

An Introduction to Safeguarding & Child Protection in Education: Whole School Core Package

What do I need to know?

1. When did you receive and read our school's safeguarding and child protection policy and procedures and our behaviour policy: do you understand them?
2. Do you understand safeguarding responses to children who are missing education?
3. What are the categories of abuse and would you recognise the possible indicators that could be a concern?
4. When did you read Part 1 and Annex A of 'Keeping Children Safe in Education'? Do you understand them?
5. Do you know who the Designated Safeguarding Leads in school are?
6. Do you know the agreed format to record concerns? How do you pass on your concerns?
7. Do you know how to report a concern about another adult's behaviour or about any unsafe practice or safeguarding procedures in our setting?

Safeguarding

Keeping Children Safe in Education (2018) describes safeguarding and promoting the welfare of children as:

- protecting children from maltreatment;
- preventing impairment of children's 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.

(Children includes everyone under the age of 18.)

'Keeping Children Safe in Education' DfE 2018

Summary

- Part One:** Safeguarding information for all staff
- Part Two:** The management of safeguarding
- Part Three:** Safer recruitment
- Part Four:** Allegations of abuse against teachers and other staff
- Part Five:** Child on child sexual violence and sexual harassment

- **A: Further information (for staff working directly with children)**
- B: Role of the designated safeguarding lead
- C: Online safety
- D: Boarding schools, residential special schools and children's homes
- E: Children staying with host families
- F: Statutory guidance – regulated activity (children) - Supervision of activity with children which is regulated activity when unsupervised:
- G: Disclosure and Barring Service checks
- H: Table of changes from September 2018



The context of safeguarding

For some children school is the only safe place in their daily lives.


School staff are in a position to identify concerns early and provide help to children to prevent things escalating.

We may be the first people that children tell about their experiences of abuse.

We need to work with colleagues in other agencies to promote the welfare of children and protect them from harm.

The Role of School & College Staff

FOR INFORMATION ONLY. REVISED GUIDANCE WILL COMMENCE 3 SEPTEMBER 2018. UNTIL THAT POINT SCHOOLS AND COLLEGES MUST CONTINUE TO HAVE REGARD TO THE 2016 KCSIE

 Department for Education

Keeping children safe in education

Statutory guidance for schools and colleges
FOR INFORMATION ONLY

REVISED GUIDANCE WILL COMMENCE: 3 September 2018

Schools and Colleges must continue to have regard to KCSIE 2016 until this point

Safeguarding and promoting the welfare of children is **everyone's** responsibility ... School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

All school and college staff have a responsibility to provide a safe environment in which children can learn.

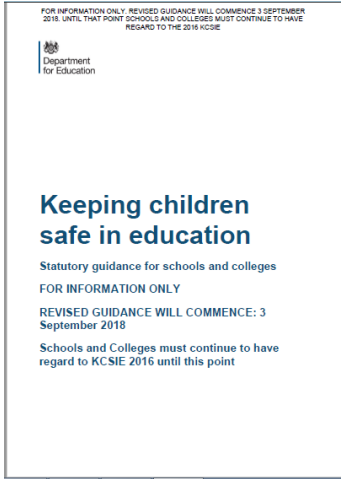
The Role of School & College Staff

Safeguarding and promoting the welfare of children is **everyone's** responsibility

