



Safeguarding Training

Wednesday 4th December 2019

Policies and Procedures

The list below will be referenced and in some cases worked on during the morning. New updates are highlighted in yellow on the policies.

It is expected that you familiarise yourself with these following today and before 13th September 2019. Hard copies are available to read in the staff room. Please return them after use. They are all on the shared drive and will be shared with you today.



Safeguarding Policy



Mobile Phone Policy



Staff Code of Conduct



Private Fostering



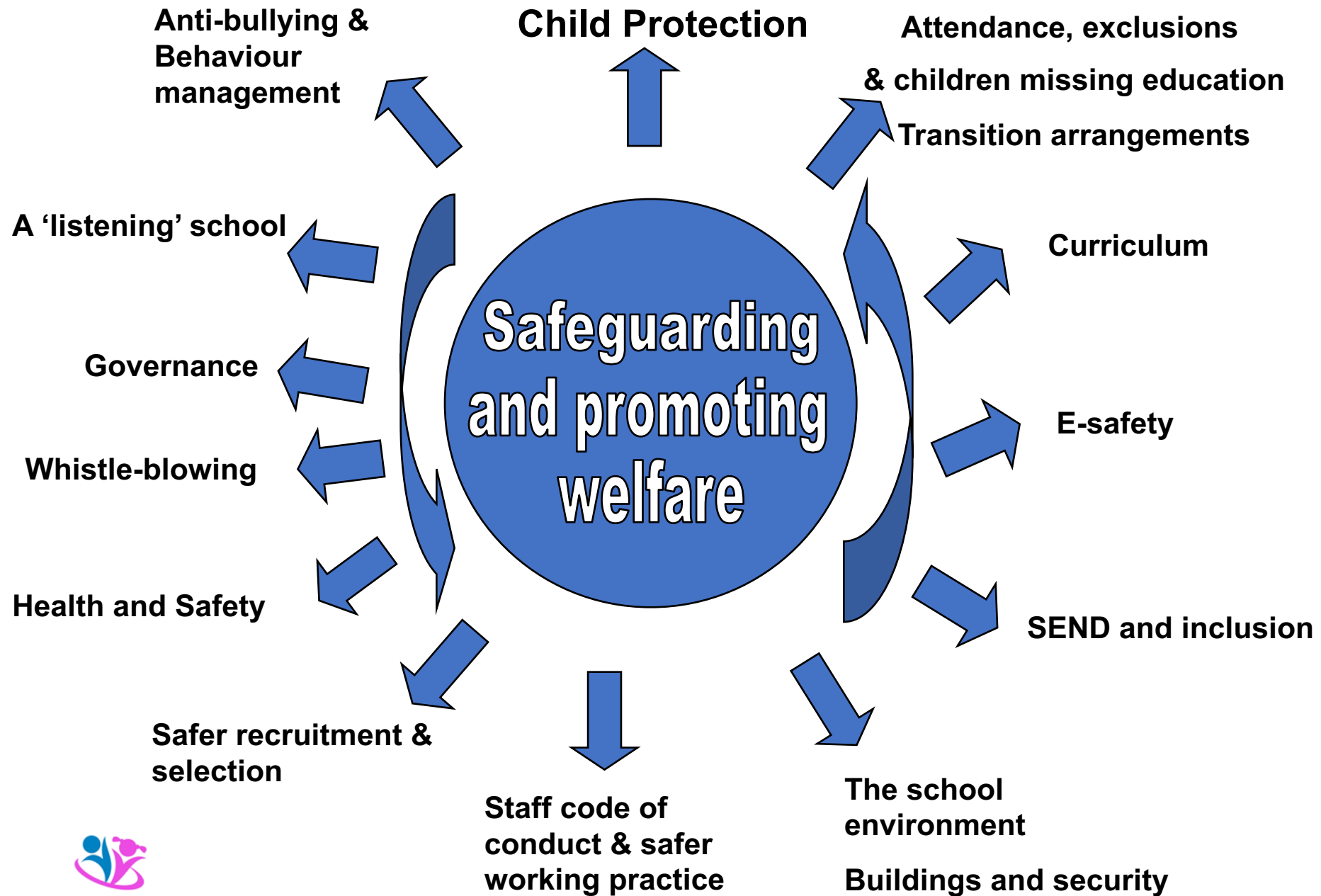
Mental Health Policy



Early Help Offer

Session 1 Early Help - Safeguarding and Promoting Children's Welfare

- **'Safeguarding'** is:
 - Protecting children from maltreatment
 - Preventing impairment of health or development
 - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all children to have the best life chances
- **'Child Protection'** is:
 - A part of safeguarding and promoting the welfare of children.
 - It is activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.





Session 3 – Creating a safer culture

Educating pupils

Learning lessons from Serious Case
Reviews

Safer Working Practices

Managing allegations against staff and
volunteers

Early Help

- Everyone needs help at some time in their lives and therefore an ethos of early help is important for any school or PRU.
- The coordinated St Joseph's offer of Early Help is **outlined in the following table**. We believe that early interventions for children or families, in many cases, will prevent children from experiencing harm.



We believe that early interventions for children or families, in many cases, will prevent children from experiencing harm. As a school, we ensure all staff and volunteers are alert to the potential need for early help by:

Where necessary we help with supplying uniform / PE Kit / lunches

We support with housing, cot beds, prams – essential equipment at home as necessary.

We will speak to external agencies on parents' behalf

For Pupil Premium children, where necessary, we fund wrap around care sessions and holiday clubs to help parents

We provide a place of reflection in our nurture room for group sessions, but also for talking and listening to parents.

We provide internal family support and counselling with home visit opportunities

Ensuring all are aware of those children whose vulnerabilities may indicate a greater need and are aware of the role they may play in supporting other agencies and professionals in an early help assessment;

Ensuring all training for all staff is up to date and reviewed regularly

We are a face on the playground as a go to point

We have trained staff to support specific issues

We have trained staff to support specific issues

We are rigorous in our monitoring and addressing concerning attendance issues, liaising regularly with the EWO

One to one nurture if an endemic part of our curriculum for our children.



Significant Harm - definition

'Significant harm' is the threshold that justifies compulsory intervention into family life and gives local authorities a duty to make enquiries under s47 of the Children Act 1989.

'Harm' is defined as:

- ill-treatment (including sexual abuse and physical abuse)
- impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child

(Children Act 1989 section 31(9))

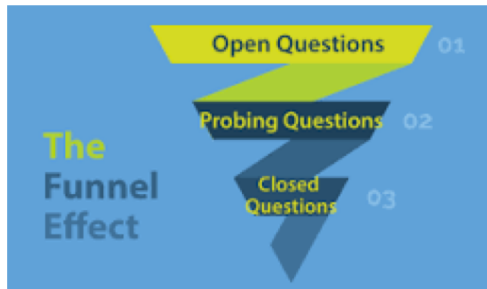
- the impairment of a child's health or development as a result of witnessing the ill-treatment of another person
- (Amended by the Adoption and Children Act 2002.)



Voice of the child

The voice of the child means:

- Understanding their lived experience and checking this out over time;
- Gaining a sense of what it feels like to be that particular child living in that specific family.



Tell, Explain and Describe (**TED**) When using probing **questions**, **TED** can become your best friend. **TED** stands for three simple words that will help you get the answers you are looking for: Tell, Explain and Describe. 19 Sep 2018



TED – Tell Explain Describe

- What young people say:
- Speak to me on my own, at a time and a place which feels right to me;
- Test out what I am NOT saying;
- Make sure I understand what you're saying to me and that you understand what I say;
- Remove any barriers;
- Triangulate what I say with how I behave and react to others;
- Test out what I am saying with others;
- Do not dismiss what I have said just because my parent says something different;
- Consider the impact of coercive and controlling behaviour.



Dealing with disclosures

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

Professional Curiosity

Professional curiosity is a combination of looking, listening, asking direct questions, checking out and reflecting on information received.

- Question your own assumptions about how families function and guard against over optimism.
- Recognise how your own feelings might impact on their view of a child or family on a given day.
- Demonstrate a willingness to have less than 'comfortable' interactions with families when this is necessary.
- Address any professional anxiety about how hostile or resistant families might react to being asked direct or difficult questions.
- Remain open minded and expect the unexpected.
- Appreciate that respectful scepticism and challenge are healthy – it is OK to question what you are told.
- Ensure you are able to recognise disguised compliance.
- Understand the impact of coercive control on the behaviour and responses of family members.
- Understand the cumulative impact on children of multiple or combined risk factors, e.g. domestic abuse, parental drug/alcohol misuse, parental mental health (previously referred to as 'toxic mix').



A Staff Behaviour Policy (Code of Conduct)

- All schools should have a staff Code of Conduct which should:
- Be in line with local inter-agency child protection procedures;
- Be focused on the risk of harm and potential criminal offences, not all questionable behaviours (e.g. dishonesty);
- Include at least staff/pupil relationships and social media;
- Have links to the school's e-safety Acceptable Use Policies and any Social Media Policies;
- Be 'owned' by the whole school community and included in whole staff training and induction;
- Be widely-known and accessible;
- Be up-to-date and subject to regular review;
- Be a living policy (not just a paper exercise) that actually informs and determines day-to-day practice;
- Have disciplinary and re-training consequences if not followed.



A Staff Behaviour Policy (Code of Conduct)

- Defines boundaries
- Anticipates potential misunderstandings and grey areas
- Provides an agreed set of standards for new and existing staff to follow
- Evidences good intentions
- Gives the basis for any necessary responses, including disciplinary or re-training procedures
- Protects the innocent
- Deters and challenges the guilty

KEY MESSAGES: What happens in school stays on school... any info about pupils or families isn't discussed outside of school or put on social media – nothing to do with work. If you are a parent collecting your child, you are a parent.



St Joseph's Catholic Primary School Safeguarding Team



Mrs Louise Bury
Designated
Safeguarding Lead



Mrs Lauren
Jackson
Deputy
Designated
Safeguarding
Lead



Mrs Joanne
McDonagh
Deputy
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Lead



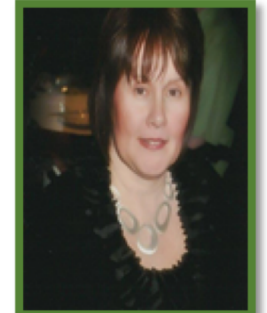
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Mrs Sarah Atkinson
Governor with
Safeguarding
Responsibility



Mrs E Halpin-
Barnett
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Contacts

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Deputy Designated Safeguarding Leads: Mrs Lauren Jackson;

Mrs Joanne McDonagh; Mrs Tracy Eaborn; Mrs Alex Cree

The Family Front Door: 01905 822666

(Professionals' number to report a concern about a child)

Out of Hours Emergency Duty Team: 01905 768020

LADO 01905 846221

•(Professionals' number to report a concern about an adult who works with children)

NSPCC: 0808 800 5000 www.nspcc.org.uk

This is a free 24 hour service which provides counselling, information and advice to anyone concerned about a child at risk of abuse.



Safer Working Practice

- <https://www.safeguardingschools.co.uk/guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-in-education-2019/>
- All staff should be made aware of the **'Guidance for safer working practice for those working with children and young people in education settings – May 2019**
- Staff should be given the opportunity to explore situations to reinforce what is safer working practice.
- Staff should be aware that if they don't adhere to the guidance, they may leave themselves vulnerable to allegations of abuse being made against them.



Group 1 - Recognising Abuse and Neglect

- **What is abuse?**
- A form 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 others.
- Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
- They may be abused by an adult /adults or another child or children.

• *Working Together to Safeguard Children (2018)*



Categories of Abuse

Physical

Emotional

Sexual

Neglect



Identifying possible indicators of abuse

In groups, consider the four categories of abuse and identify:

Physical indicators - things that can be seen from the child's appearance

Behavioural indicators - what the child does

Parental indicators – responses and behaviours exhibited by a parent/carer that may cause concern.



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.' (DfE – February 2017)
- The definition and further guidelines can be found in the DfE document: [Child Sexual Exploitation: definition and guide for practitioners](#) (Feb. 2017)
- WSCB have developed their own procedures to respond to CSE, including a screening tool to support professionals in evaluating the level of concern at a very early stage. For further details see the [WSCB Child Sexual Exploitation information for professionals](#).

Looked after
children/being
in care

Excluded from
mainstream
school

Experimenting
with drugs and
alcohol

Those with
parents who
misuse drugs
and alcohol

Some groups of young
people are more
vulnerable to sexual
exploitation

Those who have
experienced or
watched domestic
violence

History of
childhood
abuse





Children who are permanently excluded from school

Young people who have committed offences

Children of homeless families

Migrant children, whether in families seeking asylum or economic migrants

Certain groups of vulnerable children are more likely to go missing from education

Children with long-term medical or emotional problems

Trafficked children

Looked after children

Teenage mothers

Children with a gypsy/traveller background

Young carers



The use of 'reasonable force' - School Teamteach policy

There are times when it is necessary for staff to use 'reasonable force' to safeguard children. Appropriate 'reasonable force' includes:

- Guiding a child to safety by the arm;
- Breaking up a fight;
- Restraining a young person to prevent violence or injury.

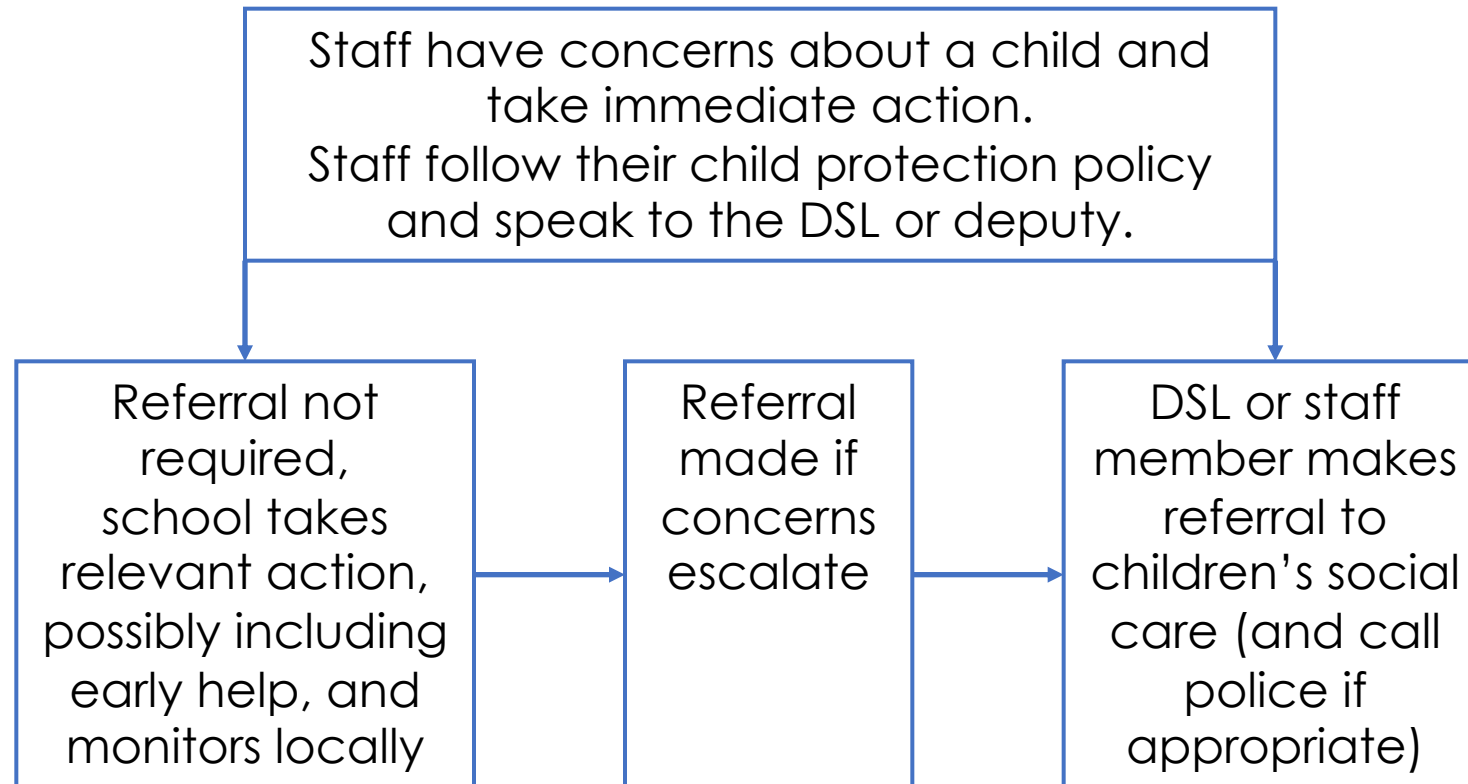
'Reasonable' means 'using no more force than is necessary'.

The DfE states: 'The department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students.'

When using reasonable force involving children with SEND or with medical conditions, schools should recognise the additional vulnerability of these groups.



Acting on Concerns and Referral





What staff should do if they have concerns about a child

- If staff have **any concerns** about a child's welfare, they should act on them immediately.
- If staff have a concern, they should follow their own organisation's child protection policy and speak to the DSL or deputy.
- Options will then include managing support internally (e.g. pastoral support), an early help assessment or a referral for statutory services.
- The DSL or a deputy should always be available to discuss safeguarding concerns. If, in exceptional circumstances, the DSL or deputy is not available, staff should consider speaking to a member of the senior leadership team and/or take advice from children's social care – and inform the DSL of any action taken as soon as is practically possible.



What staff should do if they have concerns about a child

- Staff should not assume another professional will take action and share information that might be critical in keeping children safe.
- They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.
- If after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, more importantly, that the child's situation improves.

Keeping Children Safe in Education – Sept. 2018



Why might children not tell?

Children often don't tell because:

- ➡ They are scared as a result of having been threatened
- ➡ They believe they will be taken away from home
- ➡ They believe they are to blame
- ➡ They think it is what happens to all children
- ➡ They feel embarrassed or guilty
- ➡ They don't want the abuser to get into trouble
- ➡ They may not have the vocabulary to describe what happened
- ➡ They are afraid they won't be believed.

Remember: child abuse thrives on secrecy



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Reporting concerns

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 talk to
- The indicators of abuse are present
- Abuse investigations often highlight a failure to act



The Role of Staff in Safeguarding Children

	
<ul style="list-style-type: none">• Recognise• Respond• Report• Record• Re-refer and challenge if the situation does not seem to be improving	<ul style="list-style-type: none">• Ignore• Dismiss• Investigate• Examine a child• Take photographs of injuries• Attempt to resolve in isolation



Peer on peer abuse

Many schools do not report child sexual violence

225 children were raped by another child in school between 2013-17

1/3 of child sexual abuse cases involve peer-on-peer abuse

2625 sexual offences were committed by children on school premises between 2013-17

Reports of peer-on-peer sexual abuse rose by 71% between 2013-17

456 of sexual offences in 2016-17 were carried out by children aged 10 and under

Many children don't understand consent



Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. It can include (but is not limited to):

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery)
- Initiating/hazing type violence and rituals

All staff should be clear as to the school's policy and procedures with regard to peer on peer abuse.



Preventing peer on peer abuse

Some ways to minimise the risk of peer on peer abuse:

- Provide a developmentally appropriate PSHE syllabus which develops pupils understanding of acceptable behaviour and keeping themselves safe
- Have systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued
- Deliver targeted work on assertiveness and keeping safe to those pupils identified as being vulnerable
- Develop robust risk assessments & provide targeted work for pupils identified as being a potential risk to other pupils.

Sexual Violence and Sexual Harassment Statistics

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- **64% of girls** aged 13-21 had experienced **sexual violence or sexual harassment** at school or college in the past year.
- Within the last week, **39%** of girls had had their **bra strap pulled** by a boy, and **27%** had had their **skirt pulled up**.
- **37% of female students and 6% of male students** at mixed-sex schools have personally experienced **some form of sexual harassment** at school.
- **24% of female students and 4% of male students** at mixed-sex schools have been subjected to **unwanted physical touching of a sexual nature** while at school.

Sexual violence and sexual harassment between children in schools and colleges – DfE May 2018

Sexual Violence and Sexual Harassment Statistics

- **Girls (14%)** were significantly more likely than **boys (7%)** to report that their partner **had pressured them to share nude images of themselves** in the last year.
- **31% of female respondents aged 13-17** said they had been victimised with **unwanted sexual messages and images from their peers online** in the last year, compared to 11% of male respondents.
- In 2016/17, the **NSPCC childline** service provided over **3,000 counselling sessions** to children and young people concerned about being **sexually assaulted by their peers**.
- Children with special educational needs or disabilities are **3 times more likely to be abused than their peers**.

*Sexual violence and sexual harassment between children in schools and colleges – DfE
May 2018*



Key definitions and terminology

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Sexual Violence – defined by the Sexual Offences Act 2003

- **Rape** (of the vagina, anus or mouth by a penis)
- **Assault by penetration** (by a body part or anything else)
- **Sexual assault** (intentional sexual touching)
- **Sexual activity** is an offence if:
 - Person B (the victim) does not consent
 - Person A (the perpetrator) does not reasonably believe Person B consents

Key definitions and terminology

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Sexual harassment – defined by the DfE's guidance as:

- 'Unwanted conduct of a sexual nature', that can occur online and offline

Sexual harassment is likely to:

- Violate a child's dignity and/or
- Make them feel intimidated, degraded or humiliated and/or
- Create a hostile, offensive or sexualised environment

Sexual harassment can include:

- Sexual comments – e.g. making lewd comments
- Sexual 'jokes' or 'taunting'
- Physical behaviour – e.g. interfering with someone's clothes
- Online sexual harassment e.g. sexting

Key definitions and terminology

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Consent

Someone consents if they:

- Agree by choice
- Have the freedom and capacity to choose

An individual may:

- Agree to one type of sexual activity but not another
- Consent under certain conditions
- Withdraw consent at any time during the activity and each time it occurs

The legal age of consent is 16. A child under 13 can never consent to any sexual activity.

Key definitions and terminology

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Harmful sexual behaviours

Harmful sexual behaviour includes:

- using sexually explicit words and phrases
- inappropriate touching
- using sexual violence or threats
- full penetrative sex with other children or adults.

Children and young people who develop harmful sexual behaviour harm themselves and others.

Harmful sexual behaviours can occur online and offline and can occur simultaneously between the two.

Harmful sexual behaviour

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Age differences and harmful sexual behaviours

When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider

- Sexual behaviour between children is also considered harmful if one of the children is much older – particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other isn't (Davies, 2012).
- However, a younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled (Rich, 2011).

