**GOVERNANCE OF SAFEGUARDING**

**OFSTED: JUDGEMENTS AND THE FEATURES OF EFFECTIVE SAFEGUARDING**

Extracts from [Inspecting safeguarding in early years, education and skills](https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015).

**Main aspects to be judged** *(para 15)*

Inspectors should look for evidence of five main aspects of the setting’s safeguarding arrangements:

the extent to which leaders, governors and managers create a positive culture and ethos where safeguarding is an important part of everyday life in the setting, backed up by training at every level

the content, application and effectiveness of safeguarding policies and procedures, and safe recruitment and vetting processes

the quality of safeguarding practice, including evidence that staff are aware of the signs that children or learners may be at risk of harm either within the setting or in the family or wider community outside the setting

the timeliness of response to any safeguarding concerns that are raised

the quality of work to support multi-agency plans around the child or learner.

**Evidence – what they are looking for…***(para 18)*

Inspectors should consider evidence that:

leaders, governors and supervisory bodies (where appropriate) fulfil statutory requirements, such as those for disability, safeguarding, recruitment and health and safety

child protection and staff behaviour policies and procedures are in place and regularly reviewed to keep all children and learners safe

staff, leaders and managers recognise that children and young people are capable of abusing their peers and this risk is covered adequately in the child protection policy

the child protection policy reflects the additional barriers that exist when recognising the signs of abuse and neglect of children who have special educational needs and/or disabilities

children and learners feel safe

staff, leaders, governors and supervisory bodies (where appropriate) and volunteers receive appropriate training on safeguarding at induction, that is updated regularly. In addition, they receive information (for example, via emails, e-bulletins and newsletters) on safeguarding and child protection at least annually. They demonstrate knowledge of their responsibilities relating to the protection of children, young people and vulnerable adults

staff are supported to have a good awareness of the signs that a child or learner is being neglected or abused, as described in ‘What to do if you’re worried a child is being abused’

there is a designated senior member of staff in charge of safeguarding arrangements who has been trained to the appropriate level and understands their responsibilities relating to the protection of children, young people and vulnerable adults and the safeguarding of all learners. Designated members of staff in schools and colleges should undertake safeguarding training every two years and their knowledge and skills should be refreshed at regular intervals, but at least annually. During term time, or when the setting is in operation, the designated safeguarding lead or an appropriately trained deputy should be available during opening hours for staff to discuss safeguarding concerns

the setting identifies children or learners who may be at risk

the setting has clear policies and procedures for dealing with children and learners who go missing from education, particularly those who go missing on repeat occasions. Leaders, managers and staff are alert to signs that children and learners who are missing might be at risk of abuse or neglect

appropriate action is taken when children and learners stop attending the setting or do not attend regularly; for schools, this includes informing the local authority when a pupil is going to be deleted from the register

action is taken to ensure that children are taught about safeguarding risks, including online risks

there is a clear approach to implementing the Prevent duty and keeping children and learners safe from the dangers of radicalisation and extremism

the setting takes effective action to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people and homophobic and racist language

children and learners are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, and are aware of the support available to them

staff, leaders and managers understand the risks posed by adults or young people who use the internet to bully, groom or abuse children, young people and vulnerable adults; there are well-developed strategies in place to keep learners safe and to support them in learning how to keep themselves safe

teachers understand their mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18

staff, leaders and managers oversee the safe use of electronic and social media by staff and learners and take action immediately if they are concerned about bullying or risky behaviours

appropriate filters and monitoring systems are in place to protect learners from potentially harmful online material

appropriate arrangements are made with regards to health and safety to protect staff and learners from harm

the setting’s premises provide a safe learning environment with secure access.

**Effective safeguarding arrangements – what they expect to see*…****(para 13)*

In settings that have effective safeguarding arrangements, there will be evidence of the following:

Children and learners are protected and feel safe. Those who are able to communicate know how to complain and understand the process for doing so. There is a strong, robust and proactive response from adults working with children and learners that reduces the risk of harm or actual harm to them. Adults working with them know and understand the indicators that may suggest that a child, young person or vulnerable adult is suffering or is at risk of suffering abuse, neglect or harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance.

