

Lord Deramore's Primary Safeguarding INSET

September 2023

Today we'll learn about...

Why safeguarding should be everyone's focus

How we can all act in our pupils' best interests

The 4 main types of abuse and signs to look out for

Specific safeguarding issues you might see in our school

Video

Why safeguarding is so important



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The Key > Safeguarding

Why safeguarding should be everyone's focus

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Abuse is more common than you may think

Around...

1 in **20** children in the UK have been sexually abused (=10 children at LD)

1 in **14** children in the UK have been physically abused (=15 children at LD)

1 in **10** children in the UK have experienced neglect (=22 children at LD)

A third

of child sexual abuse cases involve a child or teen perpetrator

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It can, and does, happen in our school

Number of
safeguarding
reports made
by staff last
year:

137

Number of
referrals to
the LA:

7

Number
of child
protection
plans:

1

Number of
children
in need:

2

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Safeguarding concerns 2022/23 at Lord Deramore's

Å Safeguarding	137
-- Child on Child	2
-- Domestic Abuse	24
-- e-Safety / Internet	5
-- Emotional Abuse	8
-- Harmful Sexual Behaviour	2
-- Low Mood	11
-- Neglect	1
-- Other	12
-- Physical Abuse	19
-- Self-Harm	4
-- Sexual Abuse	8
-- Substances	3
-- Suicide Risk	1

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Our most common safeguarding issues

- Children who are absent from education (formerly known as 'Children Missing in Education')
- Domestic violence (10 'Operation Encompass' notifications last year)
- Online safety
- Low mood / SEMH

And in our local area / demographic

- County Lines (a significant issue in North Yorkshire)
- Female Genital Mutilation (internationally diverse intake)

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Safeguarding means...

Protecting
children from
maltreatment

Making sure
children receive
**safe and
effective care**

Preventing
impairment of
children's mental and
physical health or
development

Taking action to
enable all children
to have the **best
outcomes**

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Changes to Keeping Children Safe in Education and what they mean for you...

- There haven't been a lot of changes this year
- But there's a...
 1. New emphasis on filtering and monitoring systems
 2. Clearer distinction between children who are absent from education vs. children missing education



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Filtering and monitoring systems: FAQs

What are they?

They provide a safe environment to learn and work by protecting pupils and staff from harmful and inappropriate content online. What's seen to be harmful will depend on each pupil.

What's my role?

All staff need to:

- Follow policies and procedures
- Report any problems
- Monitor what's happening on screens

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Filtering and monitoring systems: FAQs

Who's responsible for our system and procedures?

Our...

- DSL takes lead responsibility for filtering and monitoring reports and any safeguarding concerns that appear or are reported
- SLT and Mark Richards (ICT lead) team makes sure staff understand their roles, reviews the effectiveness of our systems, provides guidance and oversees reports
- IT service provider (North/CYC) has technical responsibility for maintaining and managing our system

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CYC / North Internet Filtering Information

City of York Council schools internet provision currently utilises the Smoothwall filtering solution. This is a comprehensive filtering platform using dynamic and group based filtering including new requirements around child safety/anti radicalisation. It is designed to protect schools and academies from inappropriate on-line content, as well as meeting or exceeding the current compliance and recommended safeguarding children legislation. Detailed alerts and reporting are configured to alert the Authority help-desk of an incident at a school, enabling a fast response to ensure children's safety.

The filtering system forms part and parcel of your current internet provision, so much so that you would be unable to access the internet via the school connection without passing through this filtering. CYC/North do not provide unfiltered internet access to any schools or CYC buildings.



Remember - things do 'slip through the net'!

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Filtering and monitoring systems: FAQs

When should I report a problem? How do I do this?

Speak with James, Mark or Kat straight away. Log details on CPOMS if it involves a child - including site, context of search, how parents have been informed, follow up actions.

Where should I go if I need to remind myself of this information?

You can find these details in our child protection policy.



