

SAFEGUARDING UPDATE TRAINING

Lord Deramore's Primary School
2022/23

September 2022

Aims

- Update on Keeping Children Safe in Education 2022
- To refresh awareness of key safeguarding issues
- Give particular awareness of **‘Sexual Abuse’, ‘Domestic Violence’** and **‘County Lines’**
- 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’

Please feel free to leave the room if something upsets

What all staff could be asked...

Inspectors will ask all staff about your school's safeguarding procedures. Make sure you:

- Recognise that children are capable of abusing their peers, and assume that sexual harassment, online sexual abuse and sexual violence are happening in and around your setting, even when there are no specific reports
- Are confident about what to do if a child reports that they've been sexually abused or harassed by another child, or asked to share sexual imagery
- Can demonstrate knowledge of their responsibilities relating to the protection of children
- Have good awareness of the signs indicating that a child is being neglected or abused
- Know who their designated safeguarding lead (DSL) is, what they are responsible for, and who any deputies are
- Are alert to circumstances when a child may need early help
- Are alert to signs that children who are missing from education might be at risk of abuse, neglect and/or exploitation
- Understand the risks posed to children by online bullying, grooming and abuse
- Understand the importance of considering wider environmental factors that might be a threat to children's safety and welfare
- Oversee the safe use of electronic devices and social media by staff and children

Main document – all **must** read



Keeping children safe in education 2022

**Statutory guidance for schools and
colleges**

**For information only, this guidance does not
come into force until 1 September 2022**

Keeping Children Safe in Education

September 2022

- A paragraph has been added to explain that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected. **Children may also not recognise that their experiences are harmful.** Factors to be aware of include: vulnerability, disability, sexual orientation and language barriers. Building trusted relationships between staff and children or young people is important in facilitating conversation.
- A paragraph about **domestic abuse** has been added, providing a definition and outlining how it may affect children and young people. It explains that children may be the victims of domestic abuse, be affected by abuse happening within their homes or suffer abuse within their own intimate relationships.
- All governors to undertake safeguarding training upon induction and regularly updated
- Further clarity about upholding Human Rights and Equality Laws
- Online safety updates, particularly in relation to remote education (making sure parents/carers are supported to keep children safe), filter systems in schools. **Importance of monitoring pupils' internet use.**

Keeping Children Safe in Education

September 2022

- Three paragraphs have been added regarding safeguarding for children who are lesbian, gay, bi or trans (LGBT). Being LGBT is not an inherent risk factor for harm. However, children who are LGBT, or those who are perceived as LGBT, can be more at risk of being targeted by other children. By **ensuring that the child has a trusted adult to whom they can talk, schools can help reduce this risk.**
- Information has been added to provide clarity on the process for sharing low-level concerns about staff. Schools need to have a policy for **sharing lowlevel concerns**. This should be clear and easy to understand and implement. The school or college can decide whether these concerns should be shared initially with the DSL, the headteacher/principal or a nominated person (such as a safeguarding champion or values guardian). The headteacher needs to be informed of all low-level concerns and should be the ultimate decision maker. In some schools, the headteacher and DSL may take a more collaborative approach. If schools are unsure as to whether the low-level concern meets the harm threshold, they should consult their LADO.
- A sentence has been added to highlight the importance of ensuring children understand that **the law on child-on-child abuse is there to protect them** rather than criminalise them.

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

Ian Wyatt

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

head.ld@york.gov.uk (Headteacher)

sueperutz@gmail.com (Safeguarding Gov)

ejones@lordderamores.com (SBM)

frostrj@gmail.com (Chair of Governors)

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.

- **Sex and Relationship Education is incredibly important.**
- **Teach children what is and is not appropriate.**
- **Children should have opportunities to talk in small single-sex groups.**
- **Are there any areas in school where children feel less safe?**

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

<https://www.youtube.com/watch?v=y152k4K4cE8>

Important areas of child protection

Domestic Violence

- Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- We are part of 'Operation Encompass'. **We received around 15 notifications last year. Two over the summer.**
- <https://www.youtube.com/watch?v=4gtwXuZCPJA>

Child on child abuse (was ‘peer on peer’)

- Staff should be aware that children can abuse other children (child-on-child abuse). **Bullying** is one part of this.
- 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.
- All staff should understand that even if there are no reports in their schools or colleges, it does not mean it is not happening; it may be the case that it is just not being reported.
- **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. This must be regularly flagged up in PSHE and assemblies.
- It is essential that all staff understand that downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it

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
- **Watch out for girls showing discomfort, bleeding after returning from abroad or the summer holidays**

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

Report on CPOMS any 'extreme' views – Jihab, far right ideologies, racist, extreme political views etc.

County Lines / Criminal Exploitation

- **This is really big in North Yorkshire. Often target UKS2 children.**
- 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.
- <https://www.youtube.com/watch?v=3ILaguFXHr4>

Abuse of children with a disability/SEND

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

Staff should be mindful of working on a 1-1 basis with a child. Do not put you or a child in comprising situations.

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. Ask an open ended question – **“What happened?”**
- Context of a situation is very important.
- 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 as soon as possible.
- **Speak to DSL for advice with difficult cases.**

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 Assistant Headteacher (or Chair of Governors if about the HT – frostrj@gmail.com)

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.
- Ongoing low-level concerns should be recorded by the Headteacher and monitored (if appropriate) by SLT.

Safer working practices

- Staff behaviour must **be professional at all times** – including attitudes, behaviour, dress, language, online communication and the way they talk to others.
- 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 comprising 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