



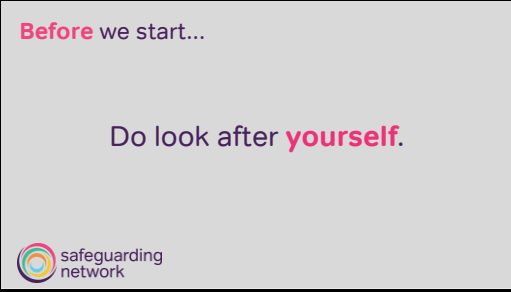

Whole School Update 2023:

presenter notes


Requirements:


- You will need to have downloaded the presentation to the computer that you are using.
- Within the presentation there are two videos that are hosted on YouTube – if you wish to use these the links are provided but access is through your own systems and subject to your organisational filtering and monitoring.

Presentation:

1.	 <p>Whole Setting Safeguarding Update</p> <p>September 2023</p> 	
2.	 <p>Before we start...</p> <p>Do look after yourself.</p> 	<p>[Do share relevant venue and safety information. It's also 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, and these feelings are ok. Please make sure you and your staff look after yourselves, and each other, and get support where you need it, including from the DSLs and Deputies. It is, however, a crucial part of our work with students. Briefly leave the session if you need to, to take a breather.</p> <p>Take a moment to think about where you can get support and supervision in our setting... from one another, from SLT and from our safeguarding deputies and lead. [You may want to remind people of any changes, contact arrangements etc]</p> <p>As we move through this presentation we will be thinking about safeguarding children in general.</p>

		<p>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 signs and indicators can be misattributed to a diagnosed condition and therefore explained away.</p> <p>[Again, you can take a moment to discuss which groups might be more vulnerable in your setting and highlight any work going on around these. 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 hugely valuable in reflective practice for safeguarding, especially where there are complex needs.]</p> <p>We also know from the statistics that, in England and Wales, children under 1 year old are consistently most likely to be killed by another person (Office for National Statistics, appendix tables homicide). This is usually someone who is a care giver, parent, step-parent. 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 participants 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 16-24 years (ONS, appendix tables homicide). 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</p>
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		<p>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 to keep these points in mind.</p>
<p>3.</p>		<p>[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 <i>at least</i> part one of Keeping Children Safe in Education (or Annex A where appropriate and agreed). 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 after 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.]</p> <p>This training will cover the five key areas shown. Its 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.</p>

<p>4.</p>	<p>What is safeguarding?</p> <p>“ Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:</p> <ul style="list-style-type: none"> • 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. ”  <p><small>Keeping Children Safe in Education 2023</small></p>	<p>This is the definition of safeguarding. What does your setting do and what do YOU do that comes under the safeguarding definition?</p> <p>[Give participants a minute to think about this and take feedback in terms of what practice would be included under this definition.]</p> <p>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, DBS/Safer recruitment checks, reporting concerns, attending meetings, making referrals to agencies, training, preventative curriculum, filtering and monitoring systems, challenging poor practice 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. It is preventative as well as reactive and applies to everything that we do for all children, child protection is the part of safeguarding which is necessary when there is suspicion/evidence of a child being abused.</p>
<p>5.</p>	<p>What is abuse?</p> <p>maltreatment of a child...</p> <p>Inflicting harm or by failing to act to prevent harm.</p> <p>Physical, non-physical or by witnessing ill treatment of others.</p> <p>In a family, organisation or community setting.</p> <p>By those known to them or, more rarely, by others.</p> <p>By an adult or adults or by another child or children.</p> <p>Can happen on online, or through technology to facilitate offline abuse.</p>	<p>[Can the group think of examples in relation to each of the lines?]</p>

6.

Whose **responsibility** is it?

- Safeguarding is **everyone's** responsibility.

What does this **mean** in education?

- All staff have responsibility to **provide/maintain a safe environment** (on and offline) in which children can learn.
- All staff are in a position to **identify concerns early**, provide **help** for children, **promote** children's **welfare** and **prevent** concerns from escalating.



Keeping Children Safe in Education 2023

[Click for answers]

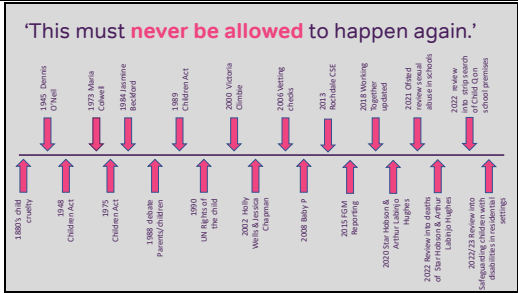
Guidance including Keeping Children Safe in Education tells us that safeguarding is everyone's responsibility. However, if we're not careful, we just hear this as a commonly used phrase and don't really understand what it means. Staff in education are trusted to educate and care for our children and 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 setting. 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.

Part one of Keeping Children Safe in Education explains the role of staff in education settings very clearly. This includes the requirement that if you have concerns about a child's welfare you should act on these immediately and follow the safeguarding/child protection policy. You also need to know 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 etc]

We therefore all take responsibility for safeguarding children every day and need to take action as appropriate.

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

7.



