

Face-to-face staff training 31 October 2019: Safeguarding

Slide 1. What is safeguarding? Having read the KCSIE document in term 1 some of what I am mentioning this evening will sound very familiar. We can never be too well informed to do all that we can to ensure no member of KGGs slips through the net and comes to harm. A rigorous and consistent approach is key. **The information shared this evening will be available on the T drive, it would be helpful if Faculty Leaders could mention this to any staff members who are not here this evening.**

Slides 2-6: Contents, Learning Outcomes and what do I need to know. It is okay not to know answers as there is so much information to take in but it is important you know where to look or who to ask.

Slide 7-8: What to look out for. Changes in behaviour or presentation can be an early sign, or a student who normally attends well being frequently absent or late. It's always worth mentioning to the tutor or HoY who might know more about their home life but won't necessarily see what you see as their classroom teacher. We must not think 'it won't happen here', just a few weeks there were police raids in Balderton on the news showing it is happening very nearby. We also must not think that somebody else will have mentioned it.

Slide 9: For some student school is their 'safe place'. When we do student questionnaires we ask them if they feel safe in school; almost all of them say yes. We also ask if there is someone in school they could talk to if they needed to, again the majority say yes. Sometimes our girls tell us what they cannot tell their parents, and sometimes they do this because they want us to help them tell their parents. We have to encourage and maintain this atmosphere in school so that all students have an outlet, and the earlier the better to have the best chance of supporting them through whatever is happening. We must remember though, we are not here to solve problems.

We play a unique and vitally important role in preventing children being abused and identifying concerns at an early stage.

- In school we have a unique position in the lives of the children and young people we work with
- The position of trust we hold is unique
- As school staff we see more of children and young people than anyone else during term time
- Our unique position means we may be the first people who have the feeling that something may not be quite right
- School staff, including support staff are likely to be the people that children choose to tell about things that are going wrong out of school

In this context our responsibilities for safeguarding apply equally to all staff and volunteers regardless of their position or perceived status within the school.

Slide 10-11: Current legislation and background with regards to young people.

- There has been a lot of legislation and changes in the past 20 years. Many of these have occurred in response to tragic child deaths which gave rise to concerns about inter-agency working. e.g. of Lord Laming's report following Victoria Climbié's death, the death of Lauren Wright and the murders of Holly Wells & Jessica Chapman and more recently Daniel Pelka.

- Working Together to Safeguard Children 2018. It is the guidance outlining the roles & responsibilities of respective agencies and how they should work together to safeguard and promote the welfare of children.
- Keeping Children Safe in Education (2018) ALL STAFF must read & understand part 1. Management & key safeguarding staff to read all four sections. Staff involved with recruitment to read section 3 and have to hand.

Slide 12-13: Education Act 2002, safeguarding and promoting welfare. We appreciate that everyone's curriculum time is pressured however it is sometimes necessary to take year groups off timetable to fulfil our safeguarding responsibilities. The 'Theatre in Education' sessions are a powerful way of delivering messages about topics such as child exploitation and drugs/homelessness. Most years a safeguarding issue comes to light because of them.

Explain that in addition to Lauren Wright, the enquiry following the murders of Holly Wells and Jessica Chapman at the hands of Ian Huntley, led to the further development of the statutory guidance for schools.

As a result, every school is required to have:

- A safeguarding policy that is reviewed annually. We also have a link Governor.
- I am Designated Safeguarding Lead, Sally Macpherson and Lucy Moncur are deputies and are fully trained. In the unlikely event that none of us are available, Diane Griffiths would be a good person to speak to.
- Regular staff training, hence why we are here. In addition all new staff and any student teachers receive safeguarding training too.
- Safer Recruitment procedures that require vetting and barring checks.

This responsibility extends to every single pupil registered at the school including those educated off-site.

We can see here the various elements of safeguarding that are related to school governance/functioning.

