

Lincolnshire Children's Services

An Introduction to Safeguarding & Child Protection in Education

Contents

- Introduction, background and legislation
- Attitudes & Values
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- Our school procedures
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What is safeguarding?

- Safeguarding is about keeping our students safe, ourselves safe and our site safe.
- Responsibility of all staff but each school will have at least one designated safeguarding lead (DSL)
- Safeguarding children means protecting them from harm, preventing damage to a child's health or development, making sure all children grow up safely, taking action to ensure all children have the best start in life.
- 4Rs: Recognise possible abuse, respond appropriately, report concerns, record observations

What do I need to know? (I)

All staff should be aware of systems within KGGS which support safeguarding and these should be explained to them as part of staff induction. This should include;

- 1) reading the latest version of the following school policies
 - Child protection & Safeguarding policy
 - Behaviour policy
 - Staff behaviour policy/code of conduct
- 2) the safeguarding response to children who go missing from education
- 3) the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

What do I need to know?(2)

- 4) **All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, to provide them with relevant skills and knowledge to safeguard children effectively.
- 5) **All** staff should be aware of their local early help process and understand their role in it.
- 6) **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

What do I need to know? (3)

7) **All** staff should know what to do if a child tells them she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

What KGGS staff should look out for (I)

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- 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 drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

What staff should look out for (2)

- **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- Departmental advice What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.
- Staff working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.
- Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

Context

Children spend half their waking hours in school and for some it is the only safe place in their daily lives.

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

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

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

Background & Legislation

- 1989 - The Children Act
- 1999 - Protection of Children Act
- 2000 - Framework for the Assessment of Children in Need and their families
- 2002 - The Education Act (S 157 and 175)
- 2003 - Every Child Matters
- 2003 - Sexual Offences Act
- 2004 - The Children Act
- 2005-6 - Local Safeguarding Children Boards established
- 2006 - Safeguarding Vulnerable Groups Act
- 2007 - Safeguarding Children and Safer Recruitment in Education
- 2009 - The School Staffing (England) Regulations 2009
- 2011 - Munro Review of Child Protection
- 2012 - Protection of Freedoms Act

Background & Legislation continued

- 2015
 - Female Genital Mutilation Risk & Safeguarding
 - PREVENT Duty Guidance

- 2016
 - What to do if you're worried a child is being abused
 - Information Sharing: Advice for practitioners
 - FGM statutory guidance

- 2017
 - Child Sexual Exploitation
 - Staffing & Employment Advice for Schools

- 2018
 - Working Together to Safeguard Children statutory guidance
 - Keeping Children Safe in Education statutory guidance
 - Disqualification under the Childcare Act 2006 statutory guidance

Education Act 2002

Section 175 (2)/Section 157 A governing body of a maintained school shall make arrangements for ensuring that the 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.



Keeping Children Safe in Education (2018) – The Role of School & College Staff (1)

- School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
- **All** staff have a responsibility to provide a safe environment in which children can learn and **all** staff should be prepared to identify children who may benefit from early help.
- Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
- **Any staff member** who has a concern about a child's welfare should act on them immediately, following our child protection and safeguarding policies and speak to the designated safeguarding lead (or deputy). As a school we support social workers and other agencies following any referral.

Keeping Children Safe in Education (2018) – The Role of School & College Staff cont. (2)

- Every school should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
- The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.
- The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

- In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children. Heads of Year mainly do this.
- All staff members should also receive appropriate child protection training which is updated annually, in some form.
- **Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.**

www.lincolnshire.gov.uk/lscb



Lincolnshire
Safeguarding
Children Board



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Lincolnshire Safeguarding Children Board



Lincolnshire Safeguarding Children Board is a statutory multi-agency board made up of representatives from the Local Authority, Police, Health Service, Probation Trust, Youth Offending Service, the Voluntary Sector and others.

Our vision is that every child and young person in Lincolnshire is safeguarded via the provision of accessible, timely, co-ordinated, high quality multi-agency services to children, young people and families.

Please visit the LSCB YouTube channel

Latest News



Children's Commissioner's warns of growing demand for high cost 'emergency'

Safeguarding and Promoting Welfare

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes
- Children includes everyone up to the age of 18 years whether living with their families, in state care, or living independently.

