

# Tellus4 Safeguarding Protocol

The following safeguarding protocol is currently developed as a working document to ensure any risks associated with the completion of the Tellus4 online survey are minimized and where appropriate, any safeguarding issues are identified and reported to the appropriate bodies.

It takes into consideration the need to alert a school or local authority where there are a significant number of responses which either organisation might want to consider alongside other knowledge, with a view of further investigation to determine appropriate support, information or guidance made available to children and young people.

In addition, it addresses the possible evocation of emotions in children and young people as a result of their participation in the survey.

The protocol identifies the action that will be taken by the NFER and identifies possible action that might be taken by local authorities and schools as a result. The protocol does not seek to provide detailed guidance of what must or should be done for all the safety concerns that might be identified by the way children and young people answer questions put to them in the Tellus survey.

## Defining Safeguarding – an NSPCC perspective<sup>1</sup>

Safeguarding involves doing everything possible to minimise the risk of harm to children and young people.

The second joint Chief Inspectors' Report on arrangements to safeguard children defined "safeguarding" as all agencies working with children, young people and their families taking all reasonable measures to ensure that the risks of harm to children's welfare are minimised; and where there are concerns about children and young people's welfare, all agencies taking all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies<sup>2</sup>

Official government guidance defines safeguarding as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

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<sup>1</sup> [http://www.nspcc.org.uk/inform/policyandpublicaffairs/keyprojects/safeguarding1/safeguarding\\_wda48524.html](http://www.nspcc.org.uk/inform/policyandpublicaffairs/keyprojects/safeguarding1/safeguarding_wda48524.html)

<sup>2</sup> Commission for Social Care Inspection (CSCI) et al (2005) [Safeguarding children: the second joint Chief Inspectors' Report on arrangements to safeguard children \(PDF\)](#) . London: CSCI. p.3.

- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully <sup>3</sup>

The Working Together to Safeguard Children guidance goes on to say that:

*"...it is important to emphasise that we all share responsibility for safeguarding and promoting the welfare of children and young people. All members of the community can help to safeguard and promote the welfare of children and young people if they are mindful of their needs, and willing and able to act if they have concerns about a child's welfare."*<sup>4</sup>

### **Safeguarding issues associated with Tellus4**

Given the existing nature of the Tellus questions, taken from Tellus3, and the nature of the response options provided to children and young people (closed responses only), we believe safeguarding issues to be minimal with little, or no opportunity for disclosures to be made. The protocol will be reviewed once the content of the Tellus4 survey has been finalized.

It is more likely concerns about safety will be identified through a high number of responses to specific questions or the pattern of responses by an individual to a number of questions which relate to the health and well being of children.

With this in mind, it is important to consider;

- where questions relate to safeguarding issues and responses require immediate reporting to local authority and school officers; and
- where questions relate to risky behaviours and require identification to ensure local authorities and schools recognise the importance of accessing this data and acting accordingly

We will update the protocol once the content of the questionnaire has been agreed with the questions that might provide intelligence about the safety of children and young people in a school and or a local area.

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<sup>3</sup> HM Government (2006) [Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children \(PDF\)](#) . London: Department for Education and Skills (DfES). p.5.

<sup>4</sup> HM Government (2006) [Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children \(PDF\)](#) . London: Department for Education and Skills (DfES). p.10.

If questions are included in the Tellus4 survey where responses made by an individual child might indicate they are likely to be at risk of harm e.g. relating to their safety and wellbeing, then we will work with RM to look at ways to develop online data capture ensuring responses of this nature are flagged up with an email alert being sent directly to the NFER team which provides details of;

1. the response
2. the school and local authority where the response was made
3. the Year Group of the child making the response.

This information will then be reported to the local authority Director of Children's Services, the local authority Tellus Link Officer and the school head teacher.

The following methods are included to help children and young people, schools and local authorities best understand issues which might require further action at a local level as outlined in the relevant organisations safeguarding and child protection policies and procedures;

- A pop up or static message will be included for those questions identified as 'risky' to support children and young people in understanding where they might receive support, information and guidance e.g. Childline, FRANK, your teacher or an adult you trust. In addition the school support pack will include a handout for all children and young people explaining the survey, who sees the responses and what it is used for. This handout will also include website and telephoner details for the aforementioned organisations children could approach for advice, guidance or help.
- The school support pack will include guidance which is explicit in instructing school staff around the management of children and young people's feelings, evoked by the survey. This will include instructions to ensure school staff raise awareness for all children and young people at the beginning and end of the survey, around who they can talk to about any issues, worries or concerns they have e.g. school staff, other organisations, an adult you trust. The curriculum resource pack will also cover such issues and remind school staff to allow children and young people time to discuss and share thoughts and feelings in a group situation or as a 1:1 discussion. Teaching staff will also be reminded of the necessity to report any concerns as per the school child protection policy.
- The local authority standard reports will include statistical comparisons against national averages, alerting local authority officers at a glance to responses where they might wish to further investigate, alongside existing intelligence.
- Local authority and school guidance on using the web-based analytical tool will identify those questions where risky behaviours are identified and where schools and local authorities might want to better understand the reported issues to

A virtual expert group will support the identification of questions where safeguarding issues are apparent and those which identify risky behaviours once the DCSF have signed off the final version questionnaires.