



Kirklees Safeguarding Children Board

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Strategy for the provision of Training, Support and Advice by
the Safeguarding Officers to Schools and the Learning
Service

April 2011 until March 2014

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1. Introduction

The purpose of this strategy is to provide the framework for safeguarding training, support and advice services for maintained and independent schools; sixth form and further education colleges and the learning service in Kirklees. This is determined by the legal framework and statutory guidance; the Kirklees Safeguarding Children Board (KSCB) Business Plan objectives, and in accordance with the terms of reference set out in the Safeguarding in Education and Learning Workstream.

The Safeguarding Children and Safer Recruitment in Education guidance states that the local authority has a duty to provide support which ensures that maintained schools are aware of their responsibilities for safeguarding children; monitor their performance; make available appropriate training, model policies and procedures; provide advice and support; and facilitate links and cooperation with other agencies. These services may be extended to non-maintained schools, independent schools and FE colleges.

In Kirklees this support is provided via one safeguarding officer employed by the KSCB and a second temporary post funded by Schools Forum, with a primary focus on the child protection element of safeguarding. Support for wider aspects of safeguarding is provided by the Learning Service and local authority staff. The following strategy will provide the framework to meet these goals and support KSCB objectives.

2. National Context and Guidance

Training

The Education Act 2002 section 175 for maintained schools and section 157 for non-maintained schools states

“Local Education Authorities and the governing bodies of maintained schools and FE colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children”

Safeguarding Children and Safer Recruitment in Education (2006) states

“Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- *Providing a safe environment for children and young people to learn in education settings; and*
- *Identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.”*

To equip staff to fulfil the above requirements the guidance sets out the training expectations on school staff. All staff who work with children in schools and governors of schools, should undertake training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively and that suitable refresher training to keep staff knowledge and skills up to date is also available. These staff should have refresher training every three years.

Staff who have the designated lead responsibility for child protection in their school should have refresher training every two years together in addition to undertaking multi-agency training.”

Working Together to Safeguard Children 2010 states that *“Schools (including independent schools and non-maintained special schools) and FE institutions should give effect to their duty to safeguard and promote the welfare of their pupils (students under 18 years of age in the case of FE institutions) under the Education Act 2002 and, where appropriate, under the Children Act 1989 by: creating and maintaining a safe learning environment for children and young people; and identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where*

appropriate. Schools also contribute through the curriculum by developing children's understanding, awareness and resilience. Ofsted inspect against the extent to which schools and colleges fulfil their safeguarding responsibilities. In Schools and FE colleges, how effectively the safeguarding of learners is promoted, is a limiting grade on overall effectiveness. Creating a safe learning environment means having effective arrangements in place to address a range of issues. These include child protection arrangements, pupil health and safety, and bullying (including cyberbullying). Others include arrangements for meeting the health needs of children with medical conditions, providing first aid, school security, tackling drugs and substance misuse, having arrangements in place to safeguard and promote the welfare of children on extended vocational placements and ensuring support and planning for young people in custody and their resettlement back into the community."

Advice and Support

Safeguarding Children and Safer Recruitment in Education (2006) says that the Local Authority should ensure provision of:

- Model policies and procedures
- Advice and support on safeguarding
- Facilitate links and co-operation between agencies
- Advice and support for designated staff in dealing with individual cases
- Staff who can act to resolve any difficulties
- Support for those with the designated lead for child protection and to encourage and foster a good understanding and working relationship between them, children's social workers, and staff in other agencies involved in safeguarding children, to develop effective partnership working.
- As the numbers of 14-16s in FE colleges has increased, staff in this sector will need to be part of the arrangements for providing support for their role on safeguarding.

Evaluation and Effectiveness

Safeguarding Children and Safer Recruitment in Education (2006) states

“the local authority should monitor the compliance of maintained schools with this guidance, in particular in regard to the existence and operation of appropriate policies and procedures, and the training of staff, including the senior person with designated responsibility for child protection. Bring any deficiencies to the attention of the governing body of the school and advise the action needed to remedy them.”

