

safeguarding update: presenter notes

Requirements:

- You will need to have downloaded the presentation to the computer that you are using.
- You will need to check that your network will allow access to the YouTube videos and that these can be played with sound.

Presentation:

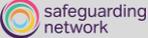
1.		
2.		<p>[It's important to remind everyone attending that this training contains topics/materials/videos/content that some people might find upsetting.]</p> <p>Welcome to this safeguarding update. Before we start it is important to remember that discussing safeguarding children and child abuse can be distressing for some of us, and this is ok. Please make sure you and your staff look after yourselves, and each other, and get support where you need it.</p> <p>Also – an important reminder – as we move through this presentation, we will be thinking about safeguarding children in general. However, some groups of children are additionally vulnerable and at increased risk of experiencing harm and abuse. We know from the research that disabled children and children with SEND are at increased risk of abuse and also less likely to receive protection when they experience abuse (Jones et al, 2012 and Taylor et al, 2014). There are many reasons for this which include perceptions of disability, communication difficulties, and how</p>

		<p>signs and indicators can be misattributed to a diagnosed condition and therefore explained away.</p> <p>[We recommend that settings which support children with complex needs and disabilities receive appropriate training to unpick some of these issues more thoroughly. Safeguarding Network offers external supervision which is imperative in reflective practice for safeguarding, especially where there are complex needs.]</p> <p>We also know from the statistics that children under 1 year old are most likely to be killed by another person (Office for National Statistics, 2021) This is usually someone who is a care giver, parent, stepparent. Whereas the reasons for the increased vulnerability for younger children might appear obvious (due to mobility, no communication, not seen by agencies regularly, etc) the reasons for increased vulnerability of a second age group might not appear so.</p> <p>[At this point you can ask the group to guess which age group is the second most at risk after those under 1 year old.]</p> <p>The second most at risk age group is 16+ years (ONS, 2021). This is largely due to contextual risks, that is risks that exist outside of the family home. The risk older teenagers pose to themselves and each other along with the common misconception that as teenagers, they are more capable of looking after themselves. It is possible to divert our attention away from teenagers and view them as young adults and this means that we can sometimes unintentionally view older children as being to blame for some of the risks they are experiencing especially where there are concerns about contextual risks. It is however important to remember the definition of a child is anyone under the age of 18 years old. As we move through this training it is important we keep these points in mind.</p>
--	--	--

3.

Objectives of this training

1 Understand what safeguarding is and your responsibility to fulfil your safeguarding responsibilities.	2 Be familiar with the key messages in the guidance and legislation.	3 Know types of abuse, be able to spot signs and indicators and how to respond.	4 Understand how to report concerns over professional adults.	5 Know how to receive a disclosure and record safeguarding concerns effectively.
---	--	---	---	--

 safeguarding network

[This training is designed to provide a general overview, reminder and update of safeguarding knowledge. Whilst updates are important, it is a strong safeguarding culture that will support this training. Such cultures develop through regular, ongoing updates throughout the year which, as identified in Keeping Children Safe in Education will enable knowledge to be deepened on specific safeguarding issues. Therefore it is important that all settings recognise this as an overview only and continue to engage with the rest of Safeguarding Network's materials over the course of the 2 year staff training calendar. We also note and emphasise the statutory responsibility of ensuring **ALL** staff have read and understood *at least* part one of Keeping Children Safe in Education. We provide support with this through our membership materials and offer a knowledge checker to be able to evidence and consolidate learning from reading the guidance and through attending this training. We would advise that upon completing this training, all staff complete the knowledge checker, which can be allocated by the organisation's DSL in the manage e-learning tab in the members area.]

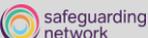
This training will therefore cover the five key areas shown. It's aim is to provide a basic overview and for many of you a refresher. By its very nature there will be things that you have covered before, however it is important that we revisit these regularly to ensure that your knowledge remains fresh and up to date.

4.

What is **safeguarding**?

“ Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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**. ”

 safeguarding network

Keeping Children Safe in Education 2022

This is the definition of safeguarding. What does your setting do and what do YOU do that comes under the safeguarding definition?

[Give audience a minute to think about this and take feedback in terms of what practice would be included under this definition.]

