

Whole School Safeguarding

Annual Refresher 2024

A few points before we begin...



Register



Print Outs

Online 'Etiquette'



Please ensure your mics are turned off at the start of the session.



If possible, please have your camera turned on. (Please make us aware if you are having technical issues)



Any queries or notes you wish to bring to our attention can be done through the group leader or via chat etc



Check your tech- Can you all see the slides / hear ok?



Confidentiality – Please share experiences instead of private information including names.



Health check – take care of yourself and let us know if you need to take a minute.



Have a pen and paper ready



Chat



People



Raise



React



View



Rooms



Apps



More



Camera



Mic



Share

 Leave



Training Principles

Respect	The feelings, experiences and perspectives of others – there will still be group work conducted virtually.
Confidentiality	(excluding risk) - anonymise details being referred to.
Listen	As we would like to be listened to.
Offer	Criticism constructively and be open to challenge.
Aware	Of equal opportunities.
Avoid	Outside interruptions.

Aims and Objectives



Understand the safeguarding agenda for schools and the framework for safeguarding & child protection



Understand the different categories of child abuse & specific safeguarding issues



Understand your role in safeguarding, keeping children safe and responding to child protection concerns



An understanding of a duty of care & safer working practices

Derby and Derbyshire
Safeguarding Children Partnership

We use this document to discuss the needs, the suggested services and outcomes for each section below.

Specialist

Open access provision for every child (Low level needs)

Co-ordinated support needs identified but remember consent is required (Early Help Assessment)

Complex/vulnerable needs identified – Early Help Team/Social Care (S17)

Social Care led with support of other agencies – Child Protection S47
(a child is suffering or is likely to suffer significant harm)

1. Universal

Good relationships within family, including when parents are separated

2. Emerging Needs

Unresolved issues arising from parents' separation, step parenting or bereavement

3. Intensive

Family have physical and mental health difficulties impacting on their child

4. Specialist

Relationships with family experienced as negative and detrimental to the child/young person's health and/or development

Safeguarding Practice Reviews



Sebastian

Concerns about domestic abuse towards Star's mother were considered episodically and not investigated sufficiently

His attitude to learning was always spot on. "I would often see him walking alone while on lunchtime duty. He always smiled"



Star



Arthur

Family members continue to express their concerns to Children's Social Care, the police, and his school. The photos of bruising are passed onto the MASH by maternal grandmother

Daniel appeared to have been "invisible" against the backdrop of his mother's controlling behaviour. Professionals failed to act on "what they saw in front of them" but accepted parental versions of events



Daniel

Designated Safeguarding Leads



Who is your
DSL?



What is their
role?

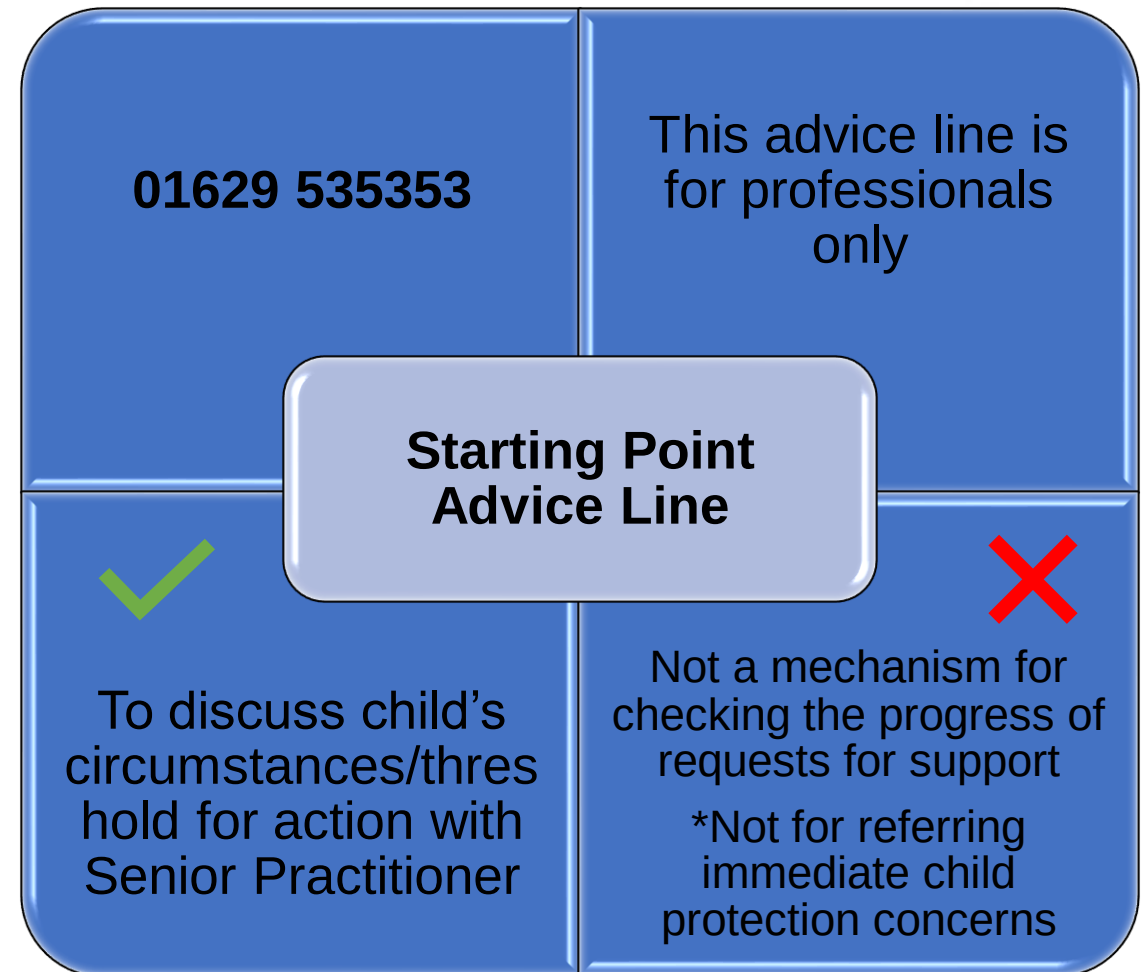


How can you
contact them?

