



Children and Education Select Committee  
Date of meeting: 28 November 2013

## Safeguarding Children in Schools

**Purpose of the report:** Scrutiny of Services and Budgets

This report will explain the processes and procedures used to safeguard children in Surrey schools.

### Introduction: Safeguarding and Child Protection

1. Safeguarding in education is an essential part of school life and ensures that all children are kept safe. Schools have clear responsibilities and duties under 'Working Together to Safeguard Children 2013' to ensure they take appropriate steps to put in place policies and procedures to protect children and young people.
2. 'Working Together to Safeguard Children 2013', defines safeguarding as "the action we take to promote the welfare of children and protect them from harm".
  - 2.1 It further defines promoting the welfare of children as;
    - Protecting children from maltreatment,
    - Preventing impairment of children's health and development,
    - Ensuring children grow up in circumstances consistent with the provision of safe and effective care; and
    - Taking action to enable all children to have the best outcomes.
  - 2.2 Child Protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.'
  - 2.3 Everyone who comes into contact with children and families has a role to play.

### Keeping Children Safe in Education

3. Section 175 of the Education Act 2002 requires the Governing Body of

maintained schools to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

- 3.1 New guidance will soon be issued from the Department of Education which will set out the duties of the Governing Body to ensure that the school has:
- A child protection policy, which sets out procedures for reporting allegations of inappropriate behaviour with children, concerns for a child's welfare, or other safeguarding matters,
  - A safer recruitment policy, including checks on the barred status of new staff under the Disclosure and Barring Service (DBS) guidelines,
  - Enhanced DBS checks on other members of staff or volunteers, if they believe it is necessary.
- 3.2 All schools are required to have a Single Central Record which will show details of all teachers and staff, teaching qualifications and registration numbers, dates and certificate numbers of DBS checks, whether they have the right to work in the UK, methods to prove identity, references taken up prior to employment etc.
- 3.3 At present Ofsted guidance to schools is that they do not require DBS checks to be rechecked every 3 years. A teacher would only be rechecked would be if there was a break in service or on commencing new employment.

## **4. The Surrey Education Structure**

Surrey Schools and Learning is divided into 4 quadrants which cover the North East, South East, North West and South West and each quadrant is managed by an Area Education Officer (AEO).

- 4.1 Each AEO is responsible for joint working with local primary, secondary and special schools and for the delivery of a significant volume of local services, including those for pupils with additional and special educational needs. This is managed through the Area Lead for Psychological Assessment and a Special Educational Needs (SEN) Manager responsible for the identification, assessment, provision, placement and review of children with special educational needs resident within Surrey. The SEN Manager also advises on best practice guidance, budget and resource constraints which are appropriate to the individual child's needs.

- 4.2 Each area has an Area Lead for Pupil Support who is the lead for safeguarding and is responsible for Admissions, Access to Education and the Education Welfare Service. Each school now has a dedicated Social Worker available to be the link between the school and Children's Services.
- 4.3 Education Welfare Officers work within schools to improve attendance, work with children and families to provide support and identify safeguarding issues, and also to take actions for repeated non attendance through the criminal justice system if deemed necessary.
- 4.4 The Education Safeguarding Advisor who covers the whole of the county is able to give specialist safeguarding advice to all schools on a range of issues. Other duties include responding to safeguarding concerns raised by Area Education Teams, or schools and assist with risk assessments, Disclosure and Barring Service issues and identifying and promoting best practice supported by policies and procedures. The Education Safeguarding Advisor reports to the Head of Additional and Special Educational Needs who is also the Lead Officer for Safeguarding in Education

## 5. **Training**

- 5.1 All schools support their teachers and staff through training and development. Newly Qualified Teachers and other new school staff take part in a robust induction process which includes safeguarding training.
- 5.2 This training must include a 3 hour training presentation on 'Working Together to Safeguard Children', within 3 months of the start of their employment. This training will specifically look at:
- Defining safeguarding and child protection,
  - Explaining categories of abuse,
  - Identifying signs of abuse,
  - Understanding what might cause children and adults not to report abuse,
  - Knowing what to do if a child discloses abuse,
  - How to make a referral to Children's Services, or other agencies.
  - The Early Help Assessment, and
  - Escalation and whistleblowing

This training must be repeated every 3 years or more frequently as deemed necessary.