Answers should include things like: listening to children, noticing changes, following policies, behaviour, staff code of conduct, relationships, site security, visitor sign in systems, risk assessments,

		<p>DBS/Safer recruitment checks, reporting concerns, attending meetings, making referrals to agencies, listening to children, training, preventative curriculum, filtering and monitoring systems, etc.</p> <p>The main message is that safeguarding is everything we do, all of the time, to ensure all the children and young people we work with have the best outcomes. A note on terminology is important here – as we can see on screen, safeguarding is preventative and applies to everything that we do for all children, child protection is the reactive part of safeguarding which is necessary when there is evidence of a child experiencing harm. We therefore all take responsibility for safeguarding everyday and as it says on screen, take action to enable all children to have the best outcomes.</p>
5.		<p>Guidance including Keeping Children Safe in Education tells us that safeguarding is everyone's responsibility. However, if we're not careful, we just hear this as a commonly used phrase and don't really understand what it means. Staff in education are trusted to educate and care for our children and young people, shaping and influencing their lives. This is a huge privilege, sometimes we might find our roles difficult, but it is important to remember that you have the power to intervene, support and protect the children and young people in your school. The importance of this will be shown nearer to the end of this session. As part of our role we therefore need to be prepared to think the unthinkable, keep an open mind, not make assumptions or accept things at face value and always be mindful that it could happen here (whatever it may be) ... in short, we need to be professionally curious, always asking what if and challenging our perceptions.</p> <p>Part one of Keeping Children Safe in Education explains the role of staff in education settings very clearly. This includes the requirement you all know that if you have concerns about a child's welfare you should act on these immediately and follow the child protection policy. You also need to know</p>

how to make a referral to Children’s Social Care, and there is a flowchart on page 22 of Keeping Children Safe in Education for clarity on how to do this. [You may wish to add information about how to contact your local safeguarding team / MASH.]

Throughout this presentation we’ll explore this a little more.

6.



[Whilst we have developed notes below covering every aspect of this slide, you may prefer to summarise as covering very aspect can be time consuming – the aim of including the timeline is to demonstrate the way in which safeguarding and child protection has and continues to be shaped and developed.]

So where are we now? There is a lengthy history of safeguarding and child protection which has been established and changed in response to the tragic and violent deaths of many children. Too many children to mention. Despite the first ever review into child abuse in 1945 concluding this should never be allowed to happen again, it has, many times. We are still trying to learn lessons which have been identified time and time again. They are the same lessons and this is why it is imperative that we all know and understand the importance of safeguarding, and our role within the wider remit of safeguarding. We are all cogs in a very big machine, and in order for the machine to work, we all need to turn.

Timeline

1880’s child cruelty was first identified as a concept.

1945 saw the first child abuse inquiry following the death of Dennis O’Neill. Dennis died whilst in foster care, showing signs of having been beaten and neglected. The independent review effectively established the need for accountability, oversight, information sharing between agencies and a focus on child-centred practice, many of which are

		<p>themes which are still prevalent in reviews being undertaken currently.</p> <p>Children Act 1948 – this was the first time the local authority had duty to accommodate children if parents could no longer care for them, and it was in their best interests</p> <p>In 1973, Maria Colwell was killed by her stepfather after being returned home from foster care. Her mother kept her up as stepfather was in the pub. On his return he killed her. Her death led to the establishment of the child protection system, with local review and press articles concluding this must never be allowed to happen again.</p> <p>Children Act 1975 – highlighted children’s welfare and set up the role of independent social worker for court (now CAFCASS).</p> <p>The death of Jasmine Beckford in 1984 as a result of cruelty, beatings and starvation brought further changes. The author of an inquiry into her death in 1985 delivered professionals and ultimatum – “Thou shalt not not intervene”. The inquiry determined that children are our clients, not their parents.</p> <p>This sparked a debate during the mid 80’s over child and parent’s rights.</p> <p>In 1988 another inquiry following the allegations of sexual abuse in Cleveland led Tony Newton the then Health Minister to state that proper action to protect children would not be allowed to "trample on the rights of parents".</p> <p>The granting of Royal assent for the Children Act in 1989 gave rise to a problem – the act was clear that children’s welfare is paramount, and it is within this context that courts should make decisions, however the principle of paramountcy was counter to the directive to not trample on the rights of parents. The impact was that social workers could no longer act independently to remove a child, this</p>
--	--	---

		<p>instead requiring a decision by a court or use of police powers of protection.</p> <p>1990 – UN Rights of the child determined that child was an individual with their own unique set of rights.</p> <p>The death of Victoria Climbié in 2000 led to further reform of the child protection system following an inquiry by Lord Laming.</p> <p>Another death in 2000, that of Lauren Wright (killed by stepmother who was member of school staff) led to the formal requirement for a designated safeguarding lead in all education settings.</p> <p>Further changes, this time in relation to recruitment practices and managing allegations were brought in following the death in 2002 of Holly Wells and Jessica Chapman. The review found that amongst other concerns, their killer, Ian Huntley, had previously been investigated for rape. This led to recommendation of appropriate vetting taking place before anyone was able to start working with children.</p> <p>In 2006 a piece of legislation, the Safeguarding Vulnerable Groups Act was given royal assent. This established the requirement for vetting checks and also established the role of Local Authority Designated Officer – the aim of the role being to collate information about allegations against professionals and support schools and other settings to properly investigate concerns.</p> <p>2008 saw the death of Baby P with the now infamous statements by the then Children’s Secretary, Ed Balls that the tragedy will never be repeated. These statements were deemed irresponsible by council chiefs.</p> <p>In 2011 the government commissioned Munro Report into child protection as part of a “national drive to improve the quality of child protection services” due to the concern that “the child</p>
--	--	--

protection system in this country become rather more about protecting the system than about protecting the children whom the professionals went into their professions to protect” (this position being stated by Tim Loughton the Under-Secretary of State for Education at the time). The report made a number of sweeping recommendations for change.