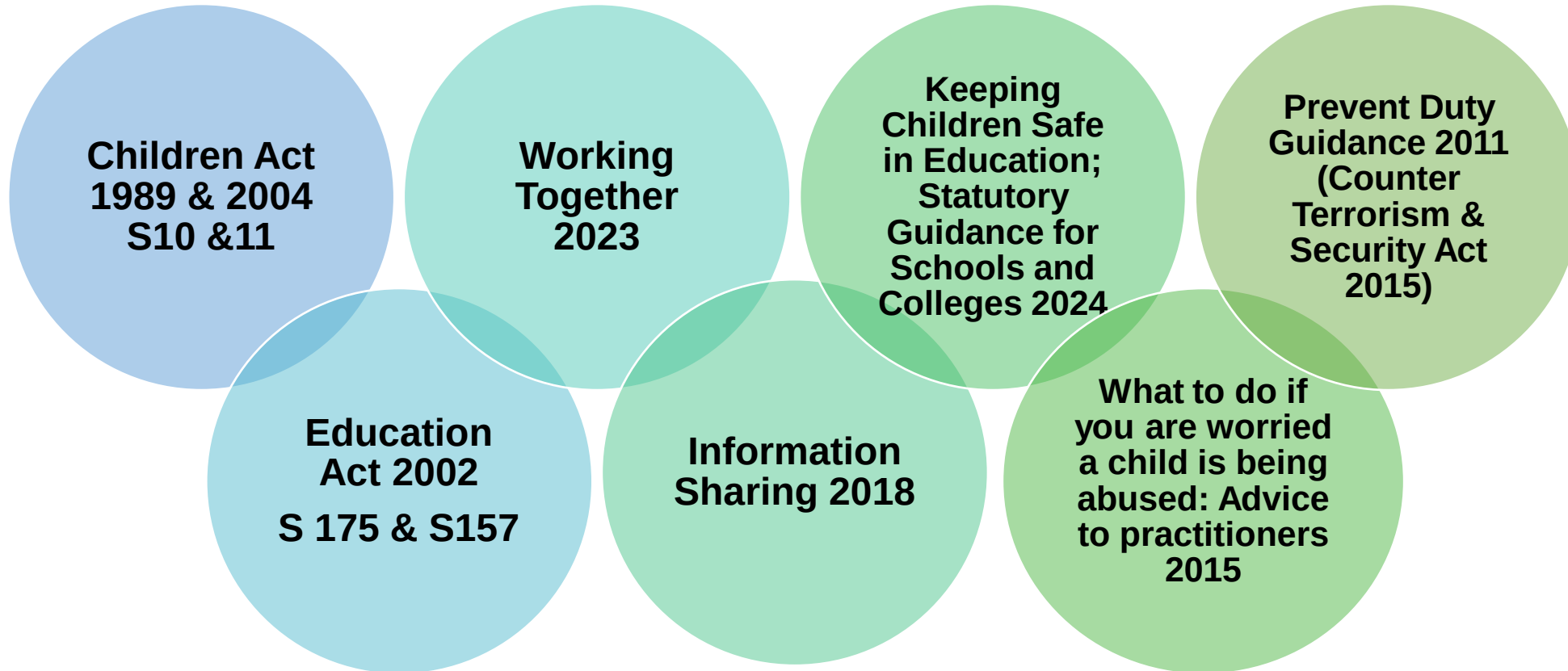


What if you can't
find your DSL?

Making a referral and reporting concerns...



Keeping Children Safe: Duty to Protect



Key Definition...

Safeguarding and promoting the welfare of children:

- **Protecting children from maltreatment, *whether the risk of harm comes from within the child's family and/or outside (from the wider community), including online***
- **Preventing impairment of children's mental and physical health or development**
- **Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care**
- **Taking action to enable all children to have the best outcomes**

Working Together December 2023

Keeping Children Safe in Education 2024

Keeping Children Safe in Education 2024

As a school community we must read,
understand and practice the KCSIE statutory
guidance

***All staff must
read and
understand part
1 of KCSIE***

There's more to the
KCSIE document...

Table of contents



Annex B: Further information

Annex B contains important additional
information about specific forms of abuse
And safeguarding issues. School and college
leaders and those staff who work directly
with children should read this Annex



Lots of useful guidance,
definitions, links, resources,
tools and more...

Keeping Children Safe in Education 2024

- ❖ Definition – Safeguarding to reflect Working Together 2023
 - ❖ ...as soon as problems emerge
 - ❖ ...protecting children from maltreatment inside/outside home including online
- ❖ Frequently missing from education – ‘deliberately missing education’ amended to reflect revised definition of **‘unexplainable and or/persistent absences from education’**
- ❖ Abuse, neglect + exploitation throughout
- ❖ Indicator of abuse that ***see, hear, experience domestic abuse and its effects***
- ❖ Alternative provision ***school responsible for safeguarding of pupil***
- ❖ **All** to comply with data protection law DFE Guidance new guidance – where we can and must share information, link to legal basis to share,
- ❖ Staff to receive updates as required (***bulletins, staff meeting, emails...***)
- ❖ Part two paragraph 204. New recourses and link safeguarding children with SEND

Key
Thread

Information Sharing Responsibilities

When to share
information –
Data
Protection and
GDPR



How to
report/refer
& follow
protocol /
procedures

Keeping the child prioritised –
sharing concerning information
needs to be a driver.

Your school has clear policies on
code of conduct and a culture
that promotes the welfare of
children



Feedback from Ofsted

Also - Clare Wilson – team manager for data protection DCC

Recent Ofsted inspections have focussed on how we record information and what is done with it next. **All** concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely.

