

Safeguarding at Knox Academy

February 2018

Safeguarding – a definition

- * “Protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; taking action to enable all children to have the best outcomes”.

Safeguarding

- * Much wider concept than Child Protection and refers to promoting the welfare of children
- * Safeguarding sits within the wider context of the GIRFEC approach, the Early Years Framework and the UN Convention on the Rights of the Child

Some examples of safeguarding issues

- * Bullying, including cyber-bullying
- * Attendance issues
- * Domestic violence
- * Drug / alcohol misuse
- * Gangs / youth violence
- * Mental health
- * Preventing radicalisation
- * Relationship abuse

QI 2.1 HGIOS 4 – Safeguarding and Child Protection

- * Highly effective practice:
- * Robust arrangements are in place to ensure that staff are aware of their responsibilities in relation to child protection
- * Children feel able to make a complaint against school practice and procedure and feel confident that their views will be taken seriously and acted upon
- * Safe-guarding is an important thread running through the school's self-evaluation
- * The curriculum effectively promotes safeguarding and wellbeing across all stages

Challenge Questions 2.1

- * Are all approaches to safeguarding and child protection known and understood by the school community?
- * How effective are the recording and planning processes in delivering positive outcomes for pupils where there are safeguarding / child protection concerns?
- * How effectively are incidents related to equality acted upon to prevent future occurrences?

Protected Characteristics

- * From the Equality Act 2010 – groups of people protected from discrimination
- * Age
- * Disability
- * Gender reassignment
- * Marriage and civil partnership
- * Pregnancy and maternity
- * Race
- * Religion or belief
- * Sexual orientation

Responsibility of staff

- * Check wellbeing of pupils in class (Wellbeing Scan)
- * Managing low level wellbeing concerns in class
- * Passing on relevant information to Guidance via a referral
- * Child Protection procedures and training up to date
- * Read and understand relevant policies / documents see new Safeguarding policy Feb 2018.
- * QI 3.1 Equalities and Inclusion
- * Good practice – wellbeing indicators referred to in curricular planning and across classrooms, with pupils, regularly
- * Wellbeing indicators highlighted in referrals

Monitoring Wellbeing

- * More rigorous system – statutory duties call for this
- * New Child's Planning Process (old staged assessment system)
- * SEEMiS – wellbeing application, Child's Plan
- * PSE programme – raise awareness and profile
- * House meetings now monitoring meetings (weekly)
- * Pupil Support Group (fortnightly)
- * The role of partners e.g. Marie Prior, Ed Psych Service, Counselling, Anti Bullying East Lothian (ABEL)