2013 saw the publication of the review into the sexual abuse / sexual exploitation that took place in Rochdale. One area of focus was the concern that there was little challenge and a failure to act by professionals due to a fear of being called racist.

In 2015 mandatory reporting was introduced where health and social care professionals and teachers in England Wales know of cases of female genital mutilation.

More recently in 2020 we saw the deaths of Star Hobson and Arthur Labinjo-Hughes. This led to national inquiries which are only now beginning to report.

Finally in 2021 we had the damning Ofsted review into sexual abuse in schools and colleges. This found that there were a number of issues that needed addressing, with Keeping Children Safe being amended to reflect these.

So again we ask, where are we now? Abuse and neglect is a complex area and our understanding is ever evolving. There are regular reports, reviews and inquiries which are shaping our understanding, but we are not there yet. It's important to look at the history as we learn that a lot of it is still relatively recent, for example the implementation of vetting checks and the introduction of the role of the LADO only occurred in 2006. This reinforces the point about the need for ongoing learning and regular updates. A commitment to our professional development is not something required for inspections, it is something required so we can be in the best position to safeguard children.

7.

Legislation

- Education Act 2002 & 2011
- Children Act 1989 & 2004
- FGM Act 2003
- Domestic Abuse Act 2021
- Counterterrorism and Security Act 2015

Guidance

- Keeping Children Safe in Education 2022
- Working Together to Safeguard Children 2018
- Mandatory reporting of FGM guidance 2020
- Domestic Abuse guidance 2022
- Guidance for Safer Working Practice 2022
- Behaviour in Schools 2016 and 2022
- PREVENT Duty 2015

safeguarding network

All of our practice is governed by the legislation which we have seen has been established and reviewed and updated through a long history of child protection. On the slide on screen are examples of some of the current key legislation and associated guidance.

The legislation refers to the legal acts that govern safeguarding, the guidance sets out how this should be applied. This means that statutory guidance must be followed, as it relates directly to the legislation.

In this vein, Part one of Keeping Children Safe in Education 2022 must be read as it provides everything you need to know on your duties under the law. Leaders and governors must be familiar with the guidance in the whole, again, as this outlines legal responsibilities. A lot of the questions that are often asked are answerable through referring to the guidance and this should always be your first stop for advice.

Not only is it crucial that we know our duties in order to safeguard children, but also to safeguard our own professionalism. 2006 saw the first time a school was successfully sued by a parent for failing in their duty to protect their child and adhere to their duties set out in law and guidance.

[The following is for your information to help inform any further discussions that may take place.]

Legislation:

- Children Act, first written in 1908 to protect the poorest children in society from abuse, subsequently updated in 1948, 1975, 1989 then again in 2004.
- Education Act – the key parts here are section 175/157 which set out that the governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school and that there are similar arrangements for all other schools.

		<ul style="list-style-type: none"> • FGM Act 2003 (revised by the Serious Crime Act 2015) – provided for mandatory reporting to the police by teachers amongst others where FGM has been known to taken place. • Domestic Abuse Act 2021 – provided clarity in law that children are victims within their own right even if abuse is not directed at them. • Counterterrorism and Security Act 2015 – this established the Prevent duty which relates to any type of extremism or radicalisation, not just religious based extremism and may include far right extremism, single acts or violence and different viewpoints such as incel ideology. <p><u>Guidance:</u></p> <ul style="list-style-type: none"> • Keeping Children Safe in Education 2022 – it is a requirement that all staff must read part one (or Annex A if allowed). The 2022 guidance has also integrated the sexual violence and harassment guidance into part 5 and this should also be read by all staff. • Working Together to Safeguard Children 2018 – although four years old now, this still sets out how agencies work together, including the process for referrals to social care, meetings etc. • Domestic abuse guidance – this provides statutory guidance on the role schools, colleges and early years settings have in recognising and responding to domestic abuse. • Behaviour in schools – this is non-statutory guidance but should be followed unless exceptional reason not to. As of July 2022 the document has been lengthened and includes explicit mention of DSL role in addressing behaviour incidents. • Guidance for safer working practice – this has been rewritten in 2022 to include best practice advice for professional conduct. This should be known and followed and you own staff code of conduct based on this.
--	--	--

8.