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Reporting child sexual abuse: legislation changes

- The government is currently considering changes to legislation around reporting child sexual abuse
- If these changes are approved, there will be legal implications for not reporting suspected cases of abuse
- You **must** report any signs of possible sexual abuse to your DSL **immediately**
- Always be alert for signs of child sexual abuse

If we're doing our jobs as we should, this change in legislation shouldn't change a thing about what we're doing!

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Safeguarding is everyone's responsibility



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Look out for changes in a child



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Our Safeguarding Team



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.id@york.gov.uk (Headteacher) sueperutz@gmail.com (Safeguarding Gov) ejones@lordderamores.com (SBM) frostrj@gmail.com (Chair of Governors)

Some children are more vulnerable than others



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Some children are more vulnerable than others



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Be even more alert to our... Children with SEND

They can be more vulnerable because they might:

- **Rely on others** more, or be **more innocent or trusting**
- Find it **harder to tell someone** about their abuse
- Be **less likely to understand** their experiences abuse
- Be more prone to **isolation or bullying**

Signs of **abuse might also be missed** or dismissed

Many forms of SEND are **invisible** – this doesn't mean these children are **less vulnerable**

Always use professional curiosity: think 'why' or 'what might be going on here?'



Be even more alert to our... Children who are LGBTQ+

They can be more vulnerable because they might:

- Be a **more likely target** for bullying
- Be at **higher risk of** homophobic, biphobic or transphobic hate crimes
- Feel **different and isolated** from their peers
- Not have a **trusted adult** to talk to about their identity

Pupils who may be **perceived** to be LGBTQ+ share the same risk factors as those who **are** LGBTQ+



Key points about why safeguarding should be everyone's focus

- Safeguarding means making sure children **grow up safe, happy and healthy**
- Always assume '**it could happen here**'
- We **all** have a role to play in safeguarding children
- Be alert to **changes** in a child
- All children are vulnerable, but **some are more vulnerable** than others
- The **safeguarding team is here to listen** to any concerns you have



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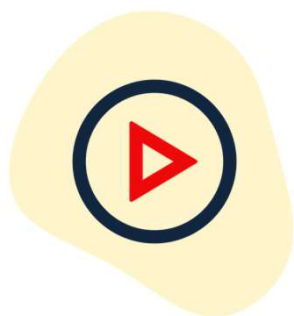
The Key > **Safeguarding**

How we can all act in our pupils' best interests

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Video

Listen to Charlie's experience



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If a child makes a disclosure...

Do...

Listen fully, be supportive, take the child seriously

Let the child lead the conversation

Reassure the child that they're not in trouble and will be kept safe

Ask open questions

Reflect back what they're saying

Be clear about what you'll do next

Don't...

Give the child the impression they're creating a problem

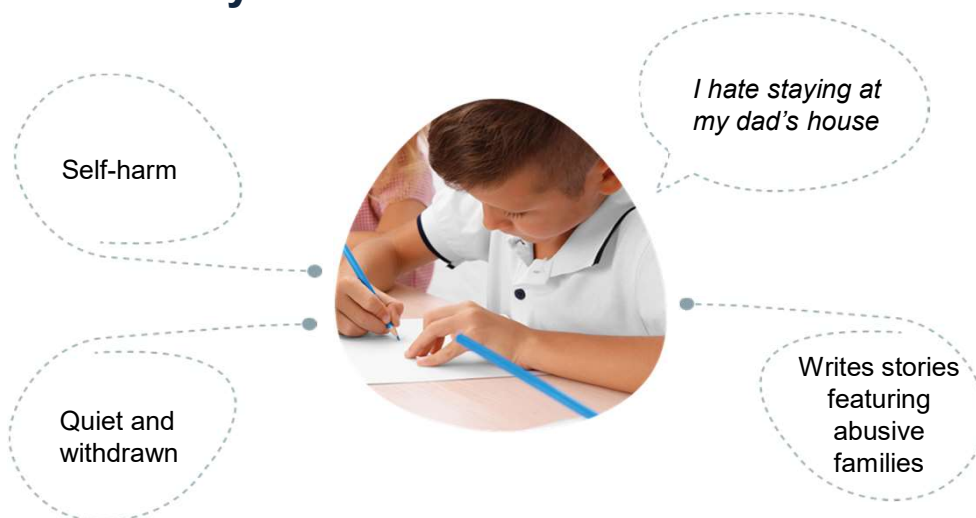
Make promises about keeping things confidential

Make further investigations yourself

Become distracted by taking notes

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Children might try to communicate abuse in different ways



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Practical activity

Charlie's experience: what can you remember now?