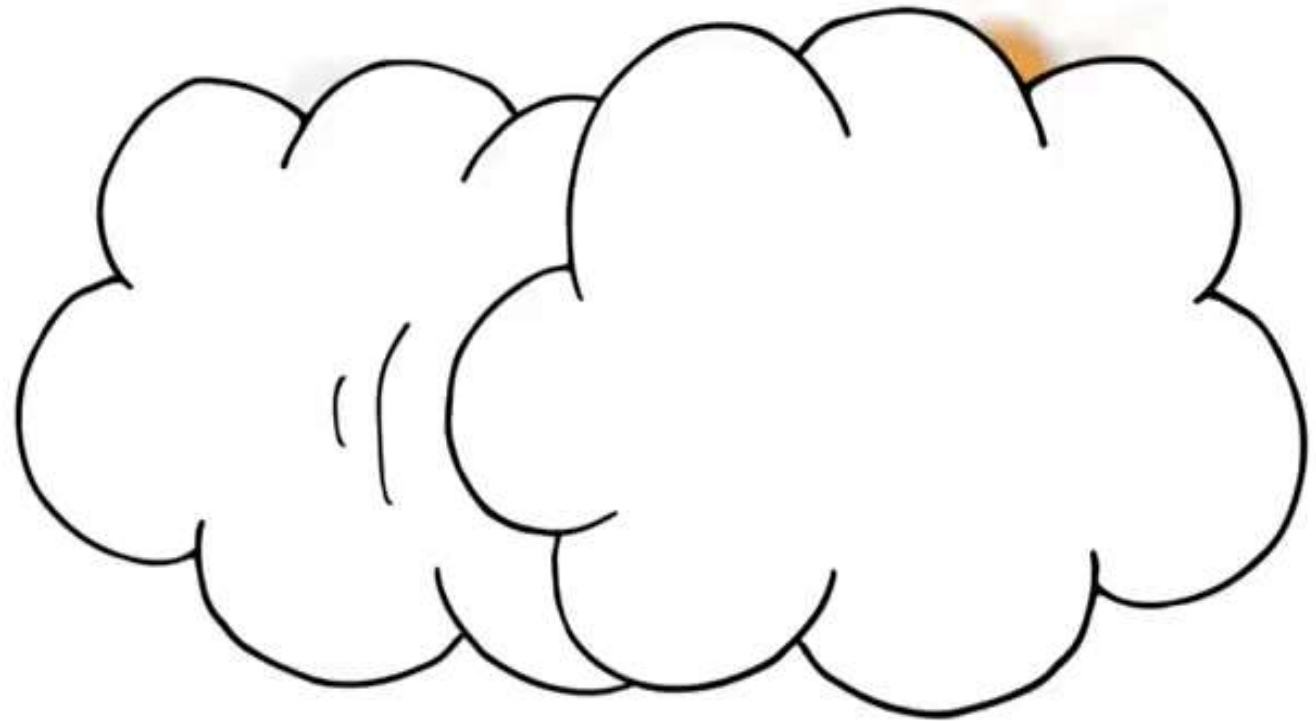
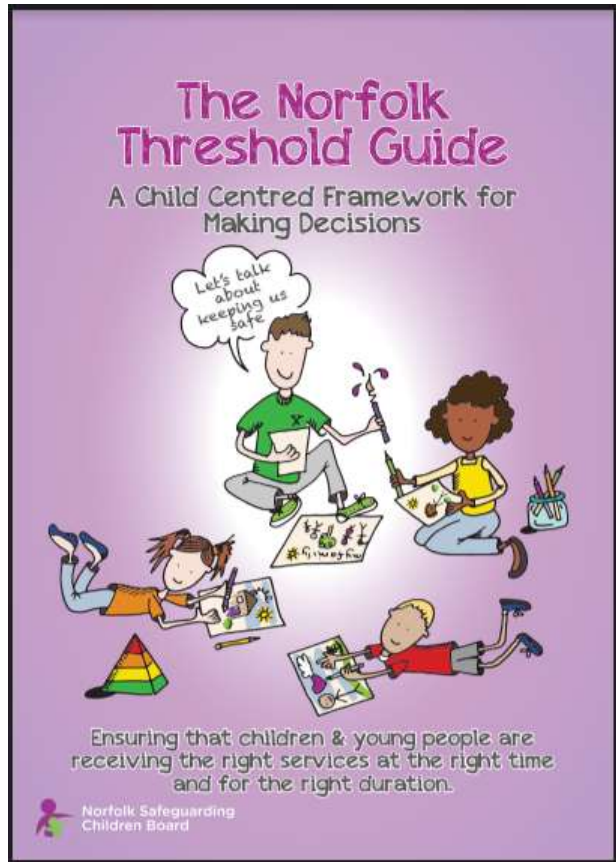
All school and college staff have a responsibility to provide a safe environment in which children can learn.