KCSIE 2022 - What's **new this year?**

- The DfE **sexual violence and sexual harassment** guidance has been incorporated into KCSIE 2022
- Greater emphasis on **Inclusion, Human Rights and Equality Law**
- Greater emphasis on **domestic abuse, children's experience and longer-term impact**
- Term "**child-on-child abuse**" replaces "**peer-on-peer abuse**" throughout document
- Focus on role of **Governors** for supporting DSL and training to equip for strategic role

↑ Online safety ↓



[Please note - This slide only provides a very basic overview on what we have considered the general key changes. It is imperative and a statutory requirement that all staff are familiar with, have read and understand at least part one of the guidance. We would recommend that staff are given time prior to the training to read the guidance and complete the knowledge checker at the end of the session.]

The main and most significant point in this year's guidance is the previous non-statutory guidance, "Sexual violence and sexual harassment between children in schools and colleges" has now been withdrawn as a standalone guidance and absorbed into Keeping Children Safe in Education 2022. This is very important as it now makes that advice statutory. This is a hot topic, and remains so, after last year's Ofsted review into child-on-child abuse in schools. It is recommended that all staff read part 5 as well as part 1 as this will support all staff with their knowledge and practice as well as helping prepare for any Ofsted visits. This, as with all aspects of safeguarding, remains a focus of inspections.

There is also a big emphasis on equality laws and human rights. This is in response to reviews such as Child Q (where a young person was strip searched in school by the Police without any safeguards in place) and the passing of the Domestic Abuse Act in 2021. As a setting we must also think about how our policies are applied and children with protected characteristics are not disadvantaged or discriminated against. [Here you could choose to give a transgender example.]

To ensure uniformity with the recent Domestic Abuse Act 2021, there is a much stronger focus on domestic abuse in the new guidance. This includes aspects such as understanding that children may not be ready to disclose, or able to disclose abuse due to fear. The definition of domestic abuse is also now included in the guidance. Domestic abuse remains an extremely common type of emotional abuse with at least 1 in 5 children

experiencing this at some point. That is only the bare minimum figure based on reported incidents, and it is likely that the true number is much higher. Operation encompass helps us to know when an incident that has had a police response has occurred, and this should allow for appropriate support to be put in place for that child the same day.

The term child on child abuse has replaced peer on peer abuse. This may appear to be a minor change in terminology, and might leave you wondering why it is necessary. Actually, this change provides a thoughtful insight into how we view concerns over children harming other children. The previous term of peer on peer abuse can have connotations that this issue is between children of a similar age, within a peer group. However, we know that the definition of a child is anyone from birth who hasn't reached their 18th birthday. Changing the terminology to child on child abuse attempts to shift our thinking to abuse can occur between children of any age and that young children can abuse older children.

The guidance has also very clearly set out a new, greater emphasis on the role of the governing bodies in relation to safeguarding, specifying that Governors should receive safeguarding training at the point of induction. This is a welcome change, as Governors have specific responsibility for the management and oversight of settings, therefore it makes sense they should be fully trained in safeguarding.

As a theme throughout all of these changes and the whole of Keeping Children Safe in Education, there is an increased emphasis on online safety and the need for this to be integral to safeguarding and also in the curriculum due to the interwoven nature that the online world has in everyone's daily life.

Of course, this is only an overview of some of the changes, it is imperative that you all read and understand the relevant guidance, know where it is

		<p>and how to access it and refer back to it throughout your practice.</p>
<p>9.</p>	<div data-bbox="209 349 724 640" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>It could happen here...</p>  </div>	<p>[Activity – give the audience 5 minutes to read through the case study then in groups consider what went wrong? when should action have been taken?</p> <p>After brief discussion, ask for feedback and thoughts raised in discussion. Provide additional background as detailed below. Explain this is one example, which is out in the public domain and very well known. However, there are countless more examples of professionals in positions of trust harming others. Barriers often exist, as they did in this case, that because we feel we know someone, we sometimes don't take the necessary actions to safeguard those we are responsible for.</p> <p>Explain that an open and honest culture, which is based on shared values is crucial in creating a safe environment. We all have the responsibility, which is now outlined in the guidance as being statutory, for recognising and reporting ANY concerns.]</p> <p>Background:</p> <p>Nigel Leat was a primary school teacher at a school in Somerset. He had been systematically abusing children and filming himself abusing children in school for a number of years. Concerns had been reported to the Head, however only 11 out of the 30 concerns had been reported formally and recorded. There was no action taken with any of the concerns outside of a 'quiet word' by the Head.</p> <p>Following Nigel Leat's arrest, he was convicted of 36 counts of sexual offences against children, including assault by penetration and attempted rape. Police found over 30, 000 indecent images of children on a memory stick.</p> <p>There were at least 20 victims identified of his abuse.</p>