[We have included notes below for your information and/or in case you are asked questions. It is not expected that you would go through everything as this would be too time consuming – a brief summary would suffice. 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 and this is why it is imperative that we all know and understand the importance of safeguarding, and our role within its wider remit. 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 themes which are still prevalent in reviews being undertaken currently.


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.

In 1973, Maria Colwell was killed by her stepfather after being returned home from foster care. Her

		<p>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 paramourcy 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 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>
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		<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 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.</p> <p>2013 saw the publication of the review into the sexual abuse / sexual exploitation that took place</p>
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		<p>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.</p> <p>In 2015 mandatory reporting was introduced where health and social care professionals and teachers in England Wales know of cases of female genital mutilation.</p> <p>In 2020 we saw the deaths of Star Hobson and Arthur Labinjo-Hughes. This led to national inquiries which reported in 2022.</p> <p>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.</p> <p>2022 saw the review into Child Q, a Black female secondary school aged child, who, in 2020, was strip searched by police on school premises without an Appropriate Adult present and without effective challenge from school staff. Concerns were also raised about the ‘adultification’ of black children and its impact in this situation.</p> <p>In 2022 and 2023, phases 1 and 2 of the Hesley report into safeguarding children with disabilities and complex health needs living in residential settings. The phase 1 report examines allegations of abuse and neglect to children living in three private residential settings operated by the Hesley Group, which found that insufficient safeguarding measures were in place to ensure the safety and wellbeing of the children, and as a result, the children had been exposed to serious harm and ongoing risk. There was also there is criticism of the role of the LADO. The phase 2 report sets out recommendations to improve the safety, support and outcomes for children with disabilities and complex health needs living in residential settings which include: that all children with disabilities and complex health needs should have access to independently commissioned, non-instructed advocacy from specialist trained advocates,</p>
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		<p>ensuring that practitioners understand the requirements for legally compliant practice in relation to Deprivation of Liberty Safeguards and that guidance about the inherent risks from ‘closed cultures’ should be included in ‘Working Together to Safeguard Children’ and ‘Keeping Children Safe in Education’.</p> <p>So, 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.</p>				
8.	<table border="1"> <thead> <tr> <th data-bbox="236 1133 387 1160">Key Legislation</th> <th data-bbox="491 1133 628 1160">Key Guidance</th> </tr> </thead> <tbody> <tr> <td data-bbox="236 1167 448 1350"> <ul style="list-style-type: none"> • Children Acts 1989 & 2004 • UN Convention on the Rights of the Child • Human Rights Act 1998 • Education Acts 2002 & 2011 • Sexual Offences Act 2003 • FGM Act 2003 • Mental Capacity Act 2005 • Forced Marriage (Civil Protection) Act 2007 • Counterterrorism and Security Act 2015 • Data Protection Act 2018 & UKGDPR • Domestic Abuse Act 2021 </td> <td data-bbox="491 1167 703 1395"> <ul style="list-style-type: none"> • Keeping Children Safe in Education 2023 • Use Of Reasonable Force in Schools 2013 • SEND Code Of Practice 2015 (Updated 2020) • Working Together to Safeguard Children 2018 • Information Sharing 2018 • Mandatory Reporting of FGM Guidance 2020 • Early Years Foundation Stage Statutory Framework 2021 • PREVENT Duty Guidance 2021 • Domestic Abuse Guidance 2022 • Behaviour in Schools 2022 • Guidance for Safer Working Practice 2022 • Searching, Screening and Confiscation 2022 • Forced Marriage Guidance 2023 </td> </tr> </tbody> </table> 	Key Legislation	Key Guidance	<ul style="list-style-type: none"> • Children Acts 1989 & 2004 • UN Convention on the Rights of the Child • Human Rights Act 1998 • Education Acts 2002 & 2011 • Sexual Offences Act 2003 • FGM Act 2003 • Mental Capacity Act 2005 • Forced Marriage (Civil Protection) Act 2007 • Counterterrorism and Security Act 2015 • Data Protection Act 2018 & UKGDPR • Domestic Abuse Act 2021 	<ul style="list-style-type: none"> • Keeping Children Safe in Education 2023 • Use Of Reasonable Force in Schools 2013 • SEND Code Of Practice 2015 (Updated 2020) • Working Together to Safeguard Children 2018 • Information Sharing 2018 • Mandatory Reporting of FGM Guidance 2020 • Early Years Foundation Stage Statutory Framework 2021 • PREVENT Duty Guidance 2021 • Domestic Abuse Guidance 2022 • Behaviour in Schools 2022 • Guidance for Safer Working Practice 2022 • Searching, Screening and Confiscation 2022 • Forced Marriage Guidance 2023 	<p>This list is not exhaustive. Note – much of the legislation and guidance apply only to England, sometimes extended to Wales.</p> <p>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.</p> <p>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 2023 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</p>
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		<p>through referring to the guidance and this should always be your first stop for advice.</p> <p>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.</p> <p>[The following is for your information to help inform any questions]</p> <p><u>Legislation:</u></p> <ul style="list-style-type: none">• Children Act, first written in 1908 to protect the poorest children in society from abuse, subsequently updated in 1948, and built on by the Children Act 1975. These were then superseded by the Children Act 1989 which set out the paramountcy principle (that the welfare of the child should be the main consideration), and the Children Act 2004 which was informed by Lord Laming's report into the death of Victoria Climbié.• In 1990, the UK signed the United Nations Convention on the Rights of the Child which sets out the rights of every child in the world to survive, grow, participate and fulfil their potential.• Human Rights Act 1998 sets out the fundamental rights and freedoms that everyone in the UK is entitled to.• 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. The Education Act 2011 includes giving schools greater powers to search pupils for, and seize, more items.• Sexual Offences Act 2003 defines consent and various sexual offences. Offences related to
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sexual grooming were added as a result of the Serious Crime Act 2015.