Time for activity: 3 minutes



What to do: write down what you remember about what Charlie said on page 1 of your activity pack

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What a good report looks like

Date: 18 September 2023
Time: 2.00pm

Charlie T was reluctant to leave the classroom at 12.30pm for lunchtime today, and stayed behind when everyone else went off to the hall.

I asked her if she was okay and she asked if she could talk to me about something that was worrying her. I said that she could and we sat down together.

She told me she was worried about herself and her little sister. She explained that her dad isn't around and mum is often out the house. When mum is home, she's often "drinking or watching TV or sleeping". She sometimes cooks for Charlie and her sister but "sometimes forgets", and "usually shouts" if Charlie or her sister ask for anything.

Charlie said she's tried to make dinner for herself and her sister, but isn't confident using the oven so they end up "just having sandwiches or crisps".

She said that mum sometimes has friends over and Charlie doesn't "like them much" because mum acts "so weird" when they're around.

She's happy she has her sister, and says she'd feel "so alone" without her.

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How to write a robust safeguarding report every time

- ✓ Think **who, what, where** and **when**
- ✓ Include as much detail as possible, including the **child's own words**
- ✓ Stick to the **facts**
- ✓ Make the report **as soon as possible**

"Charlie T was reluctant to leave the classroom at 12.30pm"

Charlie doesn't "like them much" because mum acts "so weird" when they're around

She sometimes cooks for Charlie and her sister but "sometimes forgets", and "usually shouts" if Charlie or her sister ask for anything

Date: 18 September 2023
Time: 2.00pm

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Always report any concerns you have

Report safeguarding concerns to the DSL (or deputy) by:

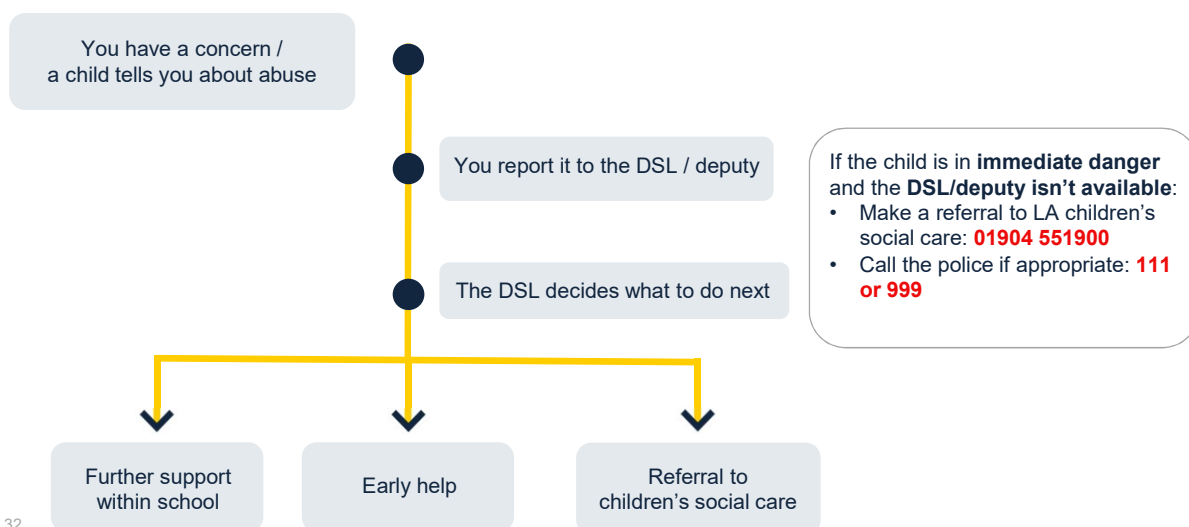
- **CPOMS (remember to alert phase leads, colleagues and, if significant, DSL/HT)**