## 6 Child Protection Liaison Officer

Each school must have a Child Protection Liaison Officer (CPLO) which a number of other local authorities will refer to as a Senior Designated Person. A CPLO is usually the Headteacher in a Primary setting or a member of the school Senior Leadership Team in a secondary setting.

The CPLO has the following responsibilities;

- Ensuring the Child Protection Policy is up to date,
- Keeping the Headteacher up to date with child protection investigations,
- Ensuring the Headteacher is aware of all children within the school who are on Child Protection Plans,
- Maintaining Child Protection records,
- Training staff within the school,
- Having the necessary links and relationships with the local authority,
- Updating their training within recognised time scales,
- Information sharing

6.1 CPLO training is provided by Babcock 4S<sup>1</sup>, and other independent providers. Babcock 4S, who are the recommended provider for Surrey Schools, hold “New to Role” and “Update” courses.

6.2 The New to Role course consists of:

- Roles and responsibilities in Surrey and within their schools and settings,
- Relevant Serious Case Reviews and lessons learned,
- How to review safeguarding procedures and produce an annual report to the governing body,
- Key legislation and guidance,
- SSCB child protection policies and procedures,
- How to liaise effectively with key professionals and external agencies,
- Ofsted expectations and best practice recommendations,
- Robust record keeping,
- E-Safety,
- Whistleblowing and how to deal with allegations of abuse against teachers and other staff,
- Social care eligibility and threshold guidance,
- The role of the curriculum in supporting pupils to keep themselves and others safe,
- Special considerations including private fostering, female genital mutilation, forced marriage, young carers, looked after children,

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<sup>1</sup> Babcock 4S is a joint venture between Surrey CC and Babcock International Group. Babcock 4S is commissioned to provide school improvement and support services for Surrey schools.

child sexual exploitation, domestic abuse and grooming behaviours in adults.

- 6.3 The update course which is recommended every 2 years is a refresher on the above.
- 6.4 CPLO's must also undertake modules 1 and 2 of the Surrey Safeguarding Children Board (SSCB) training as this will enable them to then present safeguarding training in their schools.
- 6.5 The content of Module 1 and Module 2 of the Surrey Safeguarding Children Board training can be found in Appendix 1.
- 6.6 Module 3 explains the process of implementing the Child Protection Plan through a Core Group and although this is not essential is recommended to CPLO's as part of their expected work load.
- 6.7 Safeguarding training is currently being updated by the SSCB to bring it in line with recent legislation and "Serious Case Review" Lessons to be learned".
- 6.8 All CPLO's are invited to attend a network meeting in each of the 4 areas of Surrey. These network meetings are held in each term and speakers are invited to present on current topics. These meetings will also include a safeguarding update.

## **7. Safeguarding Audits**

Babcock 4S conduct safeguarding audits in schools to give an independent analysis of safeguarding policies and procedures. These are either bought in by schools wanting to ensure that their safeguarding practices are robust, or SSCB can direct a school to receive an audit where there have been concerns raised or safeguarding issues have arisen.

- 7.1 Typically a safeguarding audit includes:
  - Looking at key policy documentation and training records,
  - Reviewing the Single Central Record which records safeguarding checks on staff,
  - Assessing the quality of child protection record keeping,
  - Interviews with the Headteacher, CPLO and the Governor who has particular responsibility for safeguarding, to assess safeguarding awareness and the rigour with which safeguarding procedures within the school are monitored,
  - A review of governing body minutes to see how effectively the governors discharge their safeguarding responsibilities,
  - Looking at recruitment files to ensure the school follows statutory requirements, and

- A discussion with pupils to assess how aware they are of key safeguarding messages e.g. e-safety awareness, whether they feel safe in school, how any incidents of bullying are managed.

7.2 Safeguarding Audits or monitoring visits of all Non Maintained Special Schools where Surrey children have been placed are being considered. This year Surrey County Council and Babcock 4S have taken part in 5 safeguarding audits of Non Maintained Special Schools.

## 8. Looked After Children (LAC) – Surrey Virtual School

Pupils of a Virtual School attend real school settings. Schools across the country are required to nominate a Designated Teacher for Looked After Children, who will act as a 'champion' for these children on roll in their schools. A virtual school is the local authority structure which works with these Designated Teachers. It ensures they receive appropriate training, guidance and support.

8.1 The Headteacher and/or designated teacher of each real school provide information to the Virtual School. This enables the tracking and monitoring of each pupil's progress towards achieving their potential as if they were in a single school.

