

# SAFEGUARDING AWARENESS TRAINING PRIMARY SCHOOLS

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Lord Deramore's Primary School  
2021/22

September 2021

# Aims

- To raise awareness of key safeguarding issues
- To ensure knowledge of your personal responsibilities:
  - How to respond when you have a concern
  - How to record your concern
  - Who you need to pass this information to
- To ensure you are confident in following safeguarding procedures and the Safer Working 'code of conduct'
- Update on Keeping Children Safe in Education 2021
- Give particular awareness of 'Peer-on-peer' abuse, 'ACEs' and 'Safeguarding children with SEND'

Please feel free to leave the room if something upsets

# Main document – all **must** read



## **Keeping children safe in education 2021**

**Statutory guidance for schools and  
colleges**

**September 2021**

# Keeping Children Safe in Education September 2021 (some changes)

- Heightened emphasis on peer on peer sexual violence and harassment
  - There must be a zero-tolerance approach
  - **Assume it is happening even** if there are no reports
  - Staff must **challenge inappropriate behaviour between peers including misogynistic messages**
  - Staff should be aware that **online consensual and non-consensual sharing of images is common place** and must not be normalised
  - Online abuse can also include sharing pornography and abusive images in chat groups with peers who do not want to receive such content
  - Students **should be helped to feel confident reporting concerns** and not made to think they are creating a problem, nor to feel ashamed; or to have their experience minimised

Safeguarding and promoting  
the welfare of young people  
is everyone's business!

# The Safeguarding Agenda

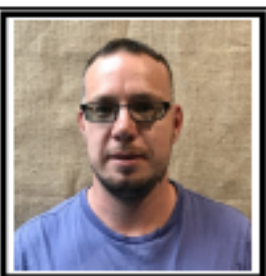
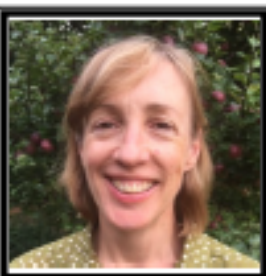
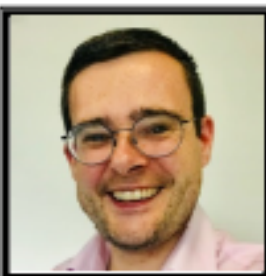




# Safeguarding



If you have any concerns about a child or adult's safety, welfare or general wellbeing, please ensure that you speak with a member of our safeguarding team **straight away**.



**Rachel Carr**  
Deputy Designated Safeguarding Lead  
Assistant Headteacher

**Jane Hitchon**  
Deputy Designated Safeguarding Lead  
Inclusion Leader

**James Rourke**  
Designated Safeguarding Lead  
Headteacher

**Sue Perutz**  
Designated Safeguarding & Child Protection Governor

**Eleanor Jones**  
School Business Manager

**Matthew Mason**  
Caretaker

**SAFE CHILDREN**  
Concerns about children's welfare and emotional wellbeing

**SAFE ENVIRONMENT**  
Concerns about health, safety & premises

**City of York Multiagency Safeguarding Hub**  
01904 551900 or  
01609 780780 (out of hours)

**SAFE ADULTS**  
Concerns about adults & leadership

**If a child is in immediate danger, always call the police on 999**  
**City of York LADO (for staff use): 551783**

# Signs and indicators of abuse and neglect



# Physical abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Refusal to discuss injuries
- Improbable explanations for injuries
- Untreated injuries or lingering illness not attended to
- Admission of punishment which appears to be excessive
- Shrinking from physical contact
- Fear of returning home or of parents being contacted
- Aggression/bullying behaviour
- Significant change in behaviour without explanation

# Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, 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.

# Emotional abuse

- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self harm or mutilation
- Compulsive stealing or scrounging
- Drug/solvent abuse
- Air of detachment
- Social isolation, depression, withdrawal
- Exploitation or corruption of children
- Seeing or hearing ill treatment of someone else
- Victim of bullying

# Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to children 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.

## Emotional abuse (cont.)

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 over protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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 although it may occur alone.