Child Protection

Child Protection is part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Working Together to Safeguard Children (2018)

Recognising concerns

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

What is abuse?

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. 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.

Categories of abuse

- **Physical**
- **Emotional**
- **Sexual**
- **Neglect**

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.
- 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. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

Emotional Abuse

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

Working Together to Safeguard Children 2018

Teenage Relationship Abuse

- **Domestic abuse is not limited to adults; there is an increasing awareness of domestic violence within teen relationships.**
- 1 in 5 teenage girls have been assaulted by a boyfriend.
- Young women are more likely to experience sexual violence than other age groups.
- Young women with older partners are at increased risk of victimisation.
- Recent surveys (including NSPCC, Zero Tolerance and End Violence Against Women campaign) reveal that approximately 40% of our young people are already being subjected to relationship abuse in their teenage years.

Domestic Violence London NHS October 2018

www.disrespectnobody.co.uk

**DISRESPECT
NOBODY**



NEED HELP?



EXIT SITE

SEXTING

RELATIONSHIP ABUSE

CONSENT

RAPE

PORN

HARASSMENT

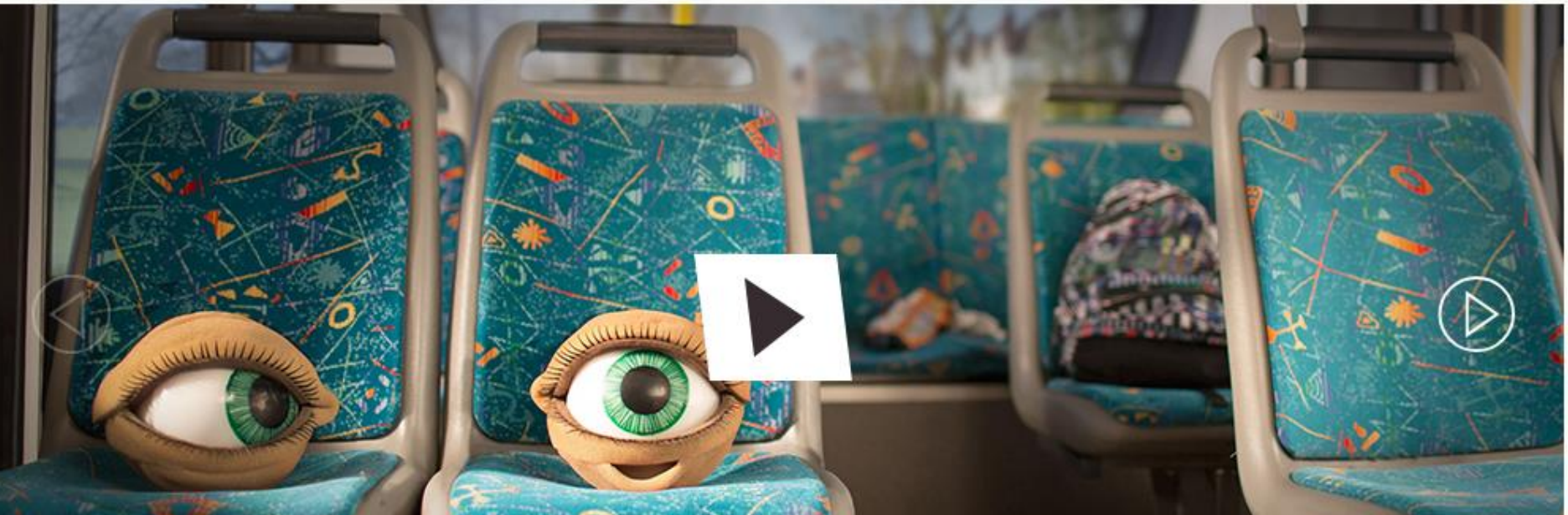
HIDE YOUR TRACKS

WHAT IS SEXTING?

SIGNS TO SPOT

CONSEQUENCES

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Domestic abuse



Domestic abuse includes a range of abusive behaviours which are used by an abusive partner, or ex-partner or family member to maintain power and control over you.

Domestic abuse is not a one off incident but is an on-going pattern of behaviour. Once begun, the abuse and/or violence will repeat itself and will often get worse over a period of time. This abusive behaviour also includes Forced Marriage, so called Honour Based Violence and Female Genital Mutilation.