We must always maintain an attitude of **'it could happen here'** where safeguarding is concerned.

We need to always remember that hearing, indeed seeking, the child's voice is essential in allowing us to do this. A child's wishes and feelings are key to understanding the lived experience of children.



Norfolk Safeguarding Children Board



Keeping Children Safe in Education 2018

Any child may benefit from **early help** but we should be particularly alert to the need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;

Keeping Children Safe in Education 2018

Continued

- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

The Role of Staff in Safeguarding Children

Keeping Children Safe in Education 2018:

28. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Definitions of abuse and harm and some possible signs it may be happening

What is abuse?

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Working Together to Safeguard Children (2018)

Categories of abuse / concern

- Emotional
- Neglect
- Sexual
- Physical
- Extremist radicalisation; the Prevent strategy

Recognising concerns

- Children are unique and varied individuals.
- Their response to trauma will be as individual as they are.
- Child abuse can happen to any child, in any family, in any organisation or setting.
- Children are more likely to be abused by people they know.
- Indicators of abuse are physical, emotional, behavioural and social.

Emotional Abuse

- Persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on the child. These may include interactions that are beyond the child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction.

Emotional Abuse cont.

- It may involve seeing or hearing the ill-treatment of another.
- It may involve serious bullying (including cyber-bullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children.
- Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- failing to protect a child from physical and emotional harm or danger;
- failure to ensure adequate supervision (including the use of inadequate care-givers); or
- failure to ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse

- Forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- May involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- May include non-contact activities, such as involving children in looking at or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child Sexual Exploitation (CSE)



Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child Sexual Exploitation Feb 2017: Department for Education

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent fabricates the symptoms of or deliberately induces illness in a child.

It includes Female Genital Mutilation (FGM)

Female Genital Mutilation

‘the partial or total removal of the female genitalia... for cultural or other non therapeutic reasons’.

World Health Organisation

- Illegal in the UK for over 20 years.
- This includes taking a person away from the UK to undertake FGM
- Fine, imprisonment up to 14 years, or both.
- It is a form of child abuse and is illegal.
- FGM places a child at significant harm
- FGM is a child protection issue



Extremist Radicalisation



Extremism is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of members of our armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Schools and FE Colleges have a duty, with others, to have “due regard to the need to prevent people from being drawn into terrorism”.

Some indicators of possible extremist radicalisation concern

Of course, just because you may see this behaviour in a child it doesn't mean they are vulnerable to radicalisation. They could be vulnerable to any form of harm or exploitation. Whatever the level of seriousness, report all your concerns to one of the DSLs without delay.

Keeping Children Safe in Education 2018

All staff should be aware that safeguarding issues can manifest themselves via **peer on peer abuse**. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

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Keeping children safe in education

Statutory guidance for schools and colleges

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Sexual violence and sexual harassment between children in schools and colleges

Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads

May 2018


Factors that could increased any child's vulnerability

- Children with disabilities or learning difficulties
- Parents with learning difficulties
- Parent's mental ill-health
- Substance abuse / misuse
- Domestic abuse within the home
- Previous abuse within the family
- Children under 1
- Looked-after children/being in care ***
- Chaotic, unsettled or transient lifestyles
- Lack of parental control

The 'toxic trio'

Children with special educational needs or disabilities

FOR INFORMATION ONLY. REVISED GUIDANCE WILL COMMENCE 1 SEPTEMBER 2018. UNTIL THAT POINT SCHOOLS AND COLLEGES MUST CONTINUE TO HAVE REGARD TO THE 2016 KCSIE.

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Children with special educational needs and disabilities can face additional safeguarding challenges. [Schools] should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect.