The way we record is changing in line with new findings. Being clear and recording full details is important for future proofing

How can we improve our recording?

Sophie's behaviour is usually good but lately has been challenging. She has been swearing at staff and EJ from the same class. She has been calling male staff members inappropriate sexual names using words we do not expect a 5yr old to know.

Improvement

Louise Taylor, Reception Teacher

Sophie Clark, Child Bob Clark, Dad Jane Clark, Mum

After a positive start to reception, Sophie's behaviour has changed. The main changes have occurred since the Easter break. On Monday 15th April, she was heard calling Ellie Jones (Blue Class) a "useless d***head". On 4 separate occasions Sophie has called 2 different male members of staff a "paedo". Sophie was challenged on each occasion by the member of staff and she told them to "F off". On all 4 occasions Miss Taylor has contacted Mr and Mrs Clark and been told that she hears words from her older brother (Tim, 13). Mrs Clark confirmed that Tim plays games meant for adults.

Action: Miss Taylor to meet with Mr Clark on Tuesday evening to discuss the language being used and to discuss parental supervision for online safety.

Activity 1 – Improving Recording

Mike regularly arrives at school late and dishevelled. He is not ready to learn and his parents are avoiding phone calls from the HT, and school Family Support Worker.

HT called Mike's mum to say he needs to be in school on time or he will continue to fall behind. Mum said she gets Mike up but he is 15 now and will not listen. Mike seems surly and distant when challenged at school and he swore loudly at his friend HS when asked "What's Up?"

Activity 1 (10 Minutes)

How could this be re written in line with new reporting principles?

(you can make up some of the details to create your entry like what happened on the previous slide)



Activity 1 - Feedback

Linda Braithwaite, Family Support Worker
Mike Jones, child Sarah Jones, mum

Over the past 3 weeks Mike has arrived to school late on 6 occasions. These are all Mondays and Fridays. He has been arriving at school at 10am and is yawning and his uniform is muddy and ripped in a number of places. By the time Mike is settled in class he has missed lesson one of the day. Mike shows signs of tiredness every day in school. He has been yawning and struggles to concentrate. I have spoken with Mike this morning and he told me he is embarrassed about his uniform and also that he is hungry. Mike said he didn't want to be in school because of this. Mike couldn't hold eye contact with me and said that he just wanted lunch. Mike said he swore at Henry Spencer (same form) because he said, "what's up with your breath?" in front of others.

Andrew Cartwright, Head Teacher called Mrs Jones today at 2.30pm (having made 6 previous attempts) and she re-iterated that Mike likes being out with his "mates" and doesn't listen. Mrs Jones said she doesn't know what time Mike goes to sleep or who his "mates" are but that he is always home by 10pm.

Action: FSW, Linda to meet with Mrs Jones to discuss routines and Mike's "mates" and will meet with Mike every Monday and Friday morning, after form time to do a 'walkaround'

Child abuse is...

A form of
maltreatment of
a child

Harm can include
ill treatment that is
not physical as
well as the impact
of witnessing ill
treatment of others

Abuse can take
place wholly online,
or technology may
be used to facilitate
offline abuse.
Children may be
abused by an adult
or adults, or
another child or
children.

Somebody may
abuse or neglect
a child by
inflicting harm, or
by failing to act
to prevent harm

Children may be
abused in a family
or in an
institutional or
community setting
by those known to
them or, more
rarely, by others.



"It shouldn't
hurt to be
a child."

Categories of abuse...



**Physical
abuse**



**Sexual
Abuse**



**Emotional
Abuse**



Neglect

***Remember not to fit the child to the box but think about how
the child's needs may appear***

Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

What is a non accidental injury?

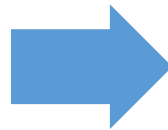
*Remember
to be
curious!*

Who
decides a
non-
accidental
injury?

Who
needs to
know?

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening.



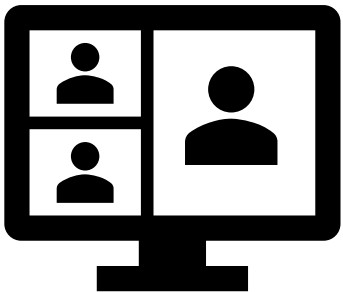
The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.



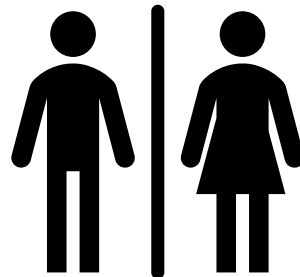
They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual Abuse

Sexual abuse can take place online and technology can be used to facilitate offline abuse.



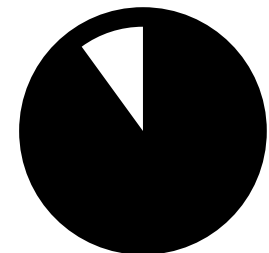
Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.



CONTROLLED



Over 90% of children who experienced sexual abuse, were abused by someone they knew (NSPCC)