Leaders and managers have put in place effective child protection and staff behaviour policies that are well understood by everyone in the setting.

All staff and other adults working within the setting are clear about procedures where they are concerned about the safety of a child or learner. There is a named and designated lead who is enabled to play an effective role in pursuing concerns and protecting children and learners.

Children and learners can identify a trusted adult with whom they can communicate about any concerns. They report that adults listen to them and take their concerns seriously. Where children or learners have been or are at risk, the trusted adult has been instrumental in helping them to be safe in accordance with agreed local procedures. Children who are unable to share their concerns, for example babies and very young children, form strong attachments to those who care for them through the effective implementation of the key person system.

Written records are made in an appropriate and timely way and are held securely where adults working with children or learners are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, with consent.

Any child protection and/or safeguarding concerns are shared immediately with the relevant local authority. Where the concern is about suspected harm or risk of harm to a child, the referral should be made to the local authority for the area where the child lives. Where the concern is an allegation about a member of staff in a setting, or another type of safeguarding issue affecting children and young people in a setting, the matter should be referred to the local authority in which the setting is located.

A record of that referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the child or learner from further harm. There is evidence, where applicable, that staff have an understanding of when to make referrals when there are issues concerning sexual exploitation, radicalisation and/or extremism or that they have sought additional advice and support. Children and learners are supported, protected and informed appropriately about the action the adult is taking to share their concerns. Parents are made aware of concerns and their consent is sought in accordance with local procedures unless doing so would increase the risk of harm to a child.

There is a written plan in place that has clear and agreed procedures to protect a child. For children who are the subject of a child in need plan or child protection plan or who are looked after, the plan identifies the help that the child should receive and the action to be taken if a professional working with the child has further concerns or information to report.

Children who go missing from the setting they attend receive well-coordinated responses that reduce the harm or risk of harm to them. Risks are well understood and their impact is minimised. Staff are aware of, and implement in full, local procedures for children who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children. In relation to early years settings, providers are aware of and implement the requirements of the ‘Statutory framework for the Early Years Foundation Stage’ when children go missing while in the care of the provider.

Any risks associated with children and learners offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalisation or being sexually exploited are known by the adults who care for them and shared with the local authority children’s social care service or other relevant agency. There are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate.

Children and learners are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.

Adults understand the risks posed by adults or learners who use technology, including the internet, to bully, groom, radicalise or abuse children or learners. They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe. Leaders oversee the safe use of technology when children and learners are in their care and take action immediately if they are concerned about bullying or children’s well-being. Leaders of early years settings implement the required policies with regard to the safe use of mobile phones and cameras in settings.

Leaders and staff make clear risk assessments and respond consistently to protect children and learners while enabling them to take age-appropriate and reasonable risks as part of their growth and development.

Children and learners feel secure and, where they may present risky behaviours, they experience positive support from all staff. Babies and young children demonstrate their emotional security through the attachments they form with those who look after them and through their physical and emotional well-being. Staff respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for children’s and learners’ behaviour. They develop effective responses as a team and review those responses to assess their impact, taking into account the views and experiences of the child or learner.

Positive behaviour is promoted consistently. Staff use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of children and learners. Reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the child and learner and those around them. All incidents are reviewed, recorded and monitored and the views of the child or learner are sought and understood. Monitoring of the management of behaviour is effective and the use of any restraint significantly reduces or ceases over time.

Staff and volunteers working with children and learners are carefully selected and vetted according to statutory requirements. There is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm children or learners or place them at risk.

There are clear and effective arrangements for staff development and training in respect of the protection and care of children and learners. Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk.

The physical environment for babies, children and learners is safe and secure and protects them from harm or the risk of harm.

All staff and carers have a copy of and understand the written procedures for managing allegations of harm to a child or learner. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children and learners.