8.2 This includes:

- Monitoring the attendance of pupils at their school,
- Ensuring every child has an up-to-date Personal Education Plan
- Promoting communications between individuals and services both internally and externally.

8.3 Virtual schools enable the attainment, progression, attendance, exclusion and out of school hours learning of children in care to be monitored and tracked to enable additional support to be put in place where it's needed.

## 9. E-Safety

E-Safety is described as the school's ability:

- To protect and educate pupils and staff in their use of technology
- To have the appropriate mechanisms to intervene and support any incident where appropriate.

9.1 The breadth of issues classified within e-safety is considerable, but can be categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material,

- **Contact:** being subjected to harmful online interaction with other users,
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm.

9.2 Surrey Schools and Learning recognise the importance of e-Safety within schools and have written the e safety toolkit. This toolkit is a one stop shop for all aspects of e safety implementation within schools and has:

- An audit form and checklist to ensure all aspects of e safety are considered within schools,
- Definitions of all aspects, including grooming, cyberbullying and online exploitation of children,
- Flowcharts for managing online allegations, and
- Samples of policies for e safety and the use of photographs.

### Prevention Programmes and Awareness

The National Society for the Prevention of Cruelty to Children (NSPCC) is rolling out a programme for all Primary Schools called The Childline Schools Service.

10.1 The objectives of the ChildLine Schools Service are:

- To ensure children have an understanding of abuse in all its forms, including bullying, and an ability to recognise the signs of abuse.
- To ensure children know how to protect themselves from all forms of abuse.
- To make them aware of how to get help and sources of help.

10.2 The delivery model is in two stages. Firstly, a 30 minute assembly to Year 5 and Year 6 pupils to inform children of the different types of abuse and where they can go to seek help.

10.3 The second stage, which happens approximately 1-2 weeks later, is an interactive classroom-based workshop lasting up to 1 hour, to reinforce the assembly messages and encourage discussion and questions.

10.4 The programme is being delivered across Surrey at present and so far feedback received is very encouraging. The service has also attracted substantial media interest and was the subject of a BBC News programme.

## 11. Child Sexual Exploitation (CSE)

The recent high profile media cases involving young girls being groomed and abused in Rochdale, Derby, Oxford and Nottingham have

lead to the government's strategy on Child Sexual Exploitation. Part of this strategy is awareness and communication.

- 11.1 Education is represented on the CSE Group which is multi agency and works with partners in Surrey police, Children's Services, health, probation and the voluntary sector. The Communications Strategy is to:
- Raise awareness of CSE and the risk indicators of CSE in Surrey,
  - Help to prevent CSE happening,
  - Signpost people experiencing CSE to support groups/help lines etc, and
  - Promote work undertaken by agencies working to investigate and prevent CSE, and agencies working to safeguard young people.
- 11.2 Preventing CSE is one of the most important aspects of the strategy and it is acknowledged that children spend a large part of their lives within an education setting. With the assistance of a grant from the Surrey Schools Educational Trust a production of a play "Chelsea's Choice" is to be offered to every Surrey Secondary School, Special Secondary School and Secondary Pupil Referral Unit in 2014.
- 11.3 'Chelsea's Choice' is an innovative Applied Theatre production that has proved highly effective in raising awareness of Child Sexual Exploitation amongst young people in the UK.
- 11.4 The play lasts for 40 minutes and is then followed by a plenary session with the actors leading a question and answer forum to discuss the play. There will also be trained professionals at hand in case of any disclosures.
- 11.5 It is hoped that every young person in a Surrey school will have the opportunity to view the play and identify the signs of child sexual exploitation to prevent it happening to them. The play will also be shown to teachers and social workers and all those professionals who work with vulnerable young people.

## **Conclusions:**

12. Safeguarding in Schools is instrumental in keeping children safe. Schools are required to have robust policies and procedures and know what to do if a child discloses abuse, but also how to report and who to contact.
- 12.1 Safeguarding training is constantly being updated to reflect current trends and cascaded to all within schools and education. Signs of significant harm are key areas for learning and development and knowledge of the referral procedure is essential for all staff.
- 12.2 Safer recruitment procedures, background and Disclosure and Barring checks, and fully researched references need to be completed for



everyone working with children, with safeguarding being a key element of any employment interview. Schools also need to be reminded that vigilance is essential and that safeguarding is everyone's responsibility.