Remember: you must ensure correct categories are logged for all CPOM entries

Remember: data protection is not a barrier to sharing safeguarding concerns

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What happens after you make a report



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Share any concerns about other members of staff

If you have concerns about...	Speak to...
A member of staff	Headteacher
A volunteer	Headteacher
The headteacher	Chair of governors

Remember: think the unthinkable

If there's a conflict of interest in reporting to the headteacher, go to the LADO: **Michelle Turner - 01904 551783 or lado@york.gov.uk**

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Act on 'nagging doubts' too

Low-level concerns include behaviour that's:

Inadvertent or thoughtless

Inappropriate for the circumstances

Ultimately intended to enable abuse

Report low-level concerns in writing by:

- **Speaking with James (HT/DSL) or, if appropriate SLT member. Followed by writing via head.ld@york.gov.uk**

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Low-level concern: yes or no?

Working 1-to-1 with a pupil in a private room with a closed door	Yes
Being 'friends' with pupils on social media	Yes
Recording a video of pupils on their personal phone	Yes
Forgetting to check on a group of pupils doing an activity outside the classroom	Yes
Reacting to a child's behaviour in a sharp or angry manner	Yes
Using physical handling when it isn't the last resort	Yes

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Report concerns about our safeguarding practice

Speak to **Sue Perutz (safeguarding link governor)** or **Caroline Wood (CYC safeguarding adviser)**

Otherwise, use the NSPCC helpline on:

- 0800 028 0285 (8am to 8pm, Monday to Friday; 9am to 6pm, weekends)
- help@nspcc.org.uk



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Key points about how we can all act in our pupils' best interests

- Take a child seriously if they tell you about abuse they've experienced.
Reassure them they'll be kept safe
- Be alert to children trying to communicate abuse in other, more indirect ways
- Always report any concern you have – no matter how small – immediately



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The 4 main types of abuse and signs to look out for

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First, a quick knowledge check



What are the 4 main types of abuse?



Physical abuse



Sexual abuse



Emotional abuse



Neglect

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Neglect: what to look out for

Neglect is the **most common reason** for a child protection plan

It may look like:

Numerous accidents

Severe and persistent illnesses and infections

Consistently inappropriate clothing or shoes

Persistently smelly or dirty

Signs of malnutrition

Poor medical and dental care

Being hungry, stealing or hiding food

Missing school

Being a carer for siblings or other family members



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Neglect and the cost-of-living crisis

- More families than ever are feeling the pinch of the cost of living
- More than 1 in 4 children are now living in poverty
- 54% of parents/carers have had to cut back on food spending in the last year
- 1 in 5 parents/carers are struggling to provide enough food for their children



Poverty and financial hardship are not the same as neglect – but they do increase the risk of experiencing neglect

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Physical abuse: what to look out for



Bruises, cuts,
scratches or
scars

Fractures

Bite marks

Burns or
scalds

Vomiting,
drowsiness
or seizures

Breathing
problems

Suspicious
illnesses

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Emotional abuse: what to look out for

Behaviour, language or knowledge you wouldn't expect for their age

Outbursts

Isolation from parents or carers

Negative interactions with parents or carers

Lacking social skills or friends

Low self-esteem or self-confidence

Trying to make people dislike them

Language development issues



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Sexual abuse: what to look out for



Difficulty sitting

Marks and bruises

Poor personal hygiene

Needing the toilet a lot

Fear of, or avoiding, a particular person

Sexually inappropriate behaviour

Dropping hints or mentioning 'secrets'

Secretive online behaviour

Pregnancy and STIs

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Remember: abuse happens online too



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What does abuse look like online?