# Neglect

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness
- Left in circumstances without appropriate adult supervision which is likely to endanger the child

# Neglect

Neglect is 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 for example as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, protect a child from physical harm and emotional harm or danger, ensure adequate supervision including the use of inadequate care-takers, or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

# Sexual abuse – in younger children

- Bruises, scratches, burns and bite marks
- Persistent infections in the anal and genital regions
- Sexual awareness inappropriate for the child's age
- Sexually abusive towards other children either younger or more vulnerable
- Frequent public masturbation
- Attempts to teach other children about sexual activity
- Aggressiveness, anger, tears and anxiety
- Withdrawal from friends



# 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Key areas to be aware of

# Adverse Childhood Experiences (ACEs)

Include...

- Domestic abuse
- Parental separation through divorce or separation
- A parent with a mental health condition
- Being the victim of abuse (physical, sexual and/or emotional) or neglect
- A member of the household being in prison
- Growing up in a household in which there are adults experiencing alcohol and drug use problems
- <https://www.youtube.com/watch?v=YiMjTzCnbNQ> (5 mins)

# Peer on peer (child on child) abuse

- Harmful Sexual Behaviour is a form of child on child abuse.
- Other forms include bullying (including cyber-bullying), sexual violence, upskirting, hitting, kicking, shaking, biting, hair pulling, sexting and initiation/hazing violence.
- There needs a zero tolerance approach. It must always be taken seriously and reported to the DSL. It must never be dismissed.
- Pupils need to know how to report in school and be supported in being able to confidently do this without feeling ashamed or that they are creating a problem.
- <https://www.youtube.com/watch?v=1Javv9tYWpE> (4 mins)

# Female Genital Mutilation

- 60,000 girls in UK are currently at risk – many very young (even babies)
- “Cutters” are now being brought into this country
- It is abuse, causing trauma and frequently long term health difficulties
- No religious justification
- There is a duty on the teacher who has received the information to notify the police
- A criminal offence - 14 years prison sentence

# Prevent Duty

The Counter-terrorism Bill 2015 places a duty on schools and colleges to safeguard pupils from being drawn into terrorism.

- Schools are expected to assess risk to their pupils based on the potential risk in the area
- They will need clear protocols around visiting speakers
- Staff training should enable the identification of young people at risk, the ability to challenge extremist ideas which legitimise terrorism, and knowledge about how to refer
- Young people must not be able to access extremist ideas online in school
- Ofsted will inspect the school's approach to keeping pupils safe from the risk of radicalisation and extremism

# County Lines / Criminal Exploitation

- County lines is part of the wider issue of Child Criminal Exploitation (CCE). This includes Child Sexual Exploitation and other criminal activities including serious violence.
- Gangs use children to transport drugs and money.
- They exploit children and vulnerable adults, to supply drugs using “trap houses” to store drugs and to distribute from.
- Intimidation, violence and sexual exploitation is used.
- **Any concerns around CSE or CCE (including cybercrime) must be passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children’s Duty if appropriate.**
- **Signs to spot** - persistently going missing from school or home, unexplained money, clothes or phones, relationships with controlling people or gang association, significant changes in emotional wellbeing.

# Child Sexual Exploitation

This happens when 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.

The victim may have been sexually exploited even if the sexual activity appears to be consensual. No child can consent to their own abuse.

It can also occur through the use of technology with no physical contact.



# Abuse of children with a disability

Children with a disability are especially vulnerable to abuse. Some reasons:

- Fewer outside contacts
- May have to receive intimate care
- May have impaired capacity to resist abuse
- May have communication difficulties which may make it hard to tell others
- May be more vulnerable to bullying and intimidation
- [https://www.youtube.com/watch?v=6JU5GX\\_mgXo](https://www.youtube.com/watch?v=6JU5GX_mgXo) (4 mins)

# Scenarios

- What are the issues?
- What will you say and do?
- How will the school respond?

## Lucy

Lucy in Year 6 tells you that Tom in her class asked her to send a picture of herself in her pyjamas and now he wants one of her getting undressed.