		<p>Concerns about Nigel Leat’s professional conduct were ‘common knowledge’ by all staff. A Serious Case Review concluded: “The failure of school managers to take action in response to the concerns raised was compounded by the failure of anyone in the school to recognise that the teacher’s behaviour might have constituted grooming for sexual abuse.”</p> <p>The Headteacher faced action themselves for their lack of action. They were struck off after being suspended during the investigation.</p> <p>The school was judged to be outstanding by Ofsted throughout the period that Nigel Leat was abusing children. The serious case review concluded that staff prioritised academic attainment over the safeguarding of the children.</p> <p>[Put the following challenges to staff:</p> <ul style="list-style-type: none">• Who would you report your low level concerns to?• What would you do if they were not listened to/no action taken?• What would you have done differently if you had been a member of staff at that school? <p>At this point you should mention that there is a responsibility on all staff to escalate their concerns if they do not feel that they are being listened to, and that, ultimately if they feel that nothing is being done and children remain at risk there is the whistle blowing option, with the NSPCC running a whistle blowing helpline. Staff should also be reminded that the same applies if it is felt that another organisation is not acting to safeguard a child – through the local safeguarding partnership there will be an agreed escalation policy which can mean the partnership itself ultimately becoming involved.]</p>
--	--	---

10.

What is a **low-level concern**?

- A low-level concern is a concern about professional conduct that **breaches the Staff Behaviour Policy** but does not meet the threshold of harm.
- **New:** 'Humiliating pupils' has been added to examples.
- All **low-level concerns** must be **reported to the appropriate person** in your setting, as set out in your low-level concerns procedure.
- These will all be **recorded** and **appropriate action taken**.
- If you think that there is a continuing risk, **escalate** your concerns in line with your escalation policy.



Keeping Children Safe in Education 2022

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern, no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt', that an adult working in or on behalf of the school or college may have acted in a way that:

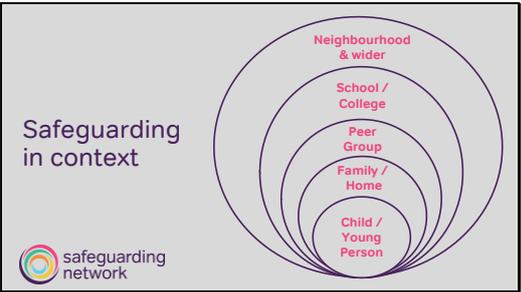
- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:
 - being over friendly with children
 - having favourites
 - taking photographs of children on their mobile phone, contrary to school policy
 - engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
 - humiliating pupils.

It should be acknowledged that such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. Research has shown that where people in positions of trust abuse children in their care, leading up to this there have often been a number of situations where they have been testing the boundaries and looking to see what the response of those around them will be.

Low-level concerns may arise in several ways and from a number of sources. For example it may include suspicion, complaint, or a disclosure made by a child, parent or other adult within or outside of the organisation, or as a result of vetting checks undertaken.

Low level concerns must be reported to the person in your setting which has been agreed to be the most appropriate person. This might be the DSL or the Head, but this must be made clear in the setting's staff behaviour policy and all staff must

		<p>know the procedures for reporting low level concerns. If concerns are not reported to the head in the first instance, it is important that the Head is updated on these concerns. [You will be able to advise on the arrangements in your setting.]</p> <p>For concerns about the Head, these must be reported to the Governors/trustees.</p> <p>The key message is – if you have concerns over a professional adult, you must report them.</p>
11.	<div data-bbox="220 689 735 981" style="border: 1px solid black; padding: 5px;"> <p>Threshold of harm</p> <p>The individual has:</p> <ul style="list-style-type: none"> • behaved in a way that has harmed a child, or may have harmed a child; and/or • possibly committed a criminal offence against or related to a child; and/or • behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or • behaved or may have behaved in a way that indicates they may not be suitable to work with children.  </div>	<p>As we saw earlier, the concept of a professional harming a child was formalised following the deaths of Holly Wells and Jesscia Chapman. This introduced the role of the Local Authority Designated Officer along with criteria as to when they should become involved. Currently there are 4 criteria which outline when the LADO should become involved, this is known as the threshold of harm, outlined on the screen.</p> <p>The LADO is responsible for:</p> <ul style="list-style-type: none"> • Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers. • Managing and overseeing individual cases from all partner agencies. • Ensuring the child’s voice is heard and that they are safeguarded. • Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made. • Monitoring the progress of cases to ensure they are dealt with as quickly as possible. • Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care. <p>It is important that if you suspect that a professional is acting in a way that is covered by any of these four criteria, you report your concerns</p>