Emotional Abuse



The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person

One in 14 young adults (6.9%) experienced emotional abuse during childhood

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children

One in 14 children aged 11-17 (6.8%) have experienced emotional abuse

<https://www.youtube.com/watch?v=g2r56c3FBk4>



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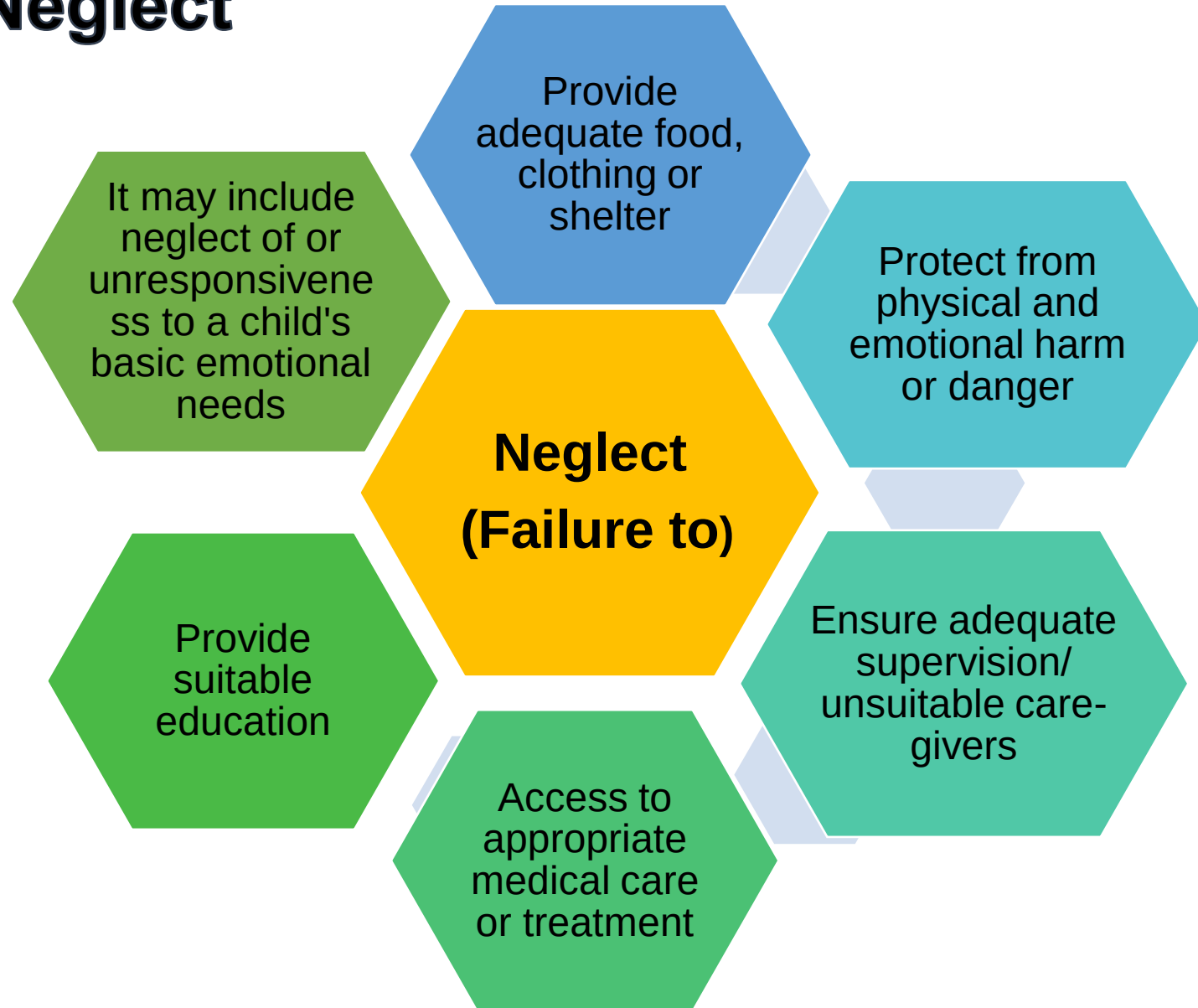
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<https://www.youtube.com/watch?v=g2r56c3FBk4>

Neglect



“The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development”

The earlier the better...

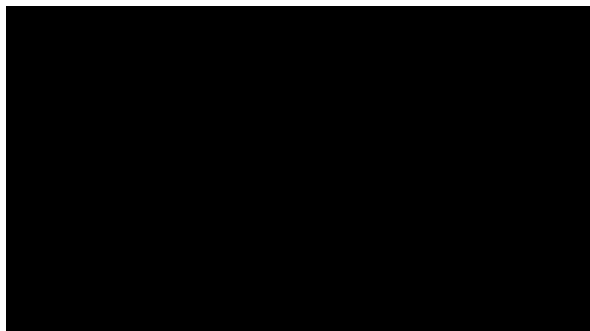
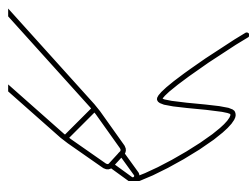
- ❖ Please remember that in school, you are working with children covered by all 4 parts of the threshold document / 4 levels of need and that the vast majority of children are supported in the universal way.
- ❖ The ideal safeguarding scenario is one where the needs of the child are identified early and actions take place before crisis. Such as the prequel to Neglect, where 'parenting capacity needs' may be addressed to impact positively at the earliest opportunity.
- ❖ However, this may not work for all types of abuse, such as sexual abuse. That is not something that can be experienced 'just a bit'...

Activity 2

Shortly I will play a clip – you will only hear it.

On your own, note down (or draw) what you hear.

This might be characters, settings, actions, instruments,
feelings, weather, day/night, theme.



Activity 2

Take a moment to process and look at your notes

Now turn to a partner, compare ideas, themes and narratives

Share similarities and differences

Are there any common themes?



**What might
be the
purpose of
this
activity?**

Activity 2: Lucky Dip

A young girl's adventure set in a stormy seaside town. She encounters a magical amusement arcade.



<https://www.youtube.com/watch?v=oxsBz7cb8Gg>

What was the purpose?

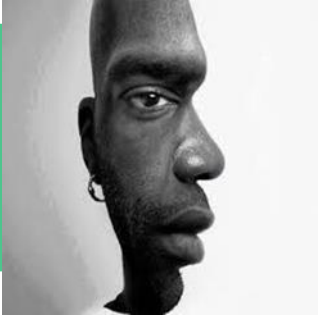
We may have different 'take-aways' from the same piece of information.

We may see different things in images, sounds or observation.

These may be based on our brain making sense of what we see or on our own life stories.



Sometimes our brain fills in the gaps of information



We may have one piece of the story– but for our children, if we each knew a little / saw a little / heard a little, together the story becomes more complete, though never fully known.

Role of all staff disclosure

Believe
them!