Safeguarding includes all the elements and therefore looks at the child holistically and is at the centre of decision making

Slides 14-16: So what is your role in all of this? Early identification is key so raise any concerns as soon as possible. A student may ask to speak to any member of staff in confidence. Always make it clear that you cannot guarantee this is possible. Always inform the DSL or one of the deputies if you think it is a safeguarding concern. Keep notes of what is said, word-for word, and make sure they are passed on securely as soon as possible. If it is a serious issue, try have a second member of staff in the room to make the notes. Do not offer advice or act shocked at what you are being told. The linconshire.gov.uk/lscb website is a good place to look for help.

All staff must know procedures and they must be followed. The designated safeguarding lead would usually call Children's Services social care with safeguarding concerns but remember anyone can pick up the phone and make that call.

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This slide should be used to highlight the wider Multi-Agency safeguarding context and the role of the LSCB.

The Lincolnshire Safeguarding Children Board (LSCB) has a statutory duty to:

- co-ordinate how agencies work together to safeguard and promote the well-being of children, and
- to ensure the effectiveness of safeguarding arrangements.

The current priorities identified for the Board are Tackling Child Exploitation; Enhancing the Emotional Wellbeing of Children and Young People; Promoting Healthy Relationships; Working Together to recognise risk making behaviours; To identify and reduce the impact of neglect on children and young people; To identify and reduce the impact of Domestic Abuse on children, young people and their families.

Together these provide a focus for the work of the Board in challenging the overall pace of improvement and ensuring that there is a measurable impact on the experience and quality of service for children and young people and their families.

You may like to have a link to this website from your school website if you have not already.

There are many safeguarding articles and resources in the Multi-Agency Procedures including lessons learned from serious case reviews.

Go to 'Professionals' to view further guidance on a range of safeguarding topics e.g. Child Sexual Exploitation, Female Genital Mutilation, Domestic Abuse, Prevent etc.

Ensure school staff follow a 5 year training pathway

Further guidance from www.lincolnshire.gov.uk/lscb – click training or email lscb_training@lincolnshire.gov.uk &/or safeguardingschools@lincolnshire.gov.uk

Slide 18: Promoting welfare and Child protection.

Slide 19-24: Abuse is The 4 types of abuse are physical, emotional, sexual and neglect.

Each child is unique, we have to take an holistic approach: have an understanding of a child within the context of the family, educational setting, community and culture

Working Together explains:

- Abuse and neglect are forms of maltreatment of a child.
- Somebody may abuse or neglect a child by; inflicting harm, or 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 a stranger.
- They may be abused by an adult /adults or another child or children.

Slide 25-27: Domestic abuse amongst teenagers is becoming an increasing problem.

This topic is important to explore with those working with older children. Both national and local research tells us that some teenagers have worryingly high levels of acceptance of abuse within relationships and often justify the abuse with the actions of the victim e.g. they were unfaithful.

The recent study referenced here highlights the prevalence of this issue yet it remains somewhat of a hidden issue. In a recent Home Office study, one out of every three girls interviewed said they'd been sexually assaulted by a boyfriend.

In the same survey, 25 per cent of girls and 18 per cent of boys said they'd been hit or physically attacked by a partner.

Slide 28-33: Go through, types of abuse, signs and indicators.

Neglect can often fit into six forms which are:

Medical – the withholding of medical care including health and dental.

Emotional – lack of emotional warmth, touch and nurture

Nutritional – either through lack of access to a proper diet which can affect in their development.

Educational – failing to ensure regular school attendance that prevents the child reaching their full potential academically

Physical – failure to meet the child's physical needs

Lack of supervision and guidance – meaning the child is in dangerous situations without the ability to risk assess the danger.

Physical abuse, refer any suspected non-accidental injury to the Designated Safeguarding Lead without delay so that they are able to seek appropriate guidance from the police and/or Children's Services in order to safeguard the child.