		<p>to the Head or Principal, (unless the allegation is about the Head/Principal in which case you need to report to the chair (or designated person for such allegations) of your settings governance body/structure). It is important that you are aware of the local contact details for the LADO. [You may wish to add local information at this point, including whether this is included in the safeguarding policy, staff behaviour policy and any whistleblowing/managing allegations policy.]</p>
12.		<p>Breaktime – 15 mins break to digest first half of session and refocus for next half.</p>
13.		<p>We are influenced by a number of different factors, and the children and young people that you see on a daily basis are the same. Each child or young person is a member of a family (whether a formal group or an informal collaboration), have a peer group to a greater or lesser extent, are a member of your setting and then also integrated into the neighbourhood in which they live. The child or young person that you therefore see before you is the product of an infinite number of interactions, some memorable for them, others seemingly insignificant, but these all act to shape what is happening for the child on a daily basis and how they will respond.</p> <p>It is this that we need to remember when thinking about how to safeguard children and young people in our care. We should always ask ourselves, “what else do we know about this child / young person?” As an example we could consider domestic abuse and attitudes towards others in intimate relationships. In our setting we focus on values which include the need for personal space, kindness to others and consideration of others wishes and feelings. However the child may</p>

witness domestic abuse in their own home which may lead them to think that abuse is the only way to get what you want from another in a relationship, their peer group may have a hierarchical structure to it (particularly if their group is based around gang membership) which may again influence how they view the roles of others who they view as higher than, equal to or lower in the pecking order than themselves. The peer group may also have views on members of the opposite sex, which then influence how they behave. The wider neighbourhood will also then act to influence how the young person sees themselves – do they have a sense of belonging or do they want to do everything they can to leave? Therefore whilst our setting is aiming to steer them down a particular path, there are a lot of other influences.

Specifically in relation to how abuse may come from other areas of their lives, Working Together states:

‘As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Extremist groups make use of the internet to radicalise and recruit and to promote extremist materials. Any potential harmful effects to individuals identified as vulnerable to extremist ideologies or being drawn into terrorism should also be considered.’

Spotting **abuse**



Video 1



Video 2



[This slide has two videos linked to it – these are hosted by YouTube and therefore you may need to ensure that they are accessible prior to the training. Both videos are by a charity called Fixers and full copyright remains with them – Safeguarding Network have not been involved in the production of these videos and do not seek to take any credit for the videos. More information about Fixers can be found here: <https://www.fixers.org.uk/>)

The first video is a particularly hard-hitting video and we would recommend that you watch it prior to delivering the training. You may wish to give out a warning to this effect prior to showing the video and acknowledge that for some participants this may trigger an emotional response. Outline support that is available both in the immediacy and the longer term.]

Ensure all groups have a copy of the definitions of the 4 categories of abuse. Ask them to read through. Play the first video until 2mins 14 secs then stop (the video does continue after this, but specifically focuses on domestic abuse statistics and therefore slightly away from the topic that we are covering at this point.

Ask the audience – what types of abuse did you spot? Acknowledge that various types of abuse were portrayed in the clip, although abuse takes many forms and is not always violent.

What would it be like to be any of those children? How might they present in school? How might school respond?

Watch second video.

Afterwards, ask for thoughts on the clip. What signs and indicators might present in school?

Remind audience of the key message in Keeping Children Safe in Education that children may not be ready or able to disclose abuse, and therefore we need to think carefully about what signs and

indicators there are, keep an open mind and employ professional curiosity in order to create an environment where we can support children who are experiencing abuse in order to intervene.

Also draw attention to the fact that all staff should know about early help, and that the earlier a problem is identified then the better the outcome often for the child. There are some specific circumstances which staff should be aware of where children may need early help. They are if a child:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- 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 or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.

Discuss how emotional abuse is present in all of the cases, and that emotional abuse underpins all forms of abuse. Neglect is the most common

category of abuse nationally, but is a very complex area and is difficult to respond to. All local authorities should have their own neglect strategy. Direct audience to local authority child safeguarding partnership website for more info on responding locally to neglect.

Staff are reminded that the Children Act 1989 outlines the local authority's duty to investigate where there is reasonable cause to suspect significant harm.

Other potential **harms / vulnerabilities** include:

The infographic lists the following categories of harms and vulnerabilities:

- Bullying, cyber-bullying
- Children missing education, home, care
- Child sexual/criminal exploitation
- Disability/SEN
- Domestic & gender-based sexual & relationship abuse
- Family member in prison
- Faith abuse
- Mental ill-health
- Trafficking
- Child on child abuse, sexual violence & harassment
- Gang & serious violence
- Extremism / radicalisation
- Hate incidents / crime
- Substance misuse
- Self-harm
- Fabricated or induced illness
- Upskirting
- Contextual safeguarding
- Returned home from care
- Children in court system
- Anti-social/criminal behaviour
- Modern slavery
- Private fostering
- Initiation / hazing rituals
- 'Honour'-based abuse
- Forced marriage, FGM, breast ironing
- Sharing nudes / sexual images
- Homelessness
- Bereavement / loss

safeguarding network
Keeping Children Safe in Education 2022 & Working Together 2018

As we can see there are multiple areas of potential harm and vulnerability. Information about these can be found in Part One of Keeping Children Safe in Education and Annex B.