Reassure
the child that
their
interests are
paramount

Respond to
ensure they
are safe

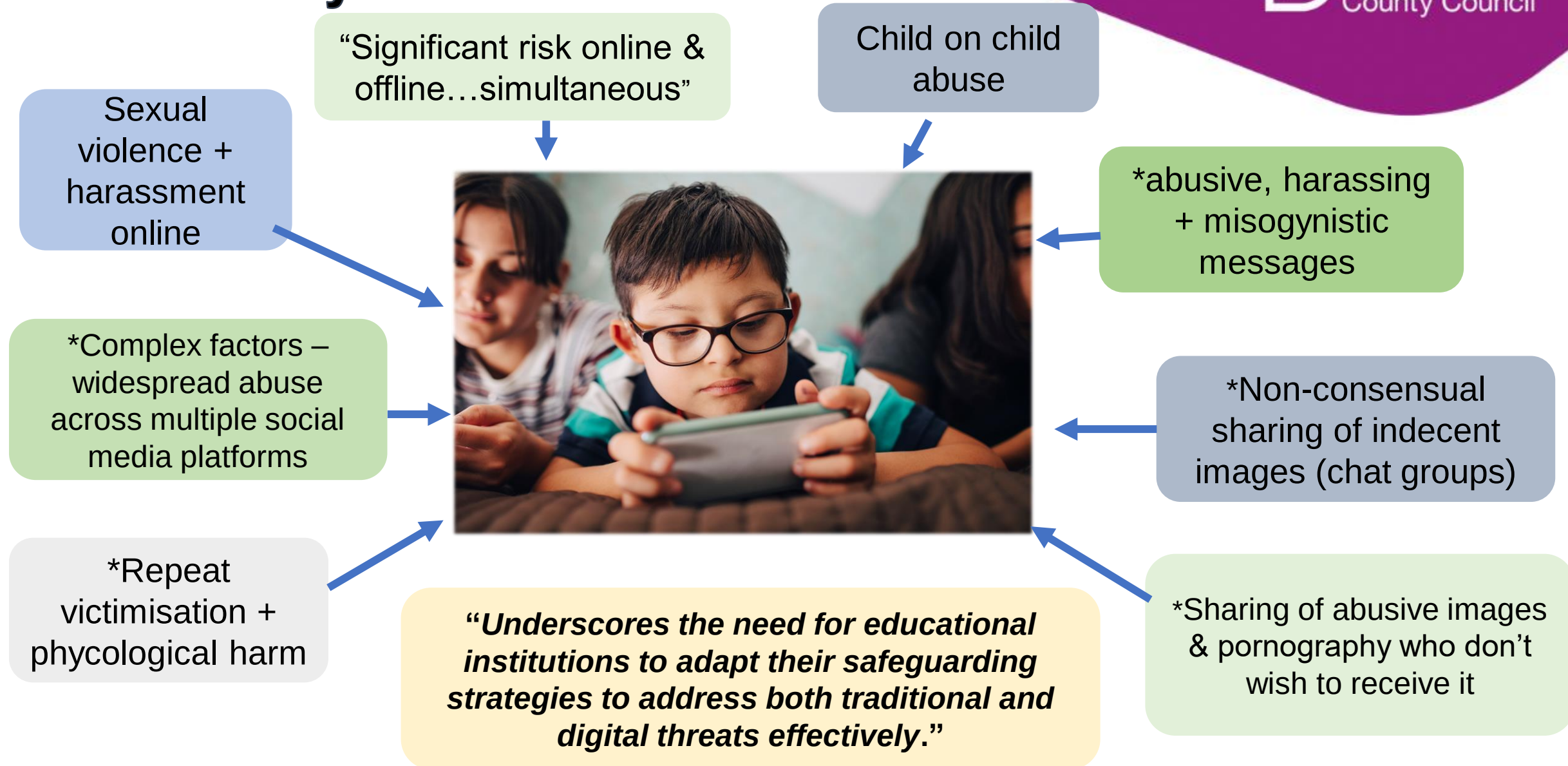
Listen to the
information, but
do not ask
leading
questions, do
not investigate

Refer the
matter to your
DSL, if not
available a
senior worker,
do not hold
onto the
information.

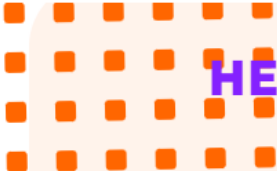
**NB- The DSL/senior worker should gather information to trigger a response and use the local safeguarding/ child protection procedures.*

**You should chase up what the DSL has done and pursue if they have not triggered a response.*

Online Safety



Online Safety – School Resources

HELPLINE

Professionals Online Safety Helpline

Supporting professionals working with children and young people,
with any online safety issue they may be having