- FGM Act 2003 (revised by the Serious Crime Act 2015) – strengthened the offences of FGM, extending where, to whom and by whom it was carried out. It also outlines the mandatory duty of reporting to the police by teachers and other specified professionals.
- Mental Capacity Act 2005 applies to everyone involved in the care, treatment and support of people in England and Wales over the age of 16 who can't make some or all decisions for themselves.
- Forced Marriage (Civil Protection) Act 2007 enables courts to prevent forced marriages and order those responsible for forcing another into marriage to change their behaviour or face jail. It also provides recourse for those already forced into marriage.
- Counterterrorism and Security Act 2015 contains powers to help the UK respond to the threat of terrorism and put a duty on a range of organisations to prevent people being drawn into terrorism. The Prevent duty 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.
- Data Protection Act 2018 sets out how personal data must be collected, handled and stored to protect people's privacy. It also gives individuals the right to know what personal data is held about them and to have that data erased in certain circumstances. UKGDPR is the UK's version of the EU GDPR also outlining the rights of data subjects, data processing principles and lawful bases, and obligations to ensure the security of the personal data processed.
- Domestic Abuse Act 2021 – provided clarity in law that children are victims within their own right even if abuse is not directed at them.

Guidance:

- Keeping Children Safe in Education 2023 – it is a requirement that all staff must read and understand at least part one (or Annex A if

appropriate and agreed). DSLs, governors and senior leaders should be familiar with the whole document.

- Use of reasonable force in schools 2013 (currently under revision) aims to help school staff feel more confident about using reasonable force when they feel it is necessary, and to make clear the responsibilities of school leaders and governing bodies in respect of this power.
- SEND code of practice 2015 (updated 2020) explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.
- Working Together to Safeguard Children 2018 (currently under revision) sets out definitions of abuse, agencies' responsibilities and how agencies work should together, including the process for referrals to social care, meetings etc.
- Information sharing 2018 (currently under revision) aims to help practitioners and senior managers decide when and how to share personal information legally and professionally.
- Mandatory reporting of FGM guidance 2020 is the duty of reporting to the police by teachers amongst others where the professional either is informed by the girl that an act of FGM has been carried out on her or observes physical signs which appear to show an act of FGM has carried out.
- Early Years Foundation Stage statutory framework 2021 sets the standards that all early years providers (including up to reception class in schools) must meet to ensure that children learn and develop well, are kept healthy and safe and have the knowledge and skills they need to start school.
- PREVENT Duty statutory guidance 2021 supports practitioners to fulfil the duty.
- Domestic abuse statutory guidance –provides 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, as well as promoting a safeguarding approach.

- 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 can base your own staff code of conduct on it.
- Searching, Screening and Confiscation 2022 covers how to safely search or screen children in schools, what prohibited items schools can search for and the powers staff have to confiscate items found during searches.
- Forced Marriage guidance 2023 comprises statutory guidance on forced marriage for all those who exercise public functions in relation to safeguarding and promoting the welfare of children and vulnerable adults, as well as multi-agency practice guidelines on handling cases of forced marriage for front line workers including educational staff.

9.



Ensure the participants have access to the Quiz sheet. Allow time for discussion, then explain to participants that questions 1-5 will be answered as you go through the course. Ask them to check their answers as they go along. Give answers for questions 6-9 (see below for pointers, plus refer to your setting's policies).

1. Name and describe the four main categories of child abuse and give at least four possible indicators for each (*see the handout for full definitions*)
2. If a child/young person tells you they are being harmed, outline all the steps you would take.
3. How can you ensure that information about children/young people/families/staff is kept and shared securely?
4. Outline all the steps you should take if a child/young person makes an allegation against, and/or if you have concerns about, a member of staff
5. If you want to take or use images of pupils, students or staff, who do you need to ask

		<p>consent from? Who else, if anyone, do you need to check with?</p> <ol style="list-style-type: none"> 6. When can you allow learners access to your personal social media accounts? What measures should you take to maintain professional boundaries? 7. What do you need to consider when working on your own with a learner? 8. What do you need to think about when considering the appropriateness of physical contact with a learner? 9. How can you be a positive role model for your learners? Give examples. <p>Pointers in relation to questions 6-9:</p> <ol style="list-style-type: none"> 6. Most staff may answer ‘never’ in terms of learner access. Generally speaking, in a professional context, this is accurate. However, need to expand to discuss when learners are relatives... – e.g. if your child who attends the school you work in can access your personal account, how many of their friends can as well? What safeguards are in place? Also consider, how personal is social media? What you post may affect your professional life etc. 7. Need to consider safety of the child and potential for allegation against the member of staff – where are you – how isolated is the area, can you be overseen? Who knows you’re there and why? Child/young person’s feelings, balancing privacy versus safety etc. 8. Need to consider wishes and feelings of child/young person, appropriateness/reason for physical contact, gender issues, religious constraints etc. Examples of when may be appropriate: administering First Aid, certain teaching situations like hand placement on a violin, appropriate physical restraint, dealing with distress etc. 9. Examples include behave in a respectful manner towards other staff, pupils/students and their families, do not ridicule, bully, coerce others, do not allow ridicule, bullying etc. to go unchallenged – ‘standing by’ is collusive, be consistent, apologise when you get it wrong.
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10.