Emotional abuse:



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What does abuse look like online?

Sexual abuse:

Being forced to make or look at indecent images

Being forced to take part in sexual activity to be put online

Grooming – being befriended online by someone with the intention of abuse, exploitation and/or trafficking

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Look out for...

Spending more or less time online than usual

Strong emotional reactions to being online



Receiving high numbers of messages and/or phone calls

Secrecy about what a child gets up to online

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Let's put it into practice



Time for activity: 5 minutes



What to do:

- Read your group's scenario (on page 1 or 2 of your activity pack)
- Discuss whether there are signs of abuse, and if so, what kind
- Write down your thoughts on page 2 of your activity pack
- Refer to the list of indicators on pages 2 and 3 of your activity pack if you need to
- Think about whether there are any other factors at play
- If you have time, look at the other scenario too

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Let's put it into practice



Tanvi:
Possible signs of
sexual abuse



Jack:
Signs of living in
poverty, and
may also be
signs of **neglect**

We can all spot possible signs of abuse. You should always report these to James (HT/DSL) or Rachel/Jane (DDSL) who will investigate further.

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Key points about the 4 main types of abuse

- The 4 main types of abuse are **neglect**, **physical**, **emotional** and **sexual**
- In most cases, multiple **issues will overlap** with each other
- The cost-of-living crisis has put more children than ever into poverty – this **increases the risk** of neglect, but **is not the same** as neglect
- The crucial thing is to be able to spot that something might be wrong – and **act on it** by reporting your concerns



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Specific safeguarding issues you might see in our school

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Cost-of-living crisis: what impact is it having on our pupils?



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Safeguarding issue 2: county lines

County lines: what they are, and what to look for

- A form of criminal exploitation where children are forced to store and/or transport illegal drugs
- Children are groomed in person or online (e.g. through social media gang 'influencers') and then threatened into staying
- Children are usually contacted through cheap 'burner' phones with instructions
- Look out for children:
 - Regularly changing phones and/or having very simple, 'old-fashioned' phones
 - Receiving excessive texts or calls
 - Having money, clothes, accessories etc. that you wouldn't expect them to be able to afford
 - Going missing and turning up in areas away from home

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Safeguarding issue 4: child-on-child abuse

Child-on-child abuse: assume it's happening here

- Act immediately on any concerns or reports
- Reassure the child they'll be supported and kept safe
- Don't dismiss or downplay any reports
- Consider the needs of the perpetrator too

Child-on-child can include bullying, sexual harassment, derogatory language/behaviour, inappropriate sexual actions

IT DOES HAPPEN HERE

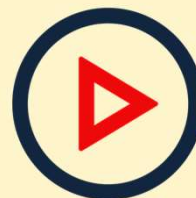


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Safeguarding issue 5: domestic abuse

Video

Domestic abuse: children are victims too

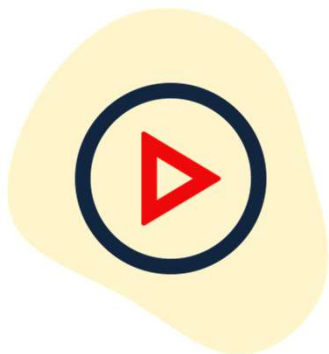


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Safeguarding issue 6: mental health

Video

Mental health: you can't diagnose but you can spot signs



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Safeguarding issue 6: mental health

Mental health: you can't diagnose but you can spot signs

Look out for:

Excessive fears
and worries

Tiredness or difficulty
concentrating

Loss of appetite and
weight changes

School performance
or behaviour getting
worse

Emotional changes

Loss of interest in
friends or
favourite activities

Hyperactivity

Changes to
mood after
being online

Poor
attendance



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Delete this box before presenting. If you v
depth on mental health, use this slide. If y
depth, use the previous slide and delete t

Act on attendance before children become missing from education

KCSIE has been updated for 2023 with a clearer distinction between:

Children absent from education **and** Children missing education

Our **unauthorised absence procedures** are:

First day communication by 9.30am. HT/SLT monitoring of ongoing absence. Home visits as necessary.

Our **children missing education procedures** are:

Managed by the school office team. Clear protocols in place for joiners and leavers.

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Your duty to report female genital mutilation

For **known cases** of female genital mutilation
(FGM) **Call 101**

- Say you're **making a report** under the FGM mandatory reporting duty
- Have information about the **DSL's contact details** and the **girl's age** and **address** to hand, as well as **your own contact information** and **available hours**
- Take note of the **reference number** you're given

Remember: girls might use terms like 'cut' to tell you what's happened

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Your duty to help prevent children being drawn into terrorism

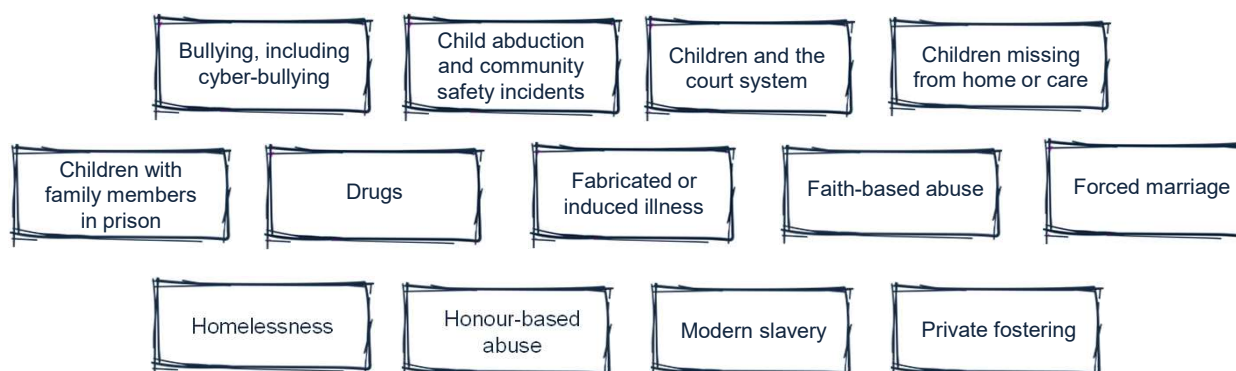
All staff have a role to play. For you, this duty means:

- Spotting signs a child is susceptible to an extremist ideology or being drawn into terrorism
- Reporting what you've seen
- Challenging extremist ideas



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More safeguarding issues you should be aware of



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Let's practise spotting safeguarding issues

Time: 5 minutes





What to do:

- Read your group's scenario – see page 5 of your activity pack
- Discuss whether there are any signs of safeguarding issues and, if so, what kind(s)
- Write down your thoughts on page 5 of your activity pack
- If you have time, look at the other scenarios too



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Did you spot the signs?

 <p>Possible signs of child-on-child abuse or CSE</p>	 <p>Possible risk of CCE or radicalisation</p>	<p>Aria</p>	<p>Ryan</p>
 <p>Possible signs of FGM and mental health needs or sexual abuse</p>	 <p>Possible signs of domestic abuse or mental health needs</p>	<p>Darcey</p>	<p>Caleb</p>

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Key points about specific safeguarding issues to be aware of

- To effectively safeguard children, you need to know about safeguarding issues **beyond** the **4 main types of abuse**
- Make sure you understand the issues in **Annex B of KCSIE**
- Remember your duties related to **FGM** and **Prevent**
- You don't need to identify exactly what the issue is, just **spot signs** that something might be wrong



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Key takeaways from today's training

- Always assume '**it could happen here**' and be **professionally curious**
- Always **act in the child's best interests**, including alleged perpetrators
- Be on the lookout for **signs of abuse**, and in particular, for **changes in a child**
- If you **see something, say something** – including concerns about staff and our safeguarding practice
- Always **make a written record** too - ensure **CPOMS is used correctly**



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