# Jordan

Jordan is 8 years of age and his attendance is poor (58%). There have been a series of hospital appointments for blood tests, X-rays and allergy investigations but there is no diagnosis. He is currently on a part-time timetable as mum is saying he's too tired to be in school for a full day. You've noticed that, when he's there, he seems full of energy and loves playing football at playtime.

# Amir

Amir, the new boy in Year 5, tells you that he's going to watch Leicester City on Saturday with Mr Patel, an after-school club coach. You happen to know that they live on the same street.

# Shaun

You have noticed that 7 year old Shaun is much quieter than usual. When you ask him if he's ok he says that he doesn't like it at home any more since his uncle moved in. He tells you that there's a lot of shouting and fighting at night when he's in bed and it scares him.

# Sophie

You receive a phone call from Sophie's father telling you that she isn't coming back to school until you sort out Sammy's behaviour. He says that Sammy has been asking her to put her hand down his trousers at break times and she's frightened of him. He's told her that it's their secret. Sophie is in Year 3 and Sammy Year 6.

# Tania

When Tania, Year 5, was getting changed for PE you noticed that she winced as she took her jumper off. You asked if she was ok and she said that her arm really hurt where her older brother had grabbed her. You asked if she told her mum, which she had, but her mum said not to tell anyone.



# Prisha

6 year old Prisha often arrives late at school and seems tired and hungry. You know that she has recently moved in with an aunt as mum has been struggling to cope. Her aunt also has three of her own teenage children. The reason usually given for being late is that they overslept.

# Dealing with Concerns & Disclosure

- The child should be listened to and reassured that they have done the right thing to tell someone
- You will need to know who they are talking about, what happened and when
- Avoid asking leading questions which may invalidate evidence in any later prosecution
- Explain to the child what is going to happen next and do not promise confidentiality
- Make a signed and dated note of what the child said, in their own words as far as possible – this should be recorded onto CPOMS.

## What you should do

Write it down - time, day, date & sign

Log it onto CPOMS **including what you have done (actions)**. Remember that **CPOM logs can be viewed by parents/carers and professionals in the future.**

If urgent, report immediately to the DSL or a deputy

If unsure, speak to a colleague

Keep it confidential

Do not ask leading questions or conduct an investigation

## Concerns about the conduct of an adult (including low-level)

Report immediately to the Headteacher (or Chair of Governors if about the HT or in a MAT, the agreed person)

Write it down - time, date and sign

Do not talk to the person concerned

Keep it confidential

# Staff Code of Conduct

- Any breaches of the code of conduct, allegations or concerns (including low-level) about the behaviour of a member of staff must be shared with the Head Teacher immediately
- There must be no discussion about the concern with the person implicated
- If the allegation is against the Head Teacher then the Chair of Governors should be notified. If they are not available then contact the LADO at the local authority.

## Safer working practices

- Staff behaviour must be professional at all times – including attitudes, behaviour, dress, language and online communication
- Staff should not be in personal communication with pupils – includes texting, messaging, social networking sites etc.
- Be mindful of situations where a pupil or parent comes to depend on you for support and discuss with a senior member of staff
- Staff should not offer lifts outside agreed requirements of their role
- Out of school contact must be planned and agreed with senior staff and parents. Appropriate social contact will be easily recognised and openly acknowledged.
- Confidentiality is critical. Particularly important when personal friends with parents or carers.
- Do not put yourself in compromising situations.
- Avoid physical intervention. Use as a last resort.
- Public confidence in members of staff must be upheld (honesty, integrity, tolerance – BOTH INSIDE AND OUTSIDE OF SCHOOL)
- Breaches of the guidance could result in criminal or disciplinary action being taken

# What schools need to do

- Ensure all staff feel confident that they can pass on any concerns about an adult working or volunteering with children
- If someone feels unable to report the matter within school, they must seek advice from the Local Authority Designated Officer. 01904 551783

# Summary – Do you know?

- How to respond when you have a concern
- How to record your concern
- Who you need to pass this on to

**ALWAYS REMEMBER TO CHASE FOR AN UPDATE IF YOU HAVE SHARED CONCERNS**