CALL

0344 381 4772*



EMAIL

helpline@saferinternet.org.uk

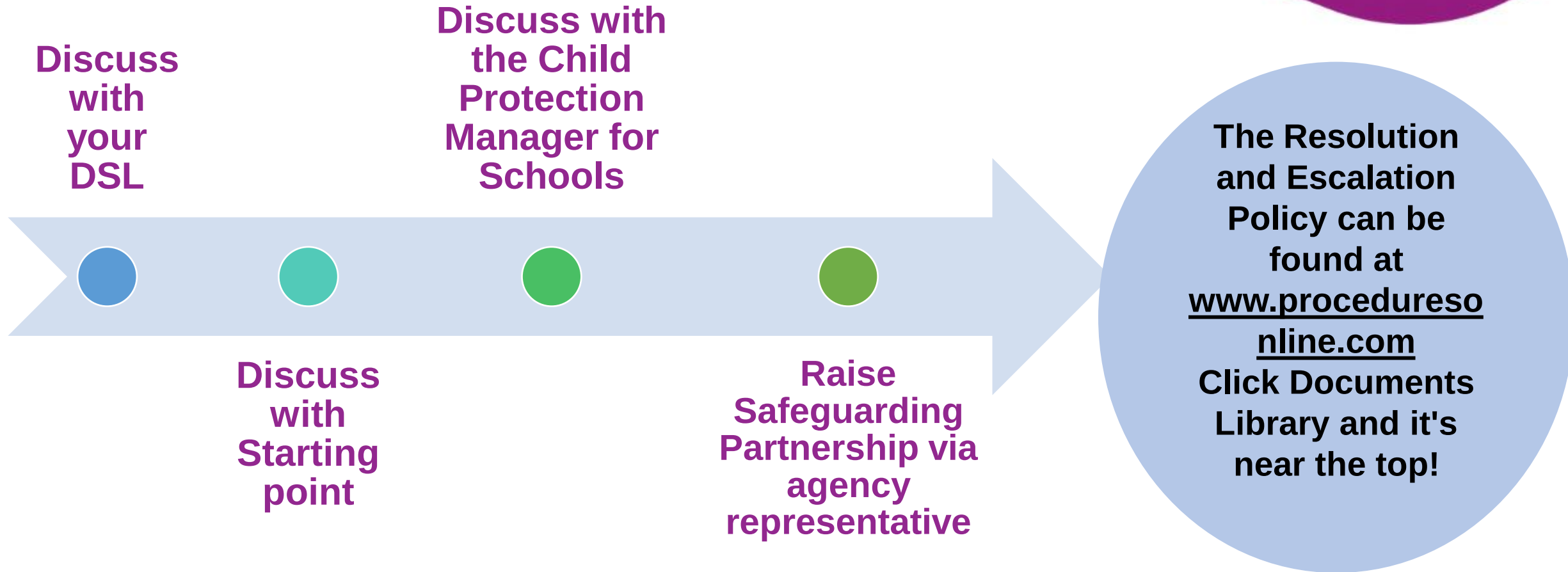


*Calls cost the same as standard landline starting '01' or '02'. If your phone tariff offers inclusive calls to landlines, calls to 0345 numbers will also be included.



Bringing this
together...

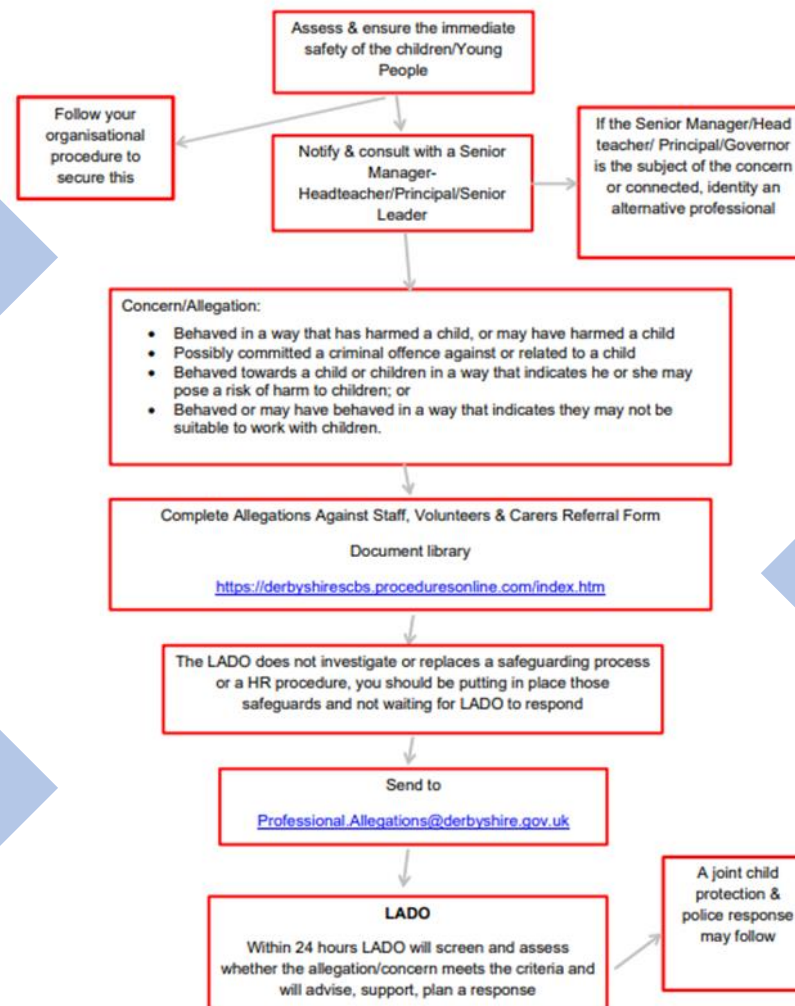
Escalation Process/Resolving Disagreement's



Allegations against staff members

Allegations-Concerns against Staff, Volunteers & Carers

LADO Process



A named senior manager to whom allegations or concerns should be reported

It is not the role of the DSL to investigate allegations against staff

If an allegation is made about a member of staff the DSL should contact the (Local Authority) Designated Officer (LADO), **Miles Dent**

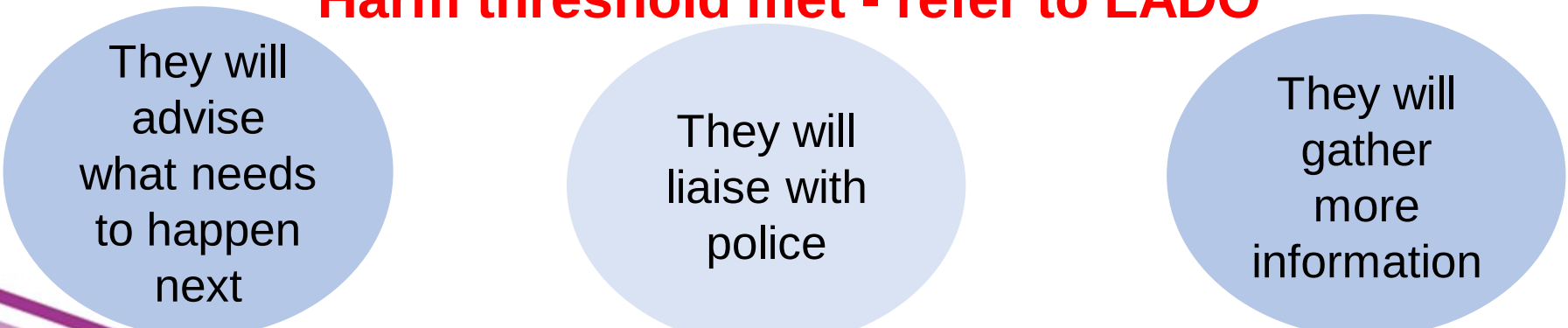


Local Authority Designated Officer (LADO)

