

Annex 1

[Section 175 of the Education Act 2002](#) requires governing bodies of maintained schools to ensure that they carry out their functions with a view to safeguarding and promoting the welfare of their pupils who are under 18 years of age.

The statutory document [Keeping Children Safe In Education 2023](#) (KCSIE, 2023), Statutory guidance for schools and colleges, defines safeguarding and promoting the welfare of children as: • protecting children from maltreatment • preventing the impairment of children’s mental and physical health or development • ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and • taking action to enable all children to have the best outcomes. ([KCSIE p.6](#))

The statutory document [Working Together to Safeguard Children 2018](#) (WTTSC, 2018) A guide to inter-agency working to safeguard and promote the welfare of children.

1. Safeguarding and promoting the welfare of children is everyone’s responsibility ([KCSIE p.6](#))
2. All practises should be child centred. This means that adults working with children in schools should consider, at all times, what is in the child’s best interests ([KCSIE p.6](#))
3. Staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection ([KCSIE, p.150](#))
4. No one should promise to keep secrets for children, and they should not ask children to keep secrets from parents. ([KCSIE p.8](#))
5. Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. ([KCSIE p.149](#))
6. Report safeguarding concerns as soon as they arise. ([KCSIE p.7](#))
7. No single practitioner can have a full picture of a child’s needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. ([WTTSC, p.11](#))
8. Areas that may be concerning and lead to further probing include: • implication that adults and children are equal • lack of recognition and/or understanding of the vulnerability of children • inappropriate idealisation of children • inadequate understanding of appropriate boundaries between adults and children, and • indicators of negative safeguarding behaviours. ([KCSIE, p.56](#))