Some specific areas to highlight are

- serious violence – there is a new duty in relation to this which is due early 2023 to co-operate with agencies such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities.
- Prejudicial and discriminatory bullying and the additional vulnerabilities of LGBTQ+ children, along with the impact of misogynist / misandrist and other hate-based comments / actions.

[More information on these areas can be found on the Safeguarding Network website.]

WHAT WOULD YOU DO?

[Ensure the group has access to the scenario sheet.]

Ask the group to work through the scenarios and identify what type(s) of abuse might be present and choose an answer from the multiple choice, allowing them 10 minutes to do this.

Ask the group to show their answer by standing up when their choice is called.

Ask for feedback as to why they would choose that answer. Explore these answers to include information below.

Scenario 1:

Answer – C. It is your responsibility to make sure Alice is safe. She has disclosed information which could mean she is at immediate harm as she has disclosed a physical assault and has some bruising. Whereas the law states reasonable chastisement is lawful (in England and Northern Ireland), a lasting mark or injury removes the defence of reasonable chastisement and is regarded as this is physical abuse. Alice might be at further risk if she goes home tonight. A referral to police and children's social needs to be made immediately. This would be under section 47 of the Children Act 1989 and would be done without consent of the parents. Ask participants how would they do that (they are likely to say that they would speak to the DSL, but what about if the DSL was not available and they therefore have to do it themselves)? Explore this answer with staff and local procedures for doing so. Remind of guidance and flowchart on page 22 of KCSIE.

Scenario 2:

Answer – B. The DSL would need to be informed as this would meet private fostering definition. It is an offence not to report private fostering arrangements, and all private fostering arrangements must be assessed by the local authority. For more information about private fostering see the Safeguarding Network website.

Scenario 3:

Answer – A. It would also be important to reflect on the plan put in place so it does not isolate the child who is being harmed. This would come under child on child abuse, and the alleged victim should not be disrupted from their routine. More information

		<p>on bullying and child on child abuse can be found on the Safeguarding Network website.</p> <p>Scenario 4:</p> <p>Answer – C. It is important that further information is gathered about where the children are currently and if they are safe. The disclosure from the mother suggests that there is an immediate risk to her and the children. We know that the guidance for domestic abuse and the Domestic Abuse Act 2021 recognises children as victims in their own right. Immediate action should be taken to protect the victims. Check with participants their understanding of what arrangements are in place for contacting the DSL during parents evening if they are not on the premises, and that they know to contact police/social care direct if necessary. Explore how they might manage all this without alerting other parents in the vicinity, etc.</p>
	<div data-bbox="217 1115 735 1406" style="border: 1px solid black; padding: 5px;"> <p>Responding to a disclosure</p> <ul style="list-style-type: none"> • All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. • Barriers should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. • It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication  </div>	<p>It is important to acknowledge that disclosures often come at unexpected times and in unexpected ways. Therefore, it is imperative that you all maintain an open and calm approach in all practice to support in facilitating communication through trusted relationships.</p> <p>If a child does make a disclosure – what are some best practice tips for how to respond? [Ask the audience to think about a time they have wanted to tell someone something difficult – how did they want that person to respond?]</p> <p>Think about what barriers there may be a child disclosing for example, children may feel embarrassed, humiliated, or being threatened.</p>



If a child is able and decides to make a disclosure to an adult, there are some important things we need to consider. This video supports us in thinking about our response.

[This video is hosted on YouTube and copyright remains with the NSPCC. Safeguarding Network have had no involvement in the development of this video and do not have any rights relating to it. The use of this video is purely as another means of getting the message across to staff.]



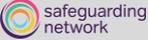
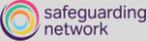
Ask the audience:

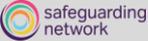
How might the records we keep be used? Who might see them?

Ensure answers include: referrals to other agencies, courts (family/criminal), parents themselves, children themselves, especially in future through subject access requests, child protection conferences / reports, police information, child safeguarding practice reviews, etc.

It is important that we know how to keep accurate and effective records which are free from emotive language and based on facts. All records should be made in line with the setting's record keeping system.

The records we keep may be shared outside of school. Normally, this decision will be made by a DSL in terms of who needs to have this information and for what reasons. All staff should be aware of the need for confidentiality, but also reminded that fears of sharing information should not stand in the way of safeguarding children.