KCSiE 2023 - What's **new this year?**

- All staff understand the **Filtering & Monitoring** standards.
- Actions around **out-of-school providers** using your premises.
- Reframing of **absence** from education.
- More on **safer cultures** in settings.
- **Clarification and updates** around Equality Act duties, elective home education, Channel and Forced Marriage.



[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.]

Filtering and monitoring:

This will be looked at in more detail shortly.


Out of School settings:

Guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools and colleges should expect providers to have in place regardless of whether the children or young people attending the provision are on roll at your setting. It covers key safeguarding areas including health and safety, safeguarding and children protection, suitability of staff and volunteers and governance. KCSiE 2023 adds that if your setting receives an allegation relating to an incident at an out of school setting that was using your premises, **your** policies and procedures should be followed as well, which may include informing the LADO.

Absence from education:

The new KCSiE clarifies the difference between children missing education and children absent from education, and now talks about being absent for prolonged periods and/or on repeat occasions rather than 'persistent' absence. We are reminded to consider the possible reasons behind absence, including for those who have not yet met the level where they would be considered as persistent absentees. - "Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence procedures and children missing from education procedures."

	<p>Safer cultures:</p> <p>“Schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks” in order to ensure that there is clarity around the recruitment process.</p> <p>“Copies of documents used to verify the successful candidate’s identity, right to work and required qualifications should be kept on their personnel file”, plus adds clarity that there is no requirement to keep copies of DBS certificates for the purposes of maintaining the single central record.</p> <p>The guidance also has been amended slightly in Part 3 to reflect that when building a safer culture in the setting, this includes ensuring that staff feel comfortable discussing matters that may include things that they have seen or accessed online which may have implications for safeguarding children.</p> <p>And the rest:</p> <ul style="list-style-type: none">• Further clarity that under the Equalities Act, where proportionate, disadvantage linked to certain protected characteristics can be addressed through positive action; and a reminder of the duty to make reasonable adjustments for disabled children and young people.• If a parent wishes to home educate a child who has an Education, Health and Care Plan (EHCP), the local authority will need to review the plan working closely with the parents and carers.• Clarification that the Channel program is for those who are susceptible to or at risk of being drawn into terrorism, and that no work can be completed by the Channel programme providers unless the individual provides their consent for this to happen.• Information about forced marriage has been updated to reflect that since February this year it has been a crime to do anything that causes a child or young person to be married before their 18th birthday, regardless of whether threats or
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		<p>coercion are used. The guidance is clear this applies to both unofficial marriages as well as legal marriages.</p> <p>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.</p> <p>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 and how to access it and refer back to it throughout your practice.</p>
11.		<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 many forms of abuse can be perpetrated with 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>

12.

Risks associated with online space

- 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



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.

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.

Filtering and monitoring systems are important, as is the way we interact with children through preventative education and through our partnership with parents and carers. How would you raise online concerns, and to whom?

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 safeguarding guidance and policy.

13.



You can use the TJ Case Study in your pack. There is also a case study DSL information sheet.


The case study is based on a real situation. It should be noted that all of the students in the school were exposed to the risks that ‘TJ’ was. There was an over reliance on the filtering system without oversight and monitoring. There was no supervision of the children’s access. The platform ‘TJ’ accessed was one that is not blocked by many settings’ systems, and it was found that there was not adequate independent scrutiny to remove age-inappropriate stories put on the platform.

Activity:



Give the participants 5 minutes to read through the case study then in groups consider what went wrong and when should action have been taken.

