criminal Records Bureau (CRB) checks and other pre-employment checks.
- Policy documents relating to welfare, health and safety, safeguarding children and young people, child protection (CP) procedures and practice
- Measures taken to help pupils build resilience by understanding and counter-acting threats of violent extremism
- Regular reviews of key policies e.g. Child Protection Policy
- Evidence of staff and governor training with reference to Child Protection, Safer Recruitment and Safeguarding Children
- Evidence that NCSL Safer Recruitment training is in hand for selection and appointments panel by 2009
- Governors' minutes including CP governor reports, and other external reports.

#### Additional sources of evidence for foundation stage settings:

- Observations of the environment, equipment and security measures.
- Observations of adult interactions and conversations with young children.
- Observations of the levels of supervision at various times of the day.
- Curriculum provision and planning to develop children's understanding of safety.

## WHAT ARE WE DOING TO ENSURE OUR SCHOOL IS ENCOURAGING ALL CHILDREN AND YOUNG PEOPLE TO STAY SAFE?

These are the five stated pupil outcomes for 'Stay safe'. By asking some of the following questions, you will be in a better position to assess your role in ensuring the well-being of the children and young people and the extent to which your school is enabling them to stay safe.

**The first outcome is 'Children and young people are protected from maltreatment, neglect, violence and sexual exploitation'.** Schools and early years settings are required to identify child welfare concerns and address them **AND** provide and maintain a safe learning environment. Are all staff trained to spot neglect or abuse? What procedures are in place? Are adequate recording/monitoring systems in place? Safeguarding children and young people requires multi-agency co-operation, co-ordinated by the Local Authority Safeguarding Children Board (SCB). Does the school enable good relationships with social service and health professionals in particular? Is the Common Assessment Framework (CAF) process operating as intended across the various services? Some groups of children and young people are more vulnerable. Do they understand key risks e.g. those posed by some adults, and how to minimise them? Do we know who are most 'at risk'? How is this knowledge acted upon and monitored? Are safer recruitment procedures in place? Is the central CRB file up-to-date? The Child Protection Policy is key; has it been reviewed and does it comply with local authority SCB requirements? Is the CP governor involved in the review process?

**The second outcome is 'Children and young people are protected from accidental injury and death'.** The school should have an "enabling" health and safety policy that demonstrates how children and young people can assess, manage and mitigate risk. Are children and young people aware of key physical and emotional risks and how to deal with them? Is there evidence of procedures for safeguarding learners/ avoiding accidental injury? Has the school adopted a Safe Working Policy? Secondary age pupils are often required to undertake work placements beyond the school. Has the placement been visited prior to work experience commencing to review safety arrangements? Have CRB checks been carried out on employees at placement? Do pupils act responsibly in high risk situations eg. when using tools and in physical contact sports?

Road and traffic accidents are high amongst school pupils. They need to be taught how to cope with danger. Does the school have a current and effective travel plan? Is there safe behaviour by pupils on public transport? Is road safety training offered to walkers and cyclists? Do pupils apply what they have been taught? Do parents park near the entrance and block access/view of school entrance? Not knowing why a pupil is absent can be a safety issue. Is there a method of contacting parents if the pupil does not arrive at school or is absent when the register is taken? Does the school automatically phone or text parents on the first day of absence? Is unexplained absence followed up and does the school know the whereabouts of absent pupils?

Can children in Foundation Stage settings follow routines? Can they do what is expected when moving around space and changing activities? Are they aware of how to keep safe in day-to-day situations e.g. road safety, using equipment and tools in safe manner?