Working Together to Safeguard Children 2010 states that the Local Safeguarding Children Board

- *“should have a particular focus on ensuring that those key people and organisations that have a duty under section 11 of the Children Act 2004 or section 175 or 157 of the Education Act 2002 are fulfilling their statutory obligations about safeguarding and promoting the welfare of children.”*
- *“advise them on ways to improve”.*
- *“work to ensure that organisations working or in contact with children, operate recruitment and human resources practices that take account of the need to safeguard and promote the welfare of children;”*

3. The Local Context

Business Plan Objectives

The KSCB Business Plan for 2010 - 2013 includes the following objectives which provide local direction to the strategy as set out below:

OBJECTIVE 3 - Monitor and evaluate the effectiveness of what is done by the Local Authority and Safeguarding Children Board partners

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| 3.2 | Schools to fulfil their safeguarding duties under s175 or s157 of Education Act 2002. | Link strategy: Safeguarding Children & Safer Recruitment in Education Guidance | Schools to demonstrate compliance via completed self audits and information to be provided to the Board as part of Annual Report. | Safeguarding in Education & Learning WS. Safeguarding Officers. | Dec 2010 |
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OBJECTIVE 6 - Develop the skills and knowledge of workers in relation to safeguarding children

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| 6.6 | Make provision for the delivery of the Basic Awareness training to all school staff including Independent schools, Sixth Form and FE Colleges. | Link strategy: Safeguarding Children & Safer Recruitment in Education Guidance | Contact to be made with each establishment to follow up on previous communication to ensure this is taking place. | Safeguarding in Education & Learning WS. Safeguarding Officers | June 2011 |
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| 6.7 | Ensure training support and advice is provided for all new designated safeguarding staff in schools and colleges to enable them to fulfil their statutory requirements. | Link strategy: Safeguarding Children & Safer Recruitment in Education Guidance | Deliver new and refresher training to designated senior persons (DSPs). | Safeguarding in Education & Learning WS. Safeguarding Officers | |
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Safeguarding in Education and Learning Workstream

The terms of reference:

- Contribute and work in accordance with the Board's Business Plan. Provide update reports to the Development and Business Planning Group highlighting work plan progress and problems encountered with implementing actions (as above).
- Support educational organisations in delivering their responsibilities under sections 175 and 157 of the Education Act 2002 and Safeguarding Children and Safer Recruitment Guidance 206
- Ensure that a training strategy and plan is implemented including frequency of training and levels of training that should be provided to education establishments
- Establish the effectiveness of safeguarding within educational organisations by analysis of the audit toolkit, serious case reviews or reports, for example, allegations against persons who work with children annual report
- Contribute effective partnership working between all those involved with providing services for children
- Identify good practice, issues or events which are relayed to the Communication Workstream

Working Together to Safeguard Children 2010 introduced that from 1st April 2010, local authorities must take all reasonable steps to ensure schools are represented on Local Safeguarding Children Boards. As it would be impractical for every school to attend the board, a robust and fair system of representation needed to be identified. In order to fulfil this Safeguarding in Education and Learning work stream includes a head teacher from each education phase and from them have nominated a representative to sit on the Kirklees Safeguarding Board. The representative will then provide an efficient and effective means of communication with all schools in seeking their views on issues and feeding information back.

4. Core Business

Training

Provision of training for staff in schools:

| Course: | Target Group: | Method of Provision | Provided by: | Frequency required and/or duration: |
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| An Awareness of Abuse & Neglect | New staff and volunteers | E-Learning course to undertake as part of induction | KSCB website | On induction |
| Level One Basic Awareness of Safeguarding in Schools | All school staff | Taught course or via Training Pack provided by KSCB | Safeguarding Officers School's Designated Senior Person for Safeguarding | Three hour course Every 3 years |
| Governor Briefing | Whole governing bodies who want to know their safeguarding responsibilities | Taught course or via Briefing Paper | Safeguarding Officers Briefing Paper available on KSCB website | One hour |

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| Bespoke Training on a specific issue requested by the school | School staff identified by the DSP | Taught course | Safeguarding Officers | According to need |
| Specific Issues Training For example training on school's response to children who display sexually harmful behaviour | DSP's for safeguarding in schools | Taught course | Safeguarding Officers or relevant local expert | Dependent on the course |
| Introduction to the DSP Role | New designated senior persons for safeguarding or deputy DSP who are new to the role and who must be part of the senior leadership team within school | Taught course | Safeguarding Officers | Full Day |
| DSP Safeguarding Refresher Training | Designated senior person for safeguarding in school | Taught course | Safeguarding Officers | Half Day Every two years or an equivalent course that updates their knowledge and skills |
| Multi – agency courses required for undertaking the DSP role: | | | | |
| Working Together to Safeguard Children | DSPs or deputy DSPs and other relevant staff in school | Taught course | KSCB Learning and Development Officers | Full Day |
| Making positive contributions to child protection conferences and core groups | | Taught course | KSCB Learning and Development Officers | Full Day |