		<p>After brief discussion, ask for feedback and thoughts raised in discussion. (See the Case study DSL information sheet for more information to respond to feedback).</p> <p>Explain that an open and honest culture, which is based on shared values is crucial in creating a safe environment on or offline. We all have the responsibility, which is now outlined in guidance, for recognising and reporting ANY concerns about children’s (and staff) behaviour and activity online, particularly within (but also outside of) our setting. You may also wish to consider, particularly when managing children within your setting who are out of lessons and/or on reduced timetables – how much are they missing out on vital safety information? How much online supervision do they have?</p> <p>Then, put the following challenges to staff:</p> <ul style="list-style-type: none"> • Who would you report your concerns about unusual, unsafe, bullying etc online behaviour to? • What would you do if you were not listened to/no action was taken? • What would you have done differently if you had been a member of staff at that school? <p>Inform participants 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>
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14.	<p>Filtering and monitoring – what do they mean?</p> <p>Filtering: Content control – blocking or allowing content using USLs, keywords, content categories</p> <p>Monitoring: Supervision (physically or via tech) of what children are accessing</p> 	<p>[Note to DSL: You can find full details of the DfE Filtering and Monitoring standards here: https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges. You can also register interest in further dates for Safeguarding Network and SWGfL's Filtering and Monitoring Webinars for a chance to ask questions and explore detail further.]</p> <p>[next slide adds how filtering and monitoring work to this slide]</p>
15.	<p>Filtering and monitoring – what do they do?</p> <p>Filtering: Content control – blocking or allowing content using USLs, keywords, content categories</p> <ul style="list-style-type: none"> • Protects from harm (but no guarantees, not 100%), minimises distractions from learning, needs to be balanced – protection v over-blocking, tends to be reactive. <p>Monitoring: Supervision (physically or via tech) of what children are accessing</p> <ul style="list-style-type: none"> • protecting from online bullying, verifying learners are acting responsibly and learning acceptable online behaviour, ensuring the filtering system is working well, providing a safe place to learn from mistakes. 	<p>[Note to DSL: You can find full details of the DfE Filtering and Monitoring standards here: https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges . You can also register interest in further dates for Safeguarding Network and SWGfL's Filtering and Monitoring webinars for a chance to ask questions and explore detail further.]</p>
16.	<p>Filtering & monitoring – your responsibilities</p> <ul style="list-style-type: none"> • Teach children about responsible digital behaviour, ethics, and the consequences of inappropriate online actions • Notify if teaching about any topics which could create unusual activity on the filtering logs; or if think are any unreasonable restrictions affecting teaching/learning/admin tasks • Report if witness or suspect unsuitable material has been accessed, or notice abbreviations or misspellings that allow access to restricted material 	<p>Staff need to be clear who is responsible for your filtering and monitoring systems (the named governor, the named senior leader, the DSL, the IT staff etc), understand the provisions in place, manage them effectively and know how to escalate concerns when identified.</p> <p>How well do staff monitor the online activity of the children and others they work with? (e.g. through watching screens of users, live console supervision with device management software, network monitoring etc). Do they pick up incidents urgently (e.g. through alerts or observations), take prompt action and record the outcome? Do staff understand the policy and process? Do they know how to act on reports/concerns and who to report to?</p> <p>For example, they should report if:</p> <ul style="list-style-type: none"> • they witness or suspect unsuitable material has been accessed

		<ul style="list-style-type: none"> • they can access unsuitable material • they are teaching topics which could create unusual activity on the filtering logs • there is failure in the software or abuse of the system • there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks • they notice abbreviations or misspellings that allow access to restricted material <p>Clarify to staff that ‘teaching’ in this instance includes modelling responsible online behaviours and challenging inappropriate online behaviours, whether seen or heard about; and so, applies to all staff, not just teachers.</p> <p>Explain who staff should notify/report what to (e.g. DSL and named responsible senior leader, not just IT department) in accordance with your safeguarding and online safety policies.</p>
17.		<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 part of (integrated into or not) 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,</p>

		<p>kindness to others and consideration of others wishes and feelings. However the child may 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.</p> <p>Specifically in relation to how abuse may come from other areas of their lives, Working Together states:</p> <p>‘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.’</p>
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18.		<p>Breaktime – 15 mins break to digest first half of session and refocus for next half.</p>
19.		<p>[This slide has a video linked to it – these are hosted by YouTube and therefore you may need to ensure that they are accessible prior to the training. The video is 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/]</p> <p>Click on picture to link to video. This 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.</p> <p>Ensure participants have access to a copy of the definitions of the 4 categories of abuse. Ask them to read through. Play the video until 1 min 34 secs (where the man touches the girl’s hair) then stop (the video does continue after this, but repeats the previous scenes).</p> <p>Ask participants – what types of abuse did you spot? What did it feel like to be seeing what was happening? How might children and young people in those homes feel experiencing, seeing or hearing the abuse? Acknowledge that various types of abuse were portrayed in the clip, although abuse takes many forms and is not always violent. Discuss how emotional abuse is present in all of the cases, and that emotional abuse underpins all</p>

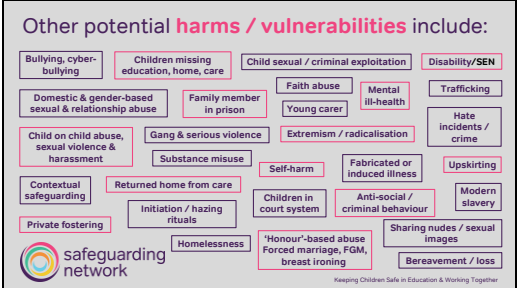
forms of abuse. Neglect is the most common category of abuse nationally, but is a very complex area and is difficult to respond to. All local authorities should have their own neglect strategy. Direct participants to your local authority child safeguarding partnership website for more info on responding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

What is needed to change these situations? Note the importance of having someone outside of the home and the role of education staff in noticing and acting on young people’s experiences. 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.

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

Video link is:
<https://www.youtube.com/watch?v=pCLdPxW2nZQ>


20.




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 duty in relation to this which is 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.