### **Recommendations:**

The Committee are asked to consider making the following recommendations:

- That Surrey schools consider using a self audit tool to show how they discharge their responsibilities to safeguard and protect children and young people. This would be similar to section 11<sup>2</sup> audits for key people and bodies<sup>3</sup>.
- That an E learning package is created for 'Working Together to Safeguard Children' so that everyone who works with children can undergo online training.

### **Next steps:**

- The revised 'Working Together to Safeguard Children' training is rolled out to all school CPLO's and others who deliver basic safeguarding awareness training Spring term 2014
- To ensure that all Non Maintained Special Schools within Surrey, or that are out of county but have Surrey children placed within them, receive a safeguarding audit or monitoring visit that includes a safeguarding focus. Schedule of visits to be agreed January 2014

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<sup>2</sup> Section 11 of the Children Act 2004 places a duty on key persons and bodies to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children.

<sup>3</sup>The key people and bodies that are covered by the duty are:

Local authorities, including District Councils; the Police; the Probation Service; Clinical Commissioning Groups; Services for Young People; Governors/ Directors of Prisons and Young Offender Institutions; Directors of Secure Training Centres; The British Transport Police.

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**Sources/background papers:**

Working together to safeguard children 2013

<http://media.education.gov.uk/assets/files/pdf/w/working%20together.pdf>

Keeping Children Safe in Education

<https://www.gov.uk/government/consultations/keeping-children-safe-in-education>

Safer Recruitment in Education

<https://www.education.gov.uk/consultations/downloadableDocs/Safeguarding%20Children%20Guidance.pdf>

## Case Studies

### Case Study 1

This case study relates to a child, placed in an out of county Non Maintained Special School, who made an allegation of sexual assault against another pupil. It shows the response by Surrey County Council working together with professionals from the other county, and that a set of formal reporting procedures were created to assist all agencies involved. These reporting procedures are now followed when safeguarding concerns are raised.

### Case Study 2

This case study shows the response to, and implementation of, recommendations from a nationally published Serious Case Review which had implications for all schools.

Serious case reviews must be undertaken by Local Safeguarding Children Boards (LCSBs) where —

- abuse or neglect of a child is known or suspected; and
- either —
  - (i) the child has died; or
  - (ii) the child has been seriously harmed and there is cause for concern as to the way in which the authority, the LSCB partners or other relevant persons have worked together to safeguard the child.

This case relates to the North Somerset Serious Case Review of the teacher Nigel Leat who groomed and abused young girls at a First School in 2010.



## Case Studies

Initial Concern	Actions	Review	Conclusions
<p>Surrey County Council Local Authority Designated Officer (LADO) was contacted that a Special School in another county had failed to deal with an allegation of sexual assault of one pupil by another. The allegation stated that the Head Teacher had tried to deal with the matter internally without reference to Children's Services or the police. The pupil (victim) was a Surrey child who had been placed there by SCC. By this time police and Children's Services had intervened and this was a full scale police investigation.</p>	<p>Urgent meeting arranged. Present were: Head of Safeguarding, Surrey LADO and Education Safeguarding Advisor.</p> <p><b>Decisions:</b></p> <ol style="list-style-type: none"> <li>1. SCC would suspend all future placements until satisfied that all robust safeguarding procedures were in place.</li> <li>2. Full risk assessment on whether victim could remain at school.</li> <li>3. Victim and family to be visited by SCC Education Psychologist at school and at home and to keep parents fully aware of situation.</li> <li>4. Consideration for other SCC pupils at school.</li> <li>5. Full safeguarding monitoring visit, including care provision, to be conducted at school (but not to interfere with police investigation).</li> </ol>	<p>Full joint safeguarding monitoring visit of school and care provision was conducted by Babcock 4S and Care Services Manager of SCC.</p> <p>A robust and detailed action plan presented to Head Teacher and Chair of Governors with dates for completion.</p> <p>Further meeting arranged with Area Education Officer and Education Safeguarding Advisor, with Headteacher, Chair of Governors and Head of Care to monitor what progress was being made with Action Plan.</p> <p>Further visit to school made by Area Education Officer and Education Safeguarding Advisor with Head Teacher, Chair of Governors and new Head of Care to establish if all aspects of Action Plan had been completed.</p>	<p>School reviewed and implemented all points within agreed Action Plan.</p> <p>SCC lifted the suspension on placements of Surrey children. Further placements were made and children are happy and safe.</p> <p>Child victim was able to remain in school to complete education.</p> <p>Out of county LADO reported the school to Ofsted but no action taken.</p> <p>Police investigation ended with no further action.</p> <p>SCC established reporting procedures for dealing with safeguarding allegations and education concerns in "out of county" education provisions.</p>