**The third outcome is 'Children and young people are protected from bullying and discrimination'.** Most schools will have in place a policy for the prevention of bullying and discrimination. Does the policy encourage reporting of incidents and provide positive support? Do pupils feel confident in reporting incidents and getting support? Some children and young people are particularly vulnerable; do they have a voice and is their voice heard? Do pupils feel safe on their way to and from school? Is there a cashless system in place as a security measure? Children and young people often have fears about certain places in school and particular times in the school day. Have bullying "hotspots" been identified and appropriate action taken? Do pupils say they feel safe from bullying and intimidation? Do pupils refrain from intimidating and anti-social behaviour? Do pupils know what the school policy is with reference to cyber-bullying? Get pupils involved; they are very familiar with how technology is used for social networking. Do pupils feel confident in reporting incidents and getting support if they need it? Is internet access monitored and are firewalls in place? Are parents involved in setting and supporting policies which help their children to stay safe?

**The fourth outcome is 'Children and young people are protected from crime and anti-social behaviour in and out of school'.** Staying safe is best achieved when all adults watch out for children and young people. Do pupils know people in their community? Has the school established positive links with the community, including local police? Is an effective policy on pupil attendance in place? Are lunch-time supervision arrangements adequate and effective? Information about organisations such as Child Line should be readily available. Do pupils know where to find this information?

**The fifth outcome is 'Children and young people should have security, stability and be cared for'.** Are arrangements for "looked-after" children and young people covered in school policies? Children and young people have a right to be heard. Are we really listening to what they have to say? How does the school demonstrate this? Do staff and governors know how to manage allegations against staff? How far does PSHE curriculum foster concern and respect for others? The ethos of the school is often determined by the attitudes and behaviours of adults in the school. Does all staff set a positive example by their behaviour? How does the school discourage intimidatory and anti-social behaviour? Do pupils say they feel safe?

*To help you as governors decide what you are doing to enable all children and young people to stay safe, we are providing you with a simple checklist under the headings of the 3 statutory governing body roles - providing a strategic view, acting as a critical friend and ensuring accountability. On the next page, you will see that one has already been filled out as an example but we'd like you to come up with your own activities to demonstrate 'Stay safe'. The last page is a blank form for you to do just that. You may be surprised how many governor activities have a bearing on the safety of children and young people.*

## WHAT WE ARE DOING TO ENSURE OUR SCHOOL IS ENCOURAGING ALL CHILDREN AND YOUNG PEOPLE TO STAY SAFE

### EXAMPLE

**1. Providing a strategic view:** *To what extent does the governing body help shape the vision and direction of the school with reference to the aim 'Stay safe'?*

Core tasks	Evidence of governor activities and outcomes
1. We make clear our direction and vision for the safe school through long term planning focusing on safe outcomes for all children and young people.	Working party staff/governors in place to assess and to ensure financial support for adequate provision with particular reference to Child Protection
2. We formulate and review policies and practices which promote the importance of safe guarding our children and young people.	Review underway of PHSE and other policies and protocols that address identified safety issues in our school; anti-bullying/ inclusion/health & safety/prevention of violent extremism.
3. We promote 'Stay Safe' outcomes through keeping the achievement and well-being of all children and young people central to policy, planning and recruitment.	Pupil data monitored and analysed to ensure equality of outcomes. Focused particularly on pupils with SEN and minority ethnic pupils. Noted compliance with statutory guidance on safeguarding and recruitment on SEF
4. All children's and young peoples' needs, particularly those of the most vulnerable, are included in the school's vision to enable them to stay safe.	Revised recruitment and appointments policy following Safer Recruitment training: planned provision in SDP for 2009 requirements for training School vision statement revisited in the light of ECM

**2. Acting as a critical friend:** *To what extent does the governing body challenge and support the school with reference to the aim 'Stay safe'?*

Core tasks	Evidence of governor activities and outcomes
1. We visit the school to learn about its work in promoting safety, to celebrate its successes and get to know to what extent children and young people are helped to stay safe.	Attended assemblies, observed playtimes. Talked regularly to parents about provision for consultation and advice, including information for pupils.
2. We discuss and challenge a wide range of evidence and outcomes which demonstrate safe outcomes.	Participated in workshops for staff and governors on Child Protection and welfare requirements in the Early Years Foundation Stage.
3. We support the continuing professional development of all staff and training for governors in promoting safety for all children and young people.	Talked to staff/governors about CPD needs relating to safety issues. Governors (Appointments Panel) have undertaken Safer Recruitment training. Governors introduced to DCSF 'Learning Together to be Safe' toolkit
4. We involve parents, children and young people in the Stay Safe agenda.	CRB central file checked termly. Observed safety routines in the Foundation Stage and access procedures to the setting by adults.