		<p>More information on these areas can also be found on the Safeguarding Network website.</p>
<p>21.</p>	<p>Building the picture</p> 	<p>[This slide has a video linked to it – these are hosted by YouTube and therefore you may need to ensure that they are accessible prior to the training. The video is 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/]</p> <p>Click on picture to link to video.</p> <p>Watch all of video (they address teachers specifically during the credits). Afterwards, ask for thoughts on the clip. What signs and indicators might present in your setting?</p> <p>Remind participants of the key message in Keeping Children Safe in Education that children may not be ready or able to disclose abuse verbally, 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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • 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 so-called '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. <p>Video link is: https://www.youtube.com/watch?v=BElp-DmQtjM&feature=emb_logo</p>
22.		<p>Ensure the participants have access to the scenario sheet.</p> <p>Ask the participants 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 participants to show their answer by standing up when their choice is called.</p> <p>Ask for feedback as to why they would choose that answer. Explore the answers to include information below.</p> <p>Scenario 1: Answer – B. Even though the allegation is against someone outside of the organisation, because the activity is being run on school premises, the</p>

	<p>member of staff needs follow the school's safeguarding allegations procedure. Would your members of staff know how to contact the LADO directly if they needed to?</p> <p>Scenario 2: Answer – C (or all of the above!). Children's Services will need to be informed as this would meet private fostering definition. Parents and others involved in planning for a child under 16 (under 18 with a disability) to live with someone who is not a parent or close relative for 28 days or more must notify the local authority (as must other agencies who discover this), and all private fostering arrangements must be assessed by the local authority. Many parents and staff are unaware of this. Professionals should notify the local authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the local authority has been or will be notified of the arrangement by the parent or carer. For more information about private fostering see the Safeguarding Network website https://safeguarding.network/private-fostering</p> <p>Scenario 3: Answer – A. Raphael's behaviour over time has changed and there is indication he is scared and hurt, which would be a safeguarding concern in itself. When added to what he says, it suggests that he may be subject to faith abuse. Whatever the cause, it is important that further information is gathered, decisions are made as to whether Raphael needs a medical examination and that he is made safe..</p> <p>Scenario 4: Answer – C. It is important that further information is gathered about what Benny means. It is also important not to 'stop seeing' neglect indicators, just because a lot of children in a setting present that way; and to consider what the impact of indicators of abuse and neglect may be on all the children in a household, not just those in your care. [This scenario is based on a real situation where the youngest children (pre-school) came extremely</p>
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		close to death from severe neglect and malnutrition (the 'worms' were maggots).]
23.	<p>Allegations against staff</p> <ul style="list-style-type: none"> • Do you understand every aspect of the staff code conduct? • Do you know what to do if: <ul style="list-style-type: none"> • you think you've breached the code of conduct? • you are concerned about another staff member's behaviour but think it is a 'low level concern'? • you are concerned about another staff member's behaviour and feel that it may meet the 'threshold of harm' criteria? 	<ul style="list-style-type: none"> • Do you understand how every aspect of the staff code conduct applies to you? If not, read it again and if necessary ask for advice from the DSL as soon as possible • If you think you've done something that is not in line with the staff code of conduct and/or could be mis-interpreted, report the matter to the Headteacher/Principal (or equivalent) immediately. • If you are concerned about another staff member's behaviour but think it is a 'low level concern', follow the low-level concern policy and report to the named person (tell staff who this is). • If you are concerned about another staff member's behaviour and feel that it may meet the 'threshold of harm' criteria, follow the managing allegations policy and report to the Headteacher/ Principal (or equivalent) unless it is about them, in which case report to your Chair of governors/trustees or equivalent (tell staff who this is and how to contact them). <p>When might it be difficult to decide whether to report a concern? This is a useful conversation to have – dealing with low level concerns and allegations is challenging. Exploring some of the issues and difficulties is a healthy part of developing your school safeguarding culture. You might choose at another time to run our abuse by people in professional role presentation and scenarios (https://safeguarding.network/allegations).</p>

24.

Threshold of **harm**

The individual has:

- 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**.





The concept of a professional harming a child was formalised nationally following the deaths of Holly Wells and Jessica Chapman. The learning from 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.

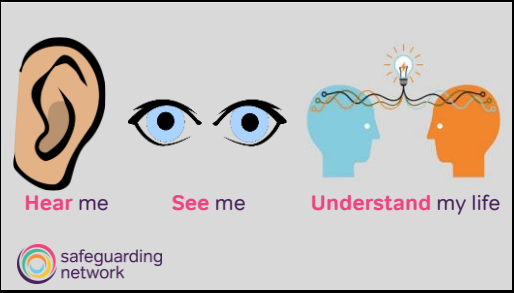
The LADO is responsible for:



- 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.