Procedures should be followed when:

- ✓ behaved in a way that has harmed a child or may have harmed a child;
- ✓ possibly committed a criminal offence against or related to a child; or
- ✓ behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- ✓ behaved or may have behaved in a way that indicates they may not be suitable to work with children.

*** Harm threshold met - refer to LADO ***



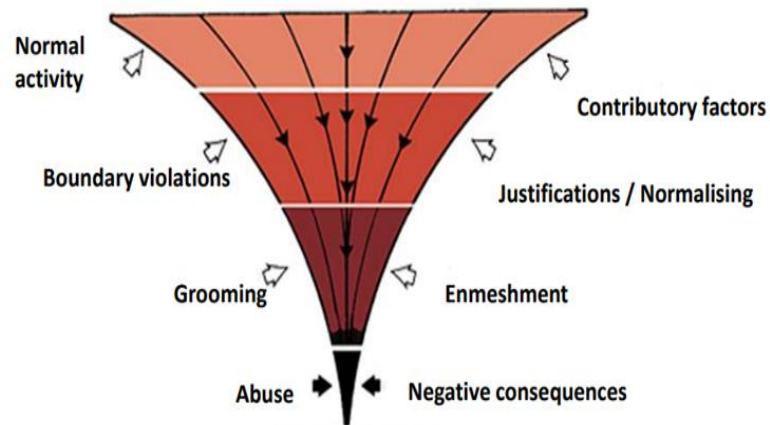
They will
advise
what needs
to happen
next

They will
liaise with
police

They will
gather
more
information

Low level concerns

The 'slippery slope'



(Erooga, 2014)

Concerns that are inconsistent with the staff code of conduct, including

- inappropriate conduct outside of work; and / or
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Harm threshold not met - follow in-house, low level concerns procedure

Bring it all together...



People are the key!

Policies,
procedures,
legislation,
guidance
(including safer
recruitment)
**Applied by the
'team'**



**People are
the key!**

Ongoing
culture of
vigilance

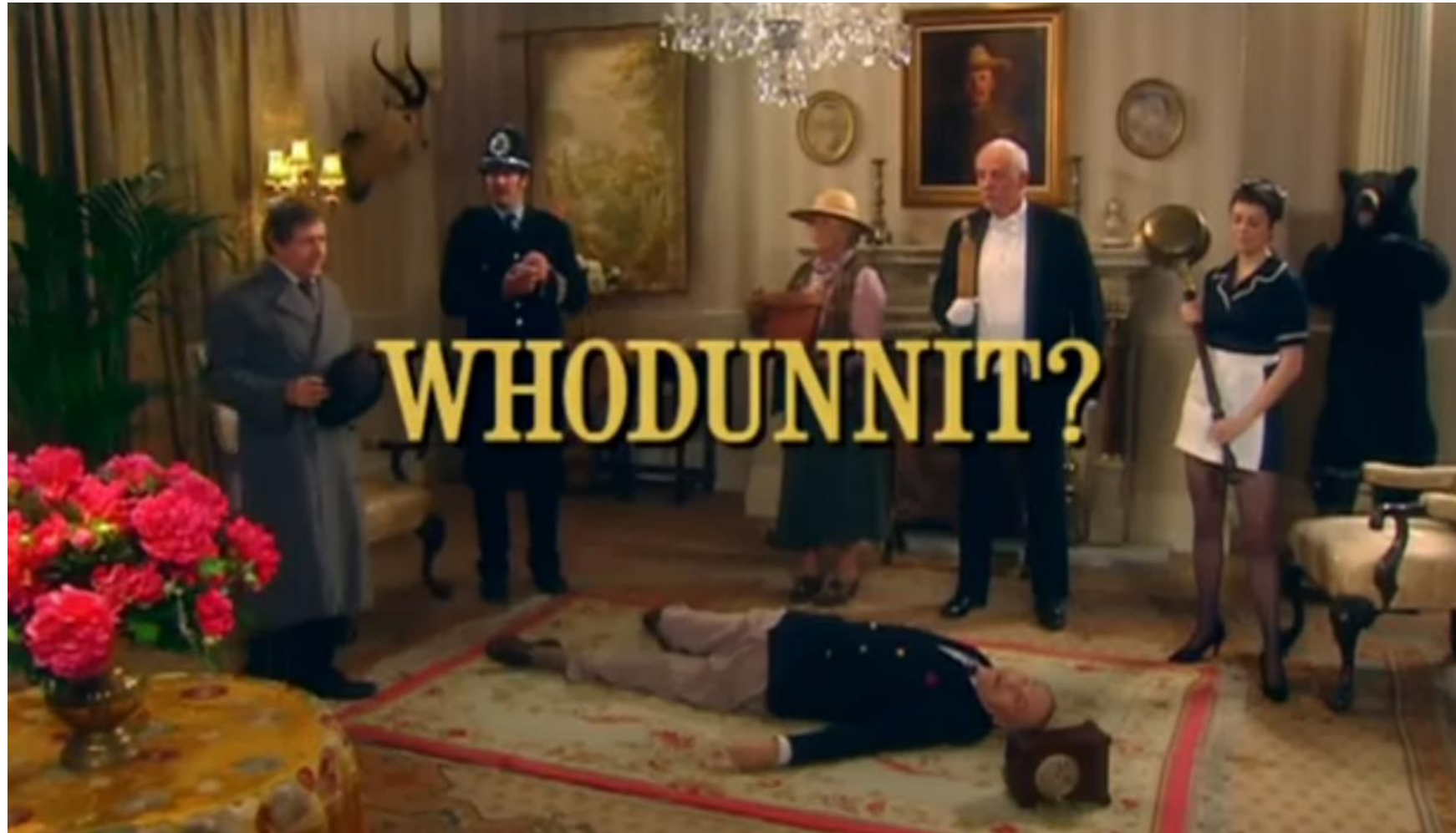
*Curiosity of
the workforce*

A child centred and
coordinated
approach to
safeguarding

*This is my business
(its everybody's
business) and my
priority is the child*

The golden thread of safeguarding

We will leave you with this...



[Whodunnit \(youtube.com\)](https://www.youtube.com/Whodunnit)

We will leave you with this...



References and Resources

- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education- (2023)
- Derby and Derbyshire Safeguarding Children Partnership www.ddscp.org.uk/
- LADO- Local Authority Designated Officer- **Miles Dent**
- If you have concerns about any child or young person contact:
 - **Call Derbyshire /Starting Point** on 01629 533190
 - **Initial Response Team, Derby City:** 01332 641172
 - **Police** on 101 or 999 in an emergency



**Please send the
completed evaluation
to
[safeguarding.training
@derbyshire.gov.uk](mailto:safeguarding.training@derbyshire.gov.uk)**

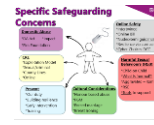
**Any
questions
or
comments?**



**THANK
YOU!**



Domestic Abuse



- Effect of current situation on victims seeking help / reporting abuse in Derbyshire

- **Derbyshire Domestic Abuse Helpline:**

08000 198 668

Email: derbyshiredahelpline@theelmfoundation.org.uk

If you're deaf or hearing impaired, text: 07534 617252

- Silent Solution – 999 (55 when prompted)

Children are victims. Not bystanders or witnesses



(Action Needed Immediately)
codeword scheme to enable victims to access immediate help from the police, or other support services, from the safety of their local pharmacy.

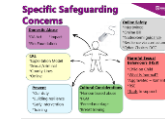


<https://www.youtube.com/watch?v=AFLZeqFI7k>

Children at Risk of Exploitation

Includes:

- Child sexual & criminal exploitation & County Lines
- Modern slavery
- Extremism and radicalisation
- Internet based exploitation - contact & non-contact offences, inc. Youth Produced Sexual Imagery
- Honour based abuse & violence;
- Serious violence, inc. gang violence;



CRE normally follows three stages.

- Recruitment. This can take various forms but can be described as a grooming process.
- Control. This establishes the dominance of the perpetrator over the victim. ...
- Exploitation.

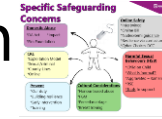


Extremism and Radicalisation

This 'duty' has not significantly changed since its introduction in 2015 (2023)

General themes:

- A **duty to implement** it in all schools
- **Identifying risk** & having **risk assessments** in place
- Keeping **robust records** (seen as a child protection/welfare concern)
- Working in **partnership** with police and social care – locality meetings
- **Building resilience** in children & young people through curriculum support, signposting & having access to get help and to resources

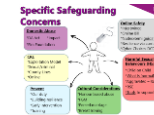


<https://www.youtube.com/watch?v=1os0hDJlly0>

"There has been a sharp increase in extremist material online in the last few years, and Covid-19 has meant that vulnerable people are spending a lot more time isolated and online, and with fewer of the protective factors that schooling, employment, friends and family can provide. In my opinion that is a perfect storm, one which we cannot predict and that we might be feeling the effects of for many years to come."

*Neil Basu
National Head of UK Counter Terrorism Policing*

A new safeguarding website called ACT early www.actearly.uk was launched to help tackle the problem.



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Child on Child Abuse



Some children abuse other children and their peers and that the reasons for this are complex and are often multi-faceted *KCSIE sept 2018*

This can include:

- Bullying (including cyberbullying)
- Physical abuse
- Sexual violence & harassment
- Upskirting
- Sexting
- Initiating/hazing
- Language seen as derogatory, demeaning, inflammatory
- Unwanted banter
- Hate
- Homophobia
- Based on gender differences and orientation

Schools have a responsibility to outline expectations around managing incidents in schools/colleges & using risk assessment & management plans for both offender and victim.

Harmful Sexual Behaviour HSB

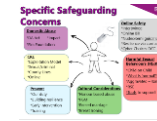
Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB).

The term has been widely adopted in child protection and is used in this advice.

When considering HSB, ages and the stages of development of the children are critical factors.

*"Sexual violence and sexual harassment
between children in schools and colleges"*
Sept 2021

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Sept 2021

'Honour-Based' Abuse



Honour based abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community

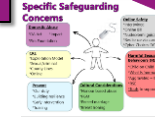
- FGM
- Forced Marriages
- Breast Ironing

Female Genital Mutilation

Signs may include:

- Days off school & not participating in PE
- In pain / has restricted movement / frequent and long visits to the toilet / broken limbs
- Plans to take a holiday which may be unauthorised, unexplained or extended in a country known to practice FGM
- Unauthorised and or extended, vague explanations or plans for removal of a female in a high risk category* and especially over the summer period
- Confides that she is having a special procedure, cut or celebration
- Parents from a country who are known to practice FGM

The Use of Technology / Online Safety



- Covid 19 and lockdown increased the home use of the online world including gaming. Whilst some of this has seen improvements in how we can connect with others, there are of course draw backs to this.
- It is important your school has a good filtering services & monitoring of pupils activities whilst on line in school.
- It is also important for schools to help children to understand the implications of their **Conduct** online, the **Content** they may see and how they may be **Contacted**

<https://www.thinkuknow.co.uk/professionals/our-views/online-safety-and-safeguarding-during-covid-19/>