Serious Case Review (SCR)	Concerns	Surrey CC & Babcock 4S Actions
<p>The sexual abuse of children took place in a first school over a number of years prior to disclosure by a child in December 2010. The alleged perpetrator of the abuse was a male classroom teacher who had taught at the school for 15 years. The abuse came to light when one child made a disclosure to her mother. This was reported to police and the teacher was immediately arrested. Following the arrest, a number of photos and videos were found on the teacher's computer and other digital devices. The images appeared to have been taken at school and showed the teacher abusing other children.</p> <p>At a court hearing in May 2011 the teacher pleaded guilty to 36 sexual offences, It was noted that the youngest victim was aged six. It was stated in court that when the police arrested the teacher they discovered about 30,500 indecent photographs and 720 indecent movies in his possession. The teacher was given an indeterminate prison sentence for public protection, having pleaded guilty.' (NSSCB 2012). A Serious Case Review was ordered into the failings of the school. The SCR was published nationally and sent to all Local Authorities.</p>	<p>The SCR highlighted a number of failings by the Headteacher, although concerns had been raised, no action was taken. Other concerns included:</p> <ol style="list-style-type: none"> <li>1. All reported concerns were treated in isolation.</li> <li>2. No reports as to his behaviour were referred to Children's Services or the police.</li> <li>3. There was an endemic culture of neglect.</li> <li>4. Safeguarding procedures were not followed.</li> <li>5. Previous incidents were not investigated thoroughly, or at all.</li> <li>6. Safeguarding training did not raise awareness of grooming behaviour.</li> <li>7. School policies on the use of technology in school were ineffective and inadequate.</li> <li>8. School Governor training was ineffective.</li> </ol>	<ol style="list-style-type: none"> <li>1. The SCR was circulated to all agencies who were members of the Surrey Safeguarding Children Board.</li> <li>2. An "Awareness of Grooming Children" presentation was delivered to Child Protection Liaison Officers, and other safeguarding professionals.</li> <li>3. The "Lessons Learned" from the SCR are now included in all Child Protection Liaison Officer (CPLO) training, school staff safeguarding awareness and Governor safeguarding training delivered by Babcock 4S. CPLO training also includes guidance on managing allegations and referral procedures to the Local Authority Designated Officer<sup>4</sup>(LADO) anChildren's Services.</li> <li>4. An e-Safety toolkit was updated for all schools giving examples of e safety policies and guidance on the use of digital technology.</li> <li>5. Escalation policies updated.</li> </ol>

<sup>4</sup> All Local Authorities have a Local Authority Designated Officer (LADO) who works within Children's Services and must be alerted to all cases (from within any agency) in which it is alleged that a person who works with children has: behaved in a way that has harmed, or may have harmed, a child possibly committed a criminal offence against children, or related to a child behaved towards a child or children in a way that indicates s/he is unsuitable to work with children. The LADO provides advice, guidance and help to determine what procedures to follow. They also help co-ordinate information-sharing with the right people and will monitor and track any investigation.

## Appendix 1

### Surrey Safeguarding Children Board Safeguarding Training.

#### Module 1

- Identifying laws and national guidance relating to safeguarding children
- Describing what children and young people want and need to feel safe
- Identifying some of the main forms, signs and effects of abuse
- Explaining what multi-agency working means for individuals and their work environment
- Describing what individuals need to do about reporting concerns, including “whistleblowing” in their own work setting.

#### Module 2

- Considering inter-agency roles and responsibilities for safeguarding and promoting the welfare of children
- Examining the contribution they may be asked to make to the process of assessment, planning and review
- Exploring the process of decision making in the Child Protection Conference
- Developing an understanding of agency roles and contributions to inter-agency collaboration and planning including formulation of a child protection plan.

## Appendix 2

Glossary of abbreviations used in report.

AEO	Area Education Officer
ALPA	Area Lead for Psychology Assessment
ALPS	Area Lead for Pupil Support
B4S	Babcock 4S
CPLO	Child Protection Liaison Officer
CSE	Child Sexual Exploitation
DBS	Disclosure and Barring Service
LAC	Looked After Children
LADO	Local Authority Designated Officer
SCC	Surrey County Council
SCR	Serious Case Review
SEN	Special Educational Needs
SSCB	Surrey Safeguarding Children Board