Be alert to:

- Unexplained recurrent injuries or burns; improbable excuses or refusal to explain injuries;
- Injuries that are not consistent with the story: too many, too severe, wrong place or pattern, child too young for the activity described.

Sexual Exploitation: Essentially it involves children receiving something e.g. drugs, accommodation, gifts for performing sexual activities. It can occur without physical contact – children can be groomed to post sexual images of themselves on the internet. These are exploitative relationships where perpetrators have power over victim e.g. age, peer pressure, strength. 3 broad categories:

Inappropriate relationships

Boyfriend model of exploitation

Organised sexual exploitation/trafficking

Education have two key roles:

- Educating Young people about healthy relationships and sexual health
- Protecting young people by spotting the signs.

Signs and Indicators: indicators don't conclusively mean that a child is being abused. However, they are a reason for some concern. There may be simple explanations, but indicators are 'red flags' to which adults should pay attention

Listen to the stories that accompany the indicators...do all the factors 'match' or add up? If not note the discrepancies, record sign and pass on. Indicators are also not specific to individual types of abuse

Slide 34: Dealing with disclosure. Already mentioned a few times. Remember the 4 Rs of

Recognise Respond Report Record

And what not to do

As a safeguarding team we feel that it doesn't have to be recorded on a particular form initially, but you must write down exactly what is said, that is what will be asked for. It is also important to assess, depending on the time of disclosure, whether the student is safe to leave school.

Slides 36-39: Look through the flow chart, discuss confidentiality, what stops them from telling and how we can promote a culture in school that students feel able to talk about their concerns.

The process for dealing with concerns starts with staff passing written information to the DSL. At this stage, we do not know where the process will end; it could be the case that the concern is monitored in school or it could be that the disclosure leads to a criminal investigation.

In all cases it is important that staff share their concerns without delay and this is particularly urgent in cases where we believe that a child may be at immediate risk of harm e.g. through physical or sexual abuse.

Slides 40-41: allowing them to talk, no leading questions, don't try to fill the silence, TED questions and what to do next. [talk through slide 40]

Tell

Explain

Describe

Talking can be very difficult for some students, they could write something down instead or use drawings to show how they feel.

Slide 42: The emphasis here should be on what if I'm right and I don't pass my concerns on? You might have lesson or the end of the day bell is about to go but it is vital to pass information on asap. Year Heads, pastoral staff and Diane can help facilitate information sharing.

Remember your role is not to investigate, make a judgement or attempt to resolve the situation by themselves. It is not uncommon for staff to minimise the concern because the child is safe when they are in school. Whilst the latter is invariably true, schools do not provide 24 hr. care so it is vital that we pass on our concerns to the appropriate agency.

Staff should not assume that the information must be known or that because a child is already known to services, new concerns do not need to be shared.

You might be thinking what if I'm wrong? It is better to record and discuss concerns and be wrong than keep quiet and miss something that will have a devastating effect on a child's wellbeing. Err on the side of caution. Remember it is not school's role to decide if a child is telling the truth or not. It is their role to follow safeguarding and child protection procedures.

Slides 45-51: Keeping ourselves safe

Research tells us that allegations are more likely to be made against inexperienced or very experienced staff because people have not had appropriate induction or are unclear or unaware of relevant policies or

procedures or because practice becomes rigid and ingrained. If you have questions, ask them. Accusations can be made if people operate outside the parameters of reasonable, professional behaviour hence the need to follow procedures and, therefore, be consistent.

Please tell us if you think there are gaps in our training/induction programmes so we can put it right.

Slide 50: particular care must be taken with regards to social media, email, mobile numbers. The intention or correspondence could be misinterpreted or misused.

Slide 52: An example. In 2004/5 a parent approached the school regarding reports that Teacher A had been taking photographs of children using his mobile phone.

- Between September 2003 and July 2004 a teacher found inappropriate images of a girl posing with Teacher A, on Teacher A's school camera.

Slide 53: The final element of safeguarding is keeping our site safe which is something that is currently under review and there are changes ahead.