Keeping Children Safe in Education 2018 para. 102

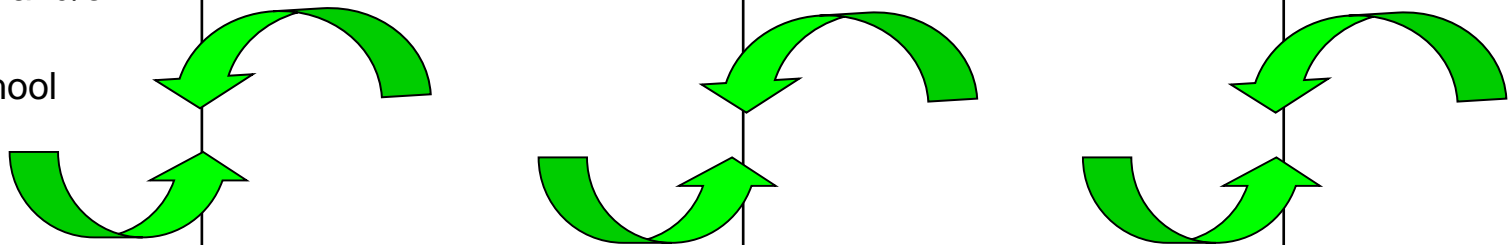
Data; 31% of disabled children had been abused as opposed to 9% of non-disabled children

'We have the right to be safe'; protecting disabled children from abuse 2014

Signs and indicators

Neglect	Emotional	Physical	Sexual
<ul style="list-style-type: none"> • Tired/listless • Unkempt • Poor hygiene • Untreated medical conditions • Medical appointments missed • Constantly hungry or stealing food • Over eats when food is available • Poor growth • Poor/late attendance • Being regularly left alone or unsupervised • Dressed inappropriately for the weather condition • Having few friends and/or being withdrawn • Ill equipped for school 	<ul style="list-style-type: none"> • Failure to thrive • Attention seeking • Over ready to relate to others • Low self esteem • Apathy • Depression/self harm • Drink/drug/solvent abuse • Persistently being over protective • Constantly shouting at, treating or scolding child • Withholding love and affection • Regularly humiliating a child 	<ul style="list-style-type: none"> • Unexplained injuries • Injuries on certain parts of the body • Injuries in various stages of healing • Injuries that reflect an article used • Flinching when approached • Reluctant to change • Crying/ instability • Afraid of home • Behavioural extremes, Apathy/depression • Wanting arms and legs covered even in very hot weather 	<ul style="list-style-type: none"> • Age inappropriate sexual behaviour/knowledge/promiscuity • Wary of adults/ running away from home • Eating disorders/depression/self harm • Unexplained gifts/ money • Stomach pains when walking or sitting • Bedwetting • Recurrent genital discharge • Sexually transmitted diseases

Behaviour
Professional Curiosity



Absence and safeguarding

A child missing education is potentially a safeguarding concern or a possible indication that something is wrong. For some children school is the only safe place in their lives.

At our school we have procedures and policies in place to help make sure we make the appropriate safeguarding responses to absence.



Managing concerns and dealing with disclosure



St Clements Procedure

- The Designated Child Protection Lead Professional is Chris Wood. (CWO) Karen Street and Lisa Addison-Paul have also had Child Protection training. = Child protection forms are located in the staff room and with CWO/KST/LAP.
- Any concerns or disclosures (no matter how small) should be written down and reported immediately to CWO or Pastoral Support Officers.
- If in doubt, fill the form in.

The Role of Staff in Safeguarding Children

	
<ul style="list-style-type: none">● Recognise● Respond● Report● Record● Re-refer and challenge if the situation does not seem to be improving	<ul style="list-style-type: none">● Ignore● Dismiss● Investigate● Examine a child● Take photographs of injuries● Attempt to resolve in isolation

Confidentiality

- The majority of case we will deal with arise from our knowledge of the children and our observations
- This enables us to build a picture over time that might constitute a child protection concern
- Another aspect of our work is dealing with disclosures when children tell us about something