Normal sexual behaviour

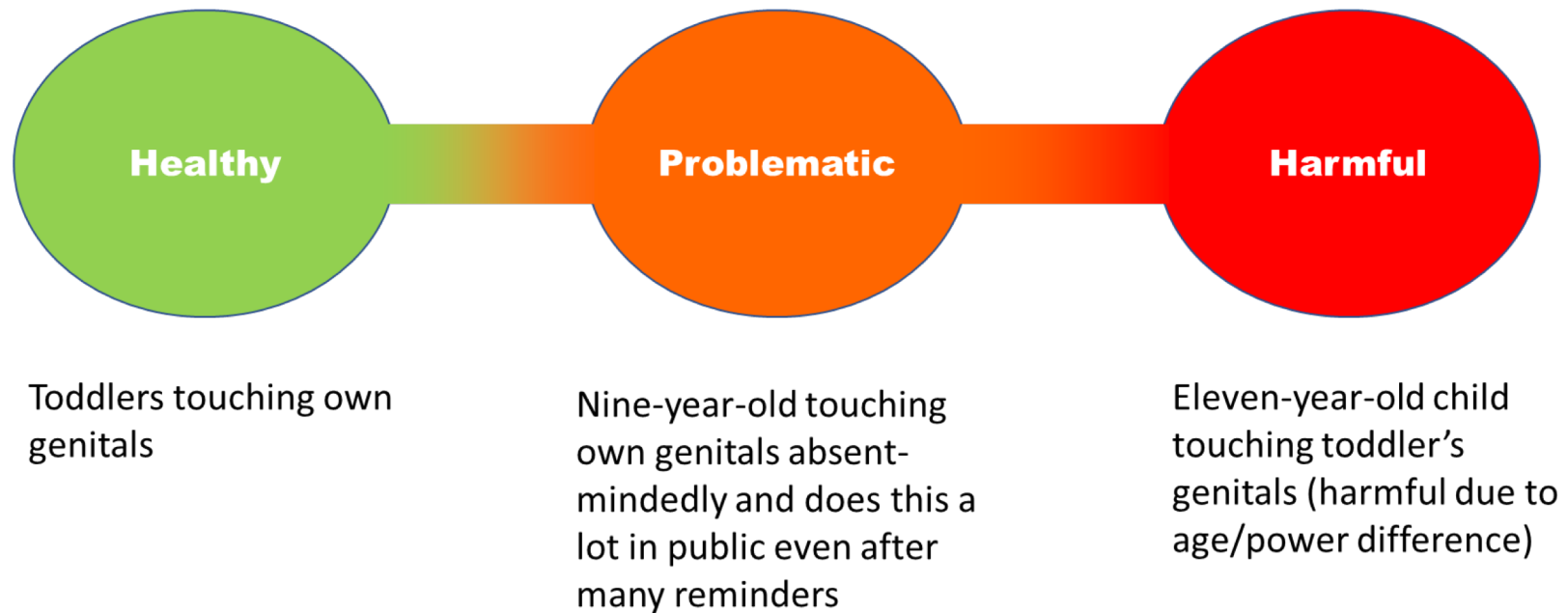
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- Some children will display behaviours that adults might perceive as sexual. A lot of these behaviours are healthy and can start at a young age, e.g. a toddler touching their genitals because it feels comforting.
- Some sexual behaviour is a normal part of a child's healthy sexual development and it's only an adult's anxiety – and sometimes overreaction – that can lead to this being misinterpreted.

Harmful sexual behaviour

The continuum of sexual behaviours





What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Behaviours: age 5 to 9 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Behaviours: age 9 to 13 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peer

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

Who might abuse children?

- A stranger
- A family member
- A family friend or neighbour
- Older children
- Institutions or organisations
- Trusted adults such as clergy, school staff, sports coach or child minder



Grooming behaviour

- 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 pupil's 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



Abuse of Position of Trust

- A relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity.
- Where a person aged 18 or over is in a specified position of trust with a child under 18, it is **an offence*** for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.
- This applies where the child is in full-time education and the adult works in the same establishment as the child, even if she/he does not teach the child.

*Sexual Offences Act 2003



Working Together

“The support and protection of children cannot be achieved by a single agency.....

Every service has to play its part.

All staff must have placed upon them the clear expectation that their primary responsibility is to the child and his or her family.”



Lord Laming in the Victoria Climbié Inquiry Report

Final Thoughts

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'Doing nothing is not an option'

Safeguarding is everyone's responsibility

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