It is important that if you suspect or are told that a professional is acting in a way that is covered by any of these four criteria, you report your concerns 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>(Remind staff that if your setting receives an allegation relating to an incident at an out of school setting that was using your premises, your policies and procedures should be followed as well, which may include informing the LADO)</p>
<p>25.</p>	<div data-bbox="220 465 735 745" style="border: 1px solid black; padding: 5px;"> <p>What is a low-level concern?</p> <ul style="list-style-type: none"> • A low-level concern is a concern about professional conduct that breaches the Staff Behaviour Policy but does not meet the threshold of harm. • 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. <p style="text-align: right; font-size: small;">Keeping Children Safe in Education 2023</p> <div style="display: flex; justify-content: space-between; align-items: center;">  <div style="background-color: #4a4a8a; color: white; padding: 2px 5px; font-size: small;"> Some examples are given in KCSIE, what others can you think of? </div> </div> </div>	<p>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 setting may have acted in a way that:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • being over friendly with children • having favourites • taking photographs of children on their mobile phone, contrary to the setting’s policy • engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or • humiliating pupils. <p>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.</p> <p>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</p>


		<p>the organisation, or as a result of vetting checks undertaken.</p> <p>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 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.</p> <p>[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 (remind staff that if your setting receives an allegation relating to an incident at an out of school setting that was using your premises, your policies and procedures should be followed as well).</p>
26.	<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. 	<p>It is important to acknowledge that disclosures often come at unexpected times and in unexpected ways – various kinds of behaviour can be a form of disclosure. 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>Information should be shared with the Safeguarding team if low level issue; DSL or Deputy immediately if risk of significant harm; (Head/Principal if allegation against staff) etc. [Refer to your safeguarding policy and procedure.]</p> <p>Make it clear that staff should never worry about whether or not to share their concerns – better to share and find out nothing was wrong, than not to share and not to protect a child. Remind staff that</p>


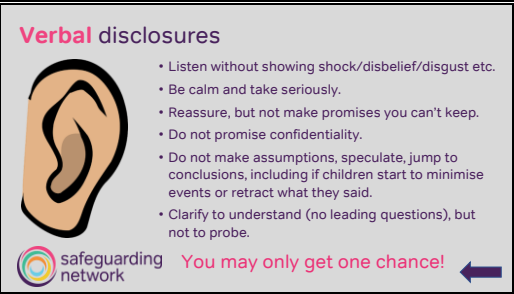
		<p>abuse isn't just about inflicting harm, it is also about "failing to act to prevent harm". (KCSiE)</p>
<p>27.</p>		<p>Click on each picture for further information slides, clicking on purple arrows to get back to this slide each time.</p> <p>Remind participants of the key message in Keeping Children Safe in Education that children may not be ready or able to disclose abuse verbally, 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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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





		<p>alcohol misuse, adult mental health issues and domestic abuse</p> <ul style="list-style-type: none"> • is misusing alcohol and other drugs themselves • has returned home to their family from care • is at risk of so-called ‘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. <p>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 participants to local authority child safeguarding partnership website for more info on responding locally to neglect.</p> <p>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.</p>
28.	<div data-bbox="220 1227 735 1509" style="border: 1px solid black; padding: 5px;"> <p>Recording your concerns in writing</p> <p>Record keeping is an important part of safeguarding. Effective records can help identify patterns and concerns which might be missed if we didn't have systems in place.</p> <p>Every piece of information might be part of a bigger picture.</p> <p>How might your records be used in safeguarding?</p>   </div>	<p>Ask the participants:</p> <p>How might the records we keep be used? Who might see them?</p> <p>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.</p> <p>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 guidance and systems.</p>

		<p>The records we keep may be shared outside of your setting. 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>
<p>29.</p>	<p>James' mum came in in right state. She told me that James came home with red marks on him. He was quiet (unusual for James, I'd say!) so she asked him what happened. He apparently said that everything was "rubbish" (more like James!) and that he hated Mr Porter because Mr Porter had lost it with him. Mum said that this morning she had struggled to get James here. She told him to show me his marks, and there were some bruises, but he could have got them doing anything. I told Mum that they needed to talk to the Head.</p> <p style="text-align: right;">RJ, 11th July</p>	<p>Ask the participants 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>30.</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. It should also include:</p> <ul style="list-style-type: none"> • Full name, date of birth and year group of the child/young person. • Full name and job title of person writing the record. • Date and time of writing the record and when an incident and/or concern happened / began. • Details of the incident/concerns, what gave rise to the latter, and any discussions had and with whom. • All actions taken, and outcomes. • The extent and nature of any involvement by other professionals (including colleagues)/children/adults, and their full details