The Role of Staff in Safeguarding Children

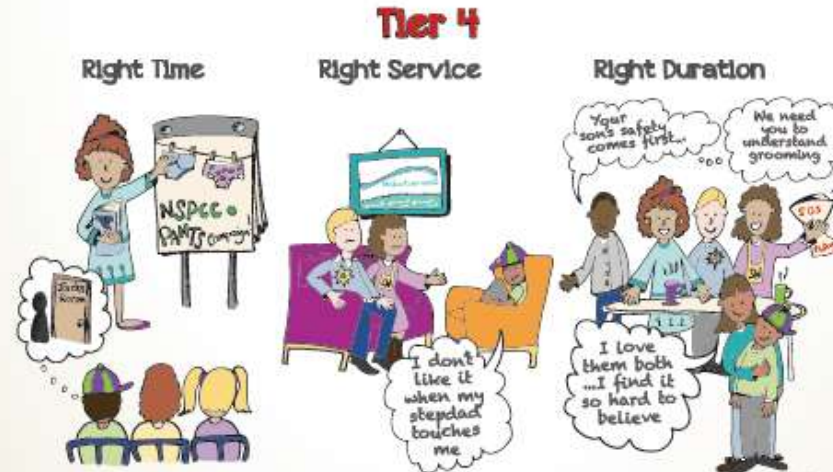
Keeping Children Safe in Education 2018:

11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

23. If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 13 in Keeping Children Safe for a flow chart setting out the process for staff when they have concerns about a child.

Conversation Opportunities

Conversation opportunities are the phone calls and meetings that take place between children, their families and professionals across Norfolk. They also take place between professionals who believe that a child's needs are not being met or that something more is needed to improve the outcomes and quality of life for that child.



Safer Working Practice & Allegations against adults

Our responsibility

- To promote the safest learning and working environments for the children in our care.
- Remember that any one who has contact with children is in a position of trust.
- We all have a personal responsibility to act properly and professionally.
- We all have a responsibility to safeguard and promote the welfare of children and young people.

Safer Working Practice

Please think about your everyday work in school and consider some working practices that, without management:

- *Could* put a child or young person at risk?
- *Could* put a member of staff at risk or make them particularly vulnerable?

What can and do you do to make these practices/situations less risky?

When might you be vulnerable & why?

- Alone with a child
- Administering first aid
- Restraining a child
- When a child seeks affection
- Providing intimate personal care
- Lack of training or support
- When you are unclear about guidance and/ or procedures
- When you fail to report or seek advice / poor lines of communication
- When you fail to record
- Ethos and culture

But!
Some concerns / allegations need to
trigger a specific response

Managing Allegations of Abuse Against Members of Staff and Volunteers.

Allegations that might indicate a person is *unsuitable* to continue to work with children in their present position, or any other capacity, if they have;

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

(not significant / not just at work)



Managing Allegations of Abuse Against Members of Staff and Volunteers

DBS view harm as its common understanding of the definition you may find in a dictionary. It is viewed in its widest context and may include:

- sexual harm
- physical harm
- financial harm
- neglect
- emotional harm
- psychological harm
- verbal harm

This is not a fully comprehensive list, harm can take many different forms.



If you have concerns about a person's suitability to work with children

- Pinpoint what practice is concerning you and why. Don't think "*What if I'm wrong?*" think "*What if I'm right?*"
- Voice your concerns, suspicions or uneasiness as soon as possible directly to the Headteacher or to the Chair of Governors.
- Any member of staff or volunteer who does not feel confident to raise their concerns within school should contact the Local Authority Designated Officer (LADO) or call the NSPCC Whistleblowing Helpline (KCSiE p9).