HIDE THIS PAGE



Latest News



Council recommissions domestic abuse support services

Lincolnshire County Council has recommissioned support services for those experiencing domestic abuse.

- 5,000 people helped through domestic abuse by Lincolnshire partnership in 10 years

In an emergency dial 999

Contact your local police station or dial 999 if you want to report domestic abuse.

Help and support

Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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.

Working Together to Safeguard Children 2018

Sexual Abuse

- 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 or not 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 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.

Child Sexual Exploitation

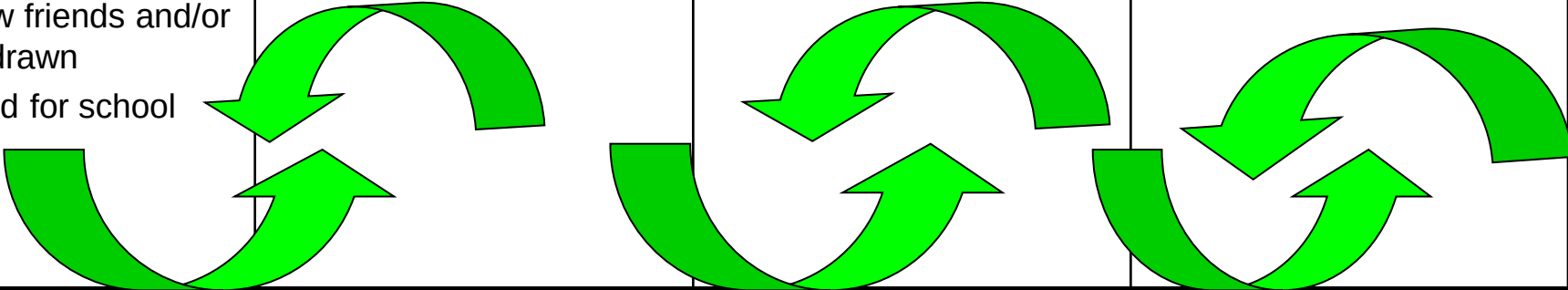
- Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or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

Child Sexual Exploitation

Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

Child Sexual Exploitation Guidance 2017

SIGNS AND INDICATORS

Neglect	Emotional	Physical	Sexual
• Tired/listless • Unkempt • Poor hygiene • Untreated medical conditions • Medical appointments missed • Constantly hungry or stealing food • Over eats when food is available • Poor growth • Poor/late attendance • Being regularly left alone or unsupervised • Dressed inappropriately for the weather condition • Having few friends and/or being withdrawn • Ill equipped for school	• Failure to thrive • Attention seeking • Over ready to relate to others • Low self esteem • Apathy • Depression/self harm • Drink/drug/solvent abuse • Persistently being over protective • Constantly shouting at, threatening or demeaning a child • Withholding love and affection • Regularly humiliating a child	• Unexplained injuries • Injuries on certain parts of the body • Injuries in various stages of healing • Injuries that reflect an article used • Flinching when approached • Reluctant to change • Crying/ instability • Afraid of home • Behavioural extremes • Apathy/depression • Wanting arms and legs covered even in very hot weather	• Age inappropriate sexual behaviour/knowledge/ promiscuity • Wary of adults/ running away from home • Eating disorders/depression/ self harm • Unexplained gifts/ money • Stomach pains when walking or sitting • Bedwetting • Recurrent genital discharge • Sexually transmitted diseases
			