Provision of training for the Learning Service:

| Course: | Target Group: | Method of Delivery | Provided by: | Frequency required and or duration: |
|--|---|--|---|-------------------------------------|
| Level One Safeguarding for Newly Qualified Teachers | Primary and Secondary NQT's | Taught course | Safeguarding Officers | Full Day |
| Safeguarding Training for the Graduate Teacher Programme | Trainee teachers | Taught course | Safeguarding Officers | Half Day |
| Safeguarding Training for School Governors | School governor with specific responsibility for safeguarding | Taught course or via Safeguarding for Governors Training Pack | Safeguarding Officers DSP for School | Two hours |
| Safer Recruitment Workshop | Recruiting staff and governors | Taught course or available via CWDC website | Learning service staff; HR staff and Safeguarding Officer | |

Advice and Support

Advice and support services for DSPs:

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| Education Page on KSCB website | Information included: Schedule of training Links to all guidance documents and procedures Model policies for safeguarding and e-safety Good practice area to share policies, procedures and practices from other schools Contact details of safeguarding officers Safeguarding audit Training courses and availability Any external relevant conferences and courses |
| Safeguarding Consultations | Safeguarding officer will visit school and support them in ensuring they are following procedures and guidance or assist them in completing the annual safeguarding audit Telephone calls to answer any queries or provide advice or signposting on any individual child protection or safeguarding issue Liaise between school and children’s social care where a child protection concern has been raised by either agency to support the school in ensuring best practice. |

Evaluation and Effectiveness

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| Safeguarding Audit | Producing a safeguarding audit on an annual basis to seek key information from schools about their safeguarding practices, such as training, record keeping, DSP role, updated policies and safety of children. The information is in line with government guidance and Ofsted. |
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5. Future Planning

Training

Specific Issues training – following the head teacher serious case review briefings and in response to feedback and the action plan, in addition to general consultations; lessons from serious case reviews and feedback from the LADO, specific courses will be developed and delivered over the duration of this strategy to those undertaking the role of designated safeguarding person.

The first one will be delivered initially by staff from the NSPCC Shield project on ‘Children who display sexually harmful behaviour’.

Others in the stages of development or being discussed include:

- ‘Managing challenging situations with parents’;
- ‘Supervision in child protection’ this will also launch a suggested model of supervision within a school setting and consultation is currently taking place with one school who will have input into the model and pilot the scheme;
- ‘Child sexual exploitation for school staff’ for which a meeting has been arranged with staff from Barnardo’s in Huddersfield following work they have already done in individual schools.

Advice and Support

- Head teacher or DSP support with child protection issues arises consistently and in order to respond to this we are developing firstly a supervision model that head teachers could use in their schools to support the DSP.
- In schools where the DSP is the head teacher, we intend to meet with the head teacher well being staff and provide a briefing paper for head teachers outlining the support available. This will include generic support from well being staff or employee health; advice and support on specific child protection issues from safeguarding officers; exploring the ideas of peer support and group support being arranged on a formal basis and considering ideas put forward from general consultation with DSP staff.
- CAF – to move forward with an issue that is raised regularly we are going to be pro-active in looking at what action we as safeguarding officers can take to support school staff in this process. Initially we are undertaking the CAF training ourselves and then will meet with the CAF team in order to have a full understanding of what support is on offer and how the process works. We will also consult with head teachers via the work stream and in training and seek a way to improve this element of agencies working together.
- We will be proactive in using information provided by Ofsted reports for those schools who have a lower rating on safeguarding and will offer support to those schools in their action plans to address the issues raised.
- We are developing a system to log advice and support issues raised by schools. This will enable us to measure our involvement but also to analyse emerging themes which will inform future training or other action that we need to consider.

Evaluation and Effectiveness

- The safeguarding audit will be reviewed to reflect any changes in guidance or information the workstream or Safeguarding Children Board may wish to capture.
- Information from the audit will be fed into the s11 report provided to the Safeguarding Children Board in respect of all agencies who work with children in Kirklees on their effectiveness in safeguarding children.
- The information from the audits will assist in determining quantity and levels of training required for each forthcoming year and assist in planning and alerting schools when training is due.
- Effectiveness of training provision – evaluation forms are completed at the end of each training delivery and the information from this will continue to be reviewed on an annual basis in addition to any immediate response that can be implemented. This provides useful information for revising the courses and any making any changes necessary to the overall training plan. The feedback from the evaluation forms will continue to be included in the annual report to the Safeguarding Children Board.