Contact the Whistleblowing Advice Line

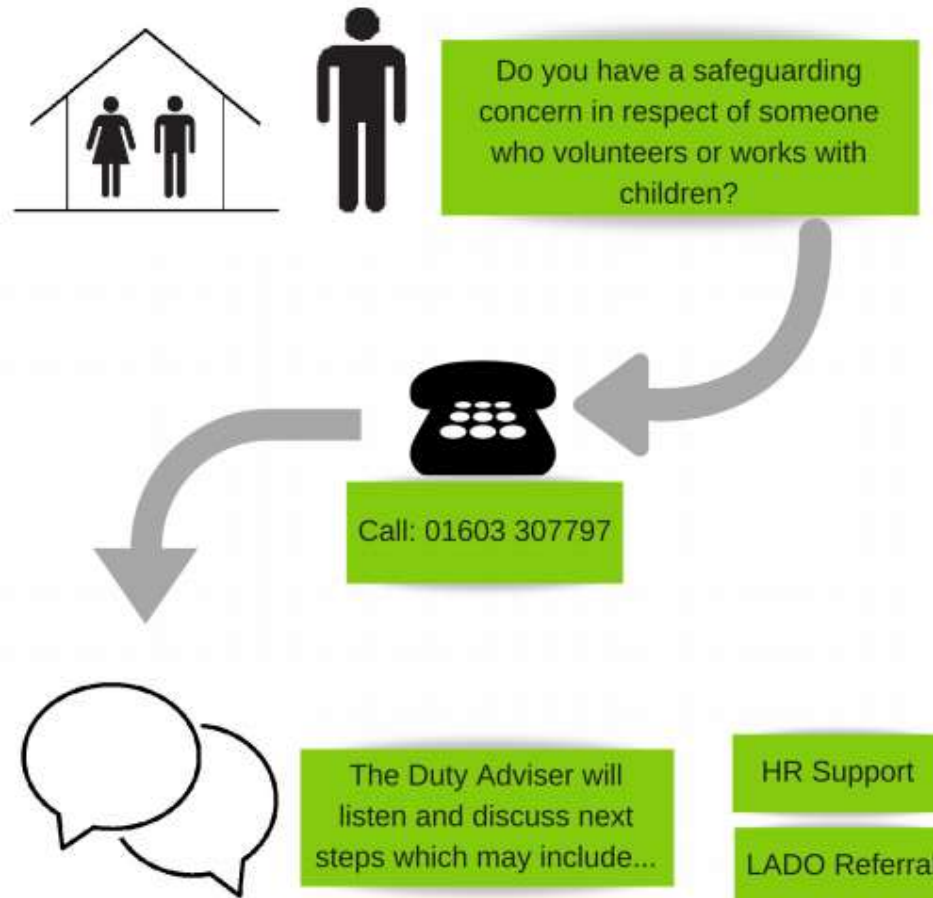
Call [0800 028 0285](tel:08000280285)

Email help@nspcc.org.uk

Guidance for Schools, Colleges & Alternative Education Providers

Education Quality Assurance & Intervention Service

Duty Desk





Nigel Leat – primary school teacher of 16 years standing given an indeterminate jail sentence for public protection for sex offences committed in the school where he taught.



Jeremy Forrest – teacher jailed for 5 and a half years for child abduction and sex offences with a high school child.



William Vahey – experienced teacher committed suicide following investigation into sex offences against at least 54 boys on residential school trips from his independent school in London.



Sandrine Brown PE teacher jailed for sexually abusing two teenage pupils.



Anne Lakey Headteacher jailed for 8 years for sexually abusing two teenage pupils.



Angela Walsh, School Principal, banned for using a governor's electronic signature on a mortgage application without permission, failing to carry out appraisals and awarding a colleague a pay rise with back pay without governor permission.

The Sexual Offences Act (2003)

The specific offence for those in a position of trust:

Under the Sexual Offences Act 2003 it is an offence for a person over 18 (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if s/he does not teach the child.

What do I need to know?

1. When did you receive and read our school's safeguarding and child protection policy and procedures and our behaviour policy: do you understand them?
2. Do you understand safeguarding responses to children who are missing education?
3. What are the categories of abuse and would you recognise the possible indicators that could be a concern?
4. When did you read Part 1 and Annex A of 'Keeping Children Safe in Education'? Do you understand them?
5. Do you know who the Designated Safeguarding Leads in school are?
6. Do you know the agreed format to record concerns? How do you pass on your concerns?
7. When did you receive and read the school's staff code of conduct (sometimes called the Staff Handbook); do you understand it?
8. Do you know how to report a concern about another adult's behaviour or about any unsafe practice or safeguarding procedures in our setting?

Evaluation & Close: Any questions?

Always remember: 'Safeguarding is everyone's responsibility'

Source: Children Act 2004