Managing concerns and dealing with disclosure

The Role of Staff in Safeguarding Children

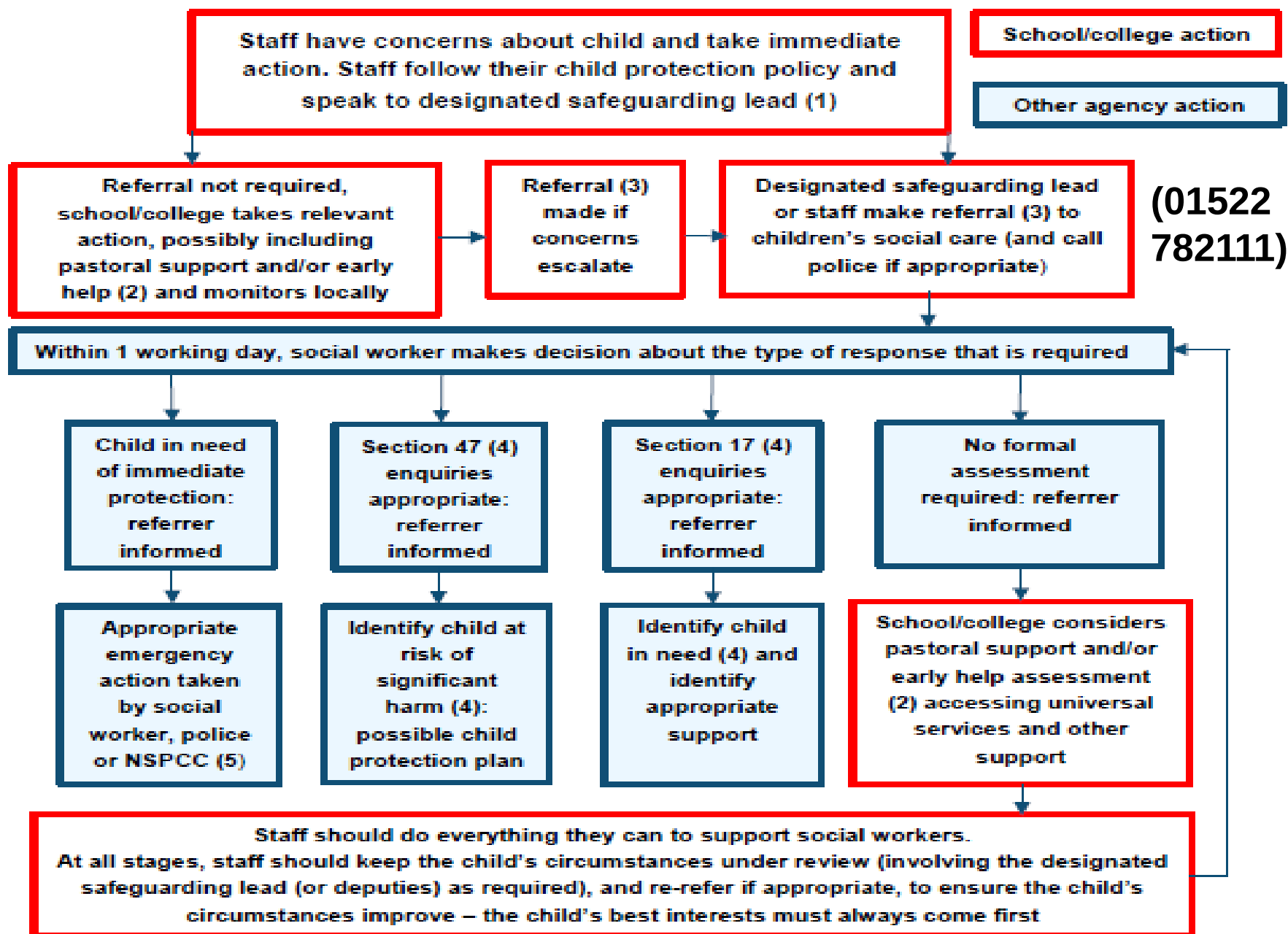


- Recognise
- Respond
- Report
- Record
- Re-refer and challenge if the situation does not seem to be improving



- Ignore
- Dismiss
- Investigate
- Examine a child
- Take photographs of injuries
- Attempt to resolve in isolation

Actions where there are concerns about a child



Confidentiality

- The majority of cases we will deal with arise from our knowledge of the children and our observations
- This enables us to build a picture over time that might constitute a child protection concern
- Another aspect of our work is dealing with disclosures when children tell us about something
- What does confidentiality mean to you as an individual and what does it mean in your role in school?

What Stops Children From Telling?

- Being blamed
- Threats and fear
- Awareness of the implications
- Lack of communication or vocabulary
- Not recognising the experience as abuse
- Lack of trust
- Feeling responsible
- Lack of opportunity to be heard

Children Talk About Their Concerns When.....