		<p>(NOT initials). Information can be redacted if necessary when sharing.</p> <ul style="list-style-type: none"> • Date and authors signature at the end of the record.
31.	<p>At 9.45 am, as I was approaching the reception area, Mrs Merchant arrived with her son, James Leeson. She was upset and angry. She told me that James had come home yesterday with red marks on his arm and his side. Mrs Merchant also told me that James was very quiet when he came home, and that when she asked him what the matter was, he had said that everything was "rubbish" and that he hated Mr Porter.</p> <p>Mrs Merchant said that James had eventually told her that at the end of the afternoon Physical Education (P.E.) lesson, the P.E. teacher, Mr Porter, had "lost it with him", grabbed him and pushed him sideways. James had fallen onto some benches. Mr Porter had then "yanked him up, pretending he was helping".</p> <p style="text-align: right;">1/2</p>	<p>Ask the participants to read through this entry (over two slides). Is this one better? Why? What has been changed? What difference would this make to James?</p> <p>(If you are using a recording system that does not prompt users to enter the full name, date of birth and year group etc. of the child/young person concerned, remind staff that these should be included too).</p>
32.	<p>Mrs Merchant told James to show me the marks. James showed me his left arm. I saw three round bruises about the size of a ten pence coin, one towards the front of and near the inside of his left upper arm, and two in a row towards the back of his left upper arm (see attached body chart). James told me that the righthand side of his torso also hurt, but I said that he should not show me.</p> <p>I told Mrs Merchant that we took things like this very seriously, and that the Head Teacher, Mrs Peters, would need to be informed. I explained that, although I could do this, it would be better if James and Mrs Merchant did it in person. I then escorted them to Mrs Peter's office.</p> <p style="text-align: right;">Ray Jeffries, Pastoral Lead, 10.30 am, 11th July 2023</p>	<p>Ask the participants to read through this entry. Is this one better? Why? What has been changed? What difference would this make to James?</p> <p>(If you are using a recording system that does not prompt users to enter the full name, date of birth and year group etc. of the child/young person concerned, remind staff that these should be included too).</p>
33.	<p>Keeping information safe</p> <p>Careful management of images and other personal and sensitive information is essential and should be in line with the UKGDPR and Data Protection Act 2018. Consider:</p> <ul style="list-style-type: none"> • Consents • Risk assessments and permissions • Necessity for job/role • Safe storage and restricted access • Information shared securely where necessary 	<p>All processing (gathering/storing/sharing etc) of information should be in line with the Data Protection Act 2018 and the UKGDPR e.g.:</p> <ul style="list-style-type: none"> • Pupil/student/staff images and other identifying information should be carefully managed. • Consent from the staff member, the child / young person and/or the latter's mother/father/carer should be obtained for different types of use of information/images. • You should only use the setting's devices / equipment to gather/store pupil/student information/images (unless have express permissions following risk assessment). • Such information/images should not be removed from the setting's site (this includes being put online) without prior risk assessment

		<p>and written permission from the Head Teacher / Principal / Head of Service.</p> <ul style="list-style-type: none"> • Do not use your position to access information you don't need for your job. • All safeguarding information about a child / young person should be collated and stored in an individual safeguarding file for that child/young person. Paper-based files must be stored securely in a locked cabinet separate from other educational information, and only accessed on a 'need to know' basis. Where safeguarding information about a child/young person is collated and stored electronically, the Designated Safeguarding Lead (DSL) and / or Head Teacher must ensure that the system used restricts access on a 'need to know' basis. 'Need to know' decisions will be made by the DSL and/or Head Teacher. Staff must not keep copies of safeguarding information for themselves. • Personal and sensitive information must be shared securely. <p>Ask participants to think about what information they have in their classrooms, on their devices, send in emails (which are insecure), etc..</p>
34.	 <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>safeguarding network</p>	<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 participants on the training.]</p>

<p>35.</p>		<p>End on this slide – the remaining 3 slides are link slides for the ‘See me / Hear me slide.</p>
<p>36.</p>		<p>Click on purple arrow to return.</p> <ul style="list-style-type: none"> • Listen to what is being said without displaying shock or disbelief. A common reaction to news as unpleasant and shocking as child abuse is denial. However, if you display denial to a child, or show shock or disgust at what they are saying, the child may be afraid to continue and will shut down. Accept what is being said without judgement. Take it seriously. • Reassure the child, (including that they will be taken seriously) but only so far as is honest and reliable. Don't make promises that you can't be sure to keep, e.g. "everything will be all right now". Reassure the child that they did nothing wrong and that you take what is said seriously. • Don't promise confidentiality – never agree to keep secrets. You have a duty to report your concerns. Tell the child that you will need to tell some people, but only those whose job it is to protect children. Acknowledge how difficult it must have been to talk. It takes a lot for a child to come forward about abuse. • Listen quietly, carefully and patiently. Do not assume anything – don't speculate or jump to conclusions. Be calm. • Communicate with the child in a way that is appropriate to their age, understanding and preference. This is especially important for children with disabilities and for children whose language requires an interpreter. • Do not ask the child to repeat what they have told you to another member of staff. Explain what you have to do next and whom you have to talk to.

		<ul style="list-style-type: none"> • Do not investigate, interrogate or decide if the child is telling the truth. • Remember that an allegation of child abuse may lead to a criminal investigation, so don't do anything that may jeopardise a police investigation. Let the child explain to you in his or her own words what happened, don't ask leading questions.
37.	<p>Behavioural disclosures:</p>  <ul style="list-style-type: none"> • Consider what a child or young person's behaviour might be signalling, and • That this includes disruptive, aggressive, challenging or sexualised behaviours as well as things like changes in dress and appearance, changes in eating habits, self-harm etc. <p>safeguarding network </p>	<p>Click on purple arrow to return.</p> <p>Children usually find it hard to disclose abuse directly and often communicate their distress through their behaviour rather than what they say – what have you noticed/observed? Remember building the picture – little things you see or hear matter too.</p>
38.	<p>Understanding the child's lived experience:</p>  <p>Ensure that relevant staff know/consider:</p> <ul style="list-style-type: none"> • The different contexts of the child's life (e.g. community, home, school/college) • The impact of previous experiences/traumas on the child • The impact of professional decisions and interventions on the child (making them safe may involve the loss of family members, friendship groups, familiar surroundings etc.) <p>safeguarding network </p>	<p>Click on purple arrow to return.</p> <p>Remind staff that any background material they are aware of is just as important to pass on as their concern when raising a worry. It all adds to the jigsaw and needs to be taken into account.</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.