**3. Ensuring accountability:** *To what extent does the governing body understand the school's strengths and weaknesses with reference to the aim 'Stay safe'?*

Core tasks	Evidence of governor activities and outcomes
1. We monitor, analyse and evaluate actions and policies in pursuit of promoting children and young peoples' safe lifestyles based on secure and wide-ranging sources of evidence.	Regular discussion as an agenda item at full Governing Body meetings led by Governor with special responsibility for the Stay Safe outcome. CP governor reports regularly to full GB.
2. We engage in systematic school self-evaluation with reference to desired safe outcomes for all children and young people, so that strengths are built on and weaknesses are addressed in planning, policies, curriculum and resource provision.	Monitored vehicle access and parents' car parking at school at key times. Observed relationships in school. Talked/listened to School Council.
3. We monitor the effectiveness of the deployment of resources in pursuit of promoting safety for all children and young people.	Monitored access to facilities and equipment. Participated in completing sections of the school's Self Evaluation Form (SEF); proposed revised text in light of data made available. Identified issues for SDP.

## WHAT WE ARE DOING TO ENSURE OUR SCHOOL IS ENCOURAGING ALL CHILDREN AND YOUNG PEOPLE TO STAY SAFE

**1. Providing a strategic view:** *To what extent does the governing body help shape the vision and direction of the school with reference to the aim 'Stay safe'?*

<b>Core tasks</b>	<b>Evidence of governor activities and outcomes</b>
<ol style="list-style-type: none"> <li>1. We make clear our direction and vision for the safe school through long term planning focusing on safe outcomes for all children and young people.</li> <li>2. We formulate and review policies and practices which promote the importance of safe guarding our children and young people.</li> <li>3. We promote 'Stay Safe' outcomes through keeping the achievement and well-being of all children and young people central to policy, planning and recruitment.</li> <li>4. All children's and young peoples' needs, particularly those of the most vulnerable, are included in the school's vision to enable them to stay safe</li> </ol>	

**2. Acting as a critical friend:** *To what extent does the governing body challenge and support the school with reference to the aim 'Stay safe'?*

<b>Core tasks</b>	<b>Evidence of governor activities and outcomes</b>
<ol style="list-style-type: none"> <li>1. We visit the school to learn about its work in promoting safety, to celebrate its successes and get to know how children and young people are helped to stay safe.</li> <li>2. We discuss and challenge a wide range of evidence and outcomes which demonstrate safe outcomes.</li> <li>3. We support the continuing professional development of all staff and training for governors in promoting safety for all children and young people.</li> <li>4. We involve parents, children and young people in the Stay Safe agenda.</li> </ol>	

**3. Ensuring accountability:** *To what extent does the governing body understand the school's strengths and weaknesses with reference to the aim 'Stay safe'?*

<b>Core tasks</b>	<b>Evidence of governor activities and outcomes</b>
<ol style="list-style-type: none"> <li>1. We monitor, analyse and evaluate actions and policies in pursuit of promoting children and young peoples' safe lifestyles based on secure and wide-ranging sources of evidence.</li> <li>2. We engage in systematic school self-evaluation with reference to desired safe outcomes for all children and young people, so that strengths are built on and weaknesses are addressed in planning, policies, curriculum and resource provision.</li> <li>3. We monitor the effectiveness of the deployment of resources in pursuit of promoting safety for all children and young people.</li> </ol>	