- School feels a safe place to be
- Children's views and contributions are respected
- Adults and children are respectful of each other
- There is a culture of openness, honesty and trust
- Staff allow children to be heard
- There is space for privacy
- Self-esteem is high

Allowing Children to Talk & Dealing with Disclosure

Helpful ideas

- Take what you are being told seriously
- Listen carefully – do not interrupt
- Acknowledge what you have been told
- Remain calm
- Reassure – tell them they have done the right thing
- Tell them you will have to pass the information on and who you will be telling and why
- Pass to your DSL in writing on agreed school form

What to avoid

- Do not investigate
- Do not look shocked or distasteful
- Do not probe
- Do not speculate
- Do not pass an opinion about the alleged perpetrator
- Do not make negative comments
- Do not promise to keep a secret
- Do not display disbelief
- Never delay getting help

TED Questions

Never ask leading questions. It is not the job of school staff to investigate child protection disclosures. Police and social care have that responsibility.

If you need to ask any questions use open-ended **TED** questions;

- Can you **tell** me how that happened?
- Can you **explain** what happened/happened next?
- Can you **describe** what/how that happened?

I Think I Should Act Now

What will stop me?

- What if I'm wrong?
- I'm not very confident
- I don't know the child very well
- I've reported before and had a bad experience
- I don't know who to talk to
- It's not my job
- Someone else will pass it on
- I will do it tomorrow
- I have not got the time
- It doesn't happen to families here
- Over-identifying with the parent/carer
- Someone else must already know this!

Why I will pass it on?

- At this school we take safeguarding seriously
- I know our school procedure
- I know who to pass it to
- I know what is expected of me
- It is my responsibility
- This is serious and important
- Children spend more time in school than any other place
- After parents, school staff are often the next adults a child will respond to
- The indicators of abuse are present
- Abuse investigations often highlight a failure to act

Duty to Refer

- All professionals have a duty to refer cases where abuse is known to have occurred or is suspected.
- No professional has the right or responsibility to withhold information or to respect a child's/young person's wish for confidentiality.

What Does the Designated Safeguarding Lead Need to Know?

- Who is the child – full name
- Where were you in school when they disclosed to you
- Was anyone else with you
- What did they say – their words and descriptions
- What did you do or say
- Did they show you an injury
- Where is it, colour, size what does it look like
- What else do you know about the child

Safer Working Practice & Allegations against adults

Safer Practice

**Guidance for safer working practice for
those working with children and young people
in education settings**

October 2015



Acknowledgments: Adapted and updated by the Safer Recruitment Consortium from an original IRSC/ DfE document and with thanks to CAPE (Child Protection in Education)

Our responsibility

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

When might you be vulnerable & why?

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

The Sexual Offences Act (2003)

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



Home Office

Guidance on Part 2 of the Sexual Offences Act 2003

September 2018

Safer Practice

- Your behaviour should be open and transparent
- You must adopt high standards of personal conduct
- Your behaviour in or out of school must not compromise your position within the school
- Avoid being alone with a student behind a closed, windowless door
- Never give an individual student a gift that is not part of the 'Rewards Policy'
- Never give your **personal** mobile number or personal e-mail address to a student
- Be aware of the dangers of social networking site

Sexual Grooming

- A pupil receiving special attention or preferential treatment
- Excessive time spent alone with a pupil outside of the classroom
- Frequently spending time with a pupil in private or isolated areas
- Transporting a pupil possibly to or from school
- Making friends with a pupils parents and visiting their home
- Acting as a particular pupil's "listening ear"
- Giving small gifts, money, toys, cards, letters to a pupil
- Using texts, telephone calls, e-mails or social networking sites to inappropriately communicate with a pupil
- Overly affectionate behaviour with a pupil
- Inappropriate comments or lesson content of a sexual nature
- Other pupils are suspicious and make jokes or references

Findings of the Serious Case Review:

- There were at least 30 incidents of inappropriate conduct which should have been viewed as suspicious
- The incidents highlighted in the school management report ranged from indecent touching, inappropriate lesson content, favouritism and over-familiarity with children.
- Evidence of only one reference on file and no evidence that a second was sought.

“On a number of occasions in response to these and other incidents colleagues advised Teacher A of the inappropriateness of his behaviour and pointed to the risk that he could be accused of professional misconduct. It is significant however that only 11 of the 30 recorded incidents were reported to the school. ”

Final thoughts

**Safeguarding is everyone's
responsibility**

***If in any doubt report it, we can never
be too careful.***

Thank you for listening, and questions?