

Sample answer – safeguarding CYP in residential schools

Based upon:

HM Government (2010) 'Chapter 11 – Safeguarding and promoting the welfare of children who may be particularly vulnerable'. In: HM Government (2010) *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children*. Annesley: DCSF Publications.

[Online at: <https://www.education.gov.uk/publications/eOrderingDownload/00305-2010DOM-EN.pdf>; accessed: 28.12.11]

'Where children are living away from their home area it is essential that there is clarity about the respective and complementary roles and responsibilities of the Local Authorities and Agencies involved.'

Most features are the same as in a day setting but may take on even greater importance. There is a greater vulnerability to bullying and peer abuse. Some important aspects are highlighted below:

- There is an openness on the part of the institution to the external world and to external scrutiny, including contact with families and the wider community.
- Children who live away from home are listened to, and their views and concerns responded to.
- Children have ready access to a trusted adult outside of the institution And should be made aware of independent advocacy services.
- Complaints procedures are clear, effective, user-friendly and readily accessible to CYP.
- Staff and carers are alert to the risks of harm to children in the external environment from people prepared to exploit the additional vulnerability of children living away from home.