

# Revised guidance on safeguarding children in education

## Consultation response form

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Responses should be returned by **25 October 2013** to:

Diverse Learners and Safeguarding Branch  
Support for Learners Division  
Department for Education and Skills  
Welsh Government  
Cathays Park  
Cardiff  
CF10 3NQ

or completed electronically and sent to:

[SafeguardingChildreninEducation@wales.gsi.gov.uk](mailto:SafeguardingChildreninEducation@wales.gsi.gov.uk)

Please mark the category which best describes you as a respondent.

- Headteacher/principal
- Teacher
- Governor
- School/college support staff
- Local authority
- Local Safeguarding Children Board
- Social worker
- Supply agency
- Union
- Charity
- Voluntary group
- Parent/carer
- Child/young person
- Other – please specify:

8<sup>th</sup> October 2013

The University and College Union (UCU Wales) represents more than 7,000 academics, lecturers, trainers, instructors, researchers, managers, administrators, computer staff, librarians, and postgraduates in universities, colleges, adult education and training organisations across Wales.

UCU Wales is a politically autonomous but integral part of UCU, the largest post-school union in the world: a force for educators and education that employers and government cannot ignore.

UCU was formed on the 1<sup>st</sup> June 2006 by the amalgamation of two strong partners – the Association of University Teachers (AUT) and the National Association of Teachers in Further and Higher Education (NATFHE) – who shared a long history of defending and advancing educators' employment and professional interests.

We welcome the opportunity to respond to the consultation on the revised guidance on safeguarding children in education.

**Question 1** – Does the glossary in the **Preface** provide clear, useful definitions of relevant key terms? If not, what could be improved and how?

<input checked="" type="radio"/> <b>Yes</b>	<input type="radio"/> <b>No</b>	<input type="radio"/> <b>Not sure</b>
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**Comments**

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**Question 2** – Does **Chapter 1** make clear the statutory duties and guidance that apply to education providers in relation to safeguarding? If not, how could it be improved?

<input type="radio"/> <b>Yes</b>	<input type="radio"/> <b>No</b>	<input type="radio"/> <b>Not sure</b>
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**Comments**

**Useful information is provided, but perhaps a list of duties and guidance could be given in the first instance, to act as a summary, followed by the more detailed information.**

**Question 3** – Does **Chapter 1** explain clearly the multi-agency safeguarding structures in Wales? If not, how could it be improved?

<input type="radio"/> <b>Yes</b>	<input type="radio"/> <b>No</b>	<input type="radio"/> <b>Not sure</b>
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**Comments**

**A flowchart to explain the structures and the links between them might be helpful here, to provide 'at a glance' information**

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**Question 4** – Is the guidance in **Chapter 2** on the roles and responsibilities of different agencies clear, accurate and helpful? If not, how could it be improved?

<input type="radio"/> <b>Yes</b>	<input type="radio"/> <b>No</b>	<input type="radio"/> <b>Not sure</b>
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**Comments**

<p><b>It may be helpful to include guidance on training and reporting processes for students from FE colleges who undertake work experience placements in settings with young children and vulnerable adults. i.e. how and to whom would students report to regarding concerns arising from work placement?</b></p>
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**Question 5** – Is the information provided in **Chapter 3** clear and helpful? If not, how could it be improved?

<input type="radio"/> <b>Yes</b>	<input type="radio"/> <b>No</b>	<input type="radio"/> <b>Not sure</b>
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**Comments**

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**Question 6** – Are there any other safeguarding issues that should be included in **Chapter 3**?

<input type="radio"/> <b>Yes</b>	<input type="radio"/> <b>No</b>	<input type="radio"/> <b>Not sure</b>
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**Comments**

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**Question 7** – Is the guidance in **Chapter 4** on recruitment processes, pre-appointment checks and post-appointment induction and monitoring clear and helpful? If not, how could it be improved?

<input type="radio"/> <b>Yes</b>	<input type="radio"/> <b>No</b>	<input type="radio"/> <b>Not sure</b>
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**Comments**

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**Question 8** – Does **Chapter 5** provide clear, useful guidance on the new disclosure and barring arrangements and how these apply to staff and volunteers working in education services? If not, how could it be improved?

<input type="radio"/> <b>Yes</b>	<input type="radio"/> <b>No</b>	<input type="radio"/> <b>Not sure</b>
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**Comments**

<b>There is often confusion as to the status of students in work experience placements. There could perhaps be some clarification in the new guidance.</b>
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**Question 9** – Does **Chapter 6** explain clearly the process for handling allegations of abuse against teachers and other staff or volunteers in the education service? If not, how could it be improved?

<input type="radio"/> <b>Yes</b>	<input type="radio"/> <b>No</b>	<input type="radio"/> <b>Not sure</b>
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**Comments**

<b>How are decisions made about the information that is disclosed to the subject of the allegation? There needs to be a balance between protecting the child and not leaving the accused in the dark. This can be particularly stressful for staff and can lead to situations where a variety of people have access to sensitive information concerning an individual</b>
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and yet the individual concerned is excluded. Whilst it is quite right that children and young people are protected, it is not right that staff endure unnecessary stress and speculation.

The section relating to the GTCW will need to be further revised in the light of the Education (Wales) Bill.

**Question 10** – Does **Chapter 7** explain clearly the process for making referrals to the Disclosure and Barring Service? If not, how could it be improved?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not sure
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**Comments**

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**Question 11** – Are the model notes for staff, parents/carers and learners and the child protection policy included in the **Appendices** useful? If not, how could they be improved?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not sure
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**Comments**

Although they can easily be adapted, it would be good to see references to the Further Education sector in the model notes.

**Question 12** – Does the structure, style and tone of the **document as a whole** aid ease of understanding, access and reference? If not, how could it be improved?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not sure
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**Comments**

**It is a very comprehensive document with links to many other comprehensive documents, which by the very nature of such a structure, does not make it easy to read. It is understood that the new guidance has been deliberately written to be all encompassing, however the addition of some diagrammatic explanations of some of the procedures/ multi agency links etc, would make it more user friendly.**

**Question 13** – The Equality Act 2010 prescribes the following ‘protected characteristics’: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion and belief; sex; and sexual orientation. Do you have any views on potential impacts that this guidance may have on people in Wales with protected characteristics?

<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Not sure
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**Comments**

**Question 14** – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

**Please acknowledge this reply**

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: