

## APPENDIX F Standards for effective child protection practice in schools

A school should measure its standards regarding safeguarding against the expectations of the Ofsted Framework

[Ofsted handbooks and frameworks - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

and

and the arrangements of the Northumberland Childrens and Adults Safeguarding Partnership

<https://www.proceduresonline.com/northumberlandcs/index.html>

In best practice, schools:

- operate safe recruitment practices including ensuring appropriate DBS (Disclosure and Barring Service) and reference checks are undertaken according to DfE (Department for Education) guidance on safer recruitment, including the maintenance of a single central register of all staff (including volunteers) with DBS numbers and training record;
- have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
- provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulty;
- work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
- are vigilant in cases of suspected child abuse, recognising the signs and indicators, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
- monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences, and attending case conferences;
- provide and support child protection updates regularly to school staff and to designated teachers every two years to ensure their skills and expertise are up to date;
- contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
- use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, considering sex and relationships guidance. [66]
- provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the school's approach to bullying;
- have a clear understanding of the various types of bullying - physical, verbal, and indirect, and act promptly and firmly to combat it, making sure that

pupils are aware of the school's position on this issue and who they can contact for support;

- take particular care that pupils with additional needs in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are supported to express themselves to a member of staff with appropriate communicative skills;
- have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are always followed correctly, using the guidance
- have a written whole school policy, produced, owned, and regularly reviewed by schools' staff and which clearly outlines the school's position and positive action in respect of the standards.