	<p>On Thursday, Malika didn't want to go outside at breaktime and was really upset. I asked her if something had happened at home to make her upset and she said yes. I asked her if she had been hurt, and she said yes. She showed me her arm and she had some fresh bruising that looked like fingertips around her wrist and something that looked like a burn on the inside of her arm. I asked her if she had been fighting with her brother again, but she didn't reply.</p> <p>I told her to speak to her class teacher about it and they would speak with her dad about it.</p> <p>I think she probably fought with her brother, as they are always falling out. But she can be quite manipulative to get what she wants, and it was a cold day, so she probably wanted to stay inside. I didn't see her again for the rest of the day.</p> <p>J. Jones Friday 10th June</p> 	<p>Ask the audience to read through the information on the slide. What are their thoughts on this as a safeguarding record? Is it effective? How could it be improved? What does it tell us?</p>
	<p>The information we record plays a vital part in safeguarding children.</p> <p>Although it has a safeguarding function, recording itself is more of a literacy skill.</p> <p>One way to improve is to reflect on the record we're making before we log it by thinking about the FACTS approach.</p>  	<p>It is important to stress that where concerns about a child are identified, these are shared with the DSL immediately. Recording is an important and crucial part of this, however sometimes an immediate verbal report is needed which can then be followed up with the written record. This would apply where a child is deemed to be at risk of significant harm and immediate action is required to protect them. Make sure that the record is factual, provides an analysis of why this is a concern, includes the child's voice, is timely and shared appropriately.</p>
	<p>At 11:10am I saw Malika crying in the cloakroom. I asked Malika what was making her upset? Malika stated she had an argument with her dad the night before and he had grabbed her wrist and held a hot spoon on her arm. Malika said he had said this was to 'teach her a lesson'. She showed me her arm and I saw 5 small oval purple bruises on her left wrist and a red blister on the inside of her left arm approximately the size of a 2p coin.</p> <p>I asked Malika if she wanted to tell me anything else and she said 'I feel really scared to go home. I am worried something even worse will happen. I can't take it anymore'.</p> <p>I ensured Malika was seen by a first aider for the injury she had shown me and had somewhere to sit where she felt comfortable. I explained I would have to pass this information on to Mrs Jane Smith as it was her job to keep everyone in school safe. I told Malika either me or Mrs Smith would come and tell her what was going to happen next.</p> <p>I passed my concerns to verbally to Jane Smith – DSL at 11:35am. Jenny Jones – Pastoral Assistant Thursday 9th June 2022.</p> 	<p>Ask the audience to read through this entry. Is this one better? Why? What has been changed? What difference would this make to Malika?</p>
	<p>Online Safety – what are the risks?</p>  	<p>As well as experiencing harm / abuse / neglect within the family home, children can experience abuse outside of the family home in other contexts of their lives. Children may abuse other children, experience exploitation or experience abuse online as well as many other specific safeguarding risks.</p> <p>However, one area which has become a significant area to focus on is children's online experiences. It can be easy to see online safety as a specific concern in itself, which it can be, however that many forms of abuse can be perpetrated with</p>

		<p>technology and perpetuated through online spaces. In addition to experiencing abuse/exploitation, there can be other risks to children accessing online spaces.</p> <p>What do you think might these include?</p>
	<div data-bbox="217 595 735 887" style="border: 1px solid black; padding: 5px;"> <p>Risks associated with online space</p> <ul style="list-style-type: none"> • Violent content • Pornographic content • Hateful content • Adverts and spam • Harassment • Grooming • Radicalisation • Identity theft • Online bullying • Sharing nudes/semi nudes • Harmful content • Copyright infringement and Piracy • Gambling • Social networking and Gaming  </div>	<p>It is important to highlight that technology is ever evolving and there are many benefits of accessing online spaces and technological devices for learning, fun, socialising and development. However, these spaces and devices can also be exploited, used for harm and misused/have unintended effects.</p> <p>Our role is to ensure we are aware of the key issues with online spaces, provide an open and honest environment where we can explore children’s online presence and use of technology without scaring or prohibiting appropriate use.</p> <p>Filtering and monitoring systems are really key, as it the way we interact with children through preventative education and through our partnership with parents and carers. How would you raise a concern about online concerns?</p> <p>The key message is that despite the use of technology, a safeguarding issue is a safeguarding issue. Do not be distracted by technology and think of it as something different – all concerns need to be addressed thoroughly and in line with guidance and policy.</p>

	<p>Action points</p> <ul style="list-style-type: none"> Take time to read and make sure you understand the guidance and your setting's policies Create a safe environment where children can develop trusted relationships Know the signs and indicators of abuse/neglect, including online concerns Report and record your concerns, including concerns about professional adults Commit to and engage in continued professional development 	<p>This training represents a whistlestop tour of safeguarding. For full and comprehensive training staff would need to attend much longer sessions, over days and weeks to fully explore all aspects in detail, which few settings have time or budget for.</p> <p>This is designed to be an overview, but not a replacement for ongoing continuing professional development in safeguarding areas and reading the guidance.</p> <p>[Opportunity for thoughts and reflections from audience on the training.]</p>
		

Comments / Feedback:

We welcome your comments and feedback and will use these to help improve the services that we provide. Please email us at contact@safeguarding.network.