The White Hills Park Trust

Safeguarding

New school year training for governors 2022

Paul Heery, CEO / Trust DSL

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Aims:

By the end of this session you will:

- Clearly understand your role in safeguarding and promoting the welfare of children

- Understand the Trust procedures on how and when to report a safeguarding concern

- Know and understand the four categories of child abuse and the signs to look out for

- Understand other factors which can impact on the safety and wellbeing of children and young people

- Understand the changes to Keeping Children Safe in Education (2022)

Key Information

- The White Hills Park Trust and its schools, staff and governors form part of the wider safeguarding system for children

- Safeguarding and promoting the welfare of children is everyone's responsibility

- No single practitioner can have a full picture of a child's needs and circumstances - everyone has a part to play

Governors Role in Safeguarding

- Understanding your role as Governors with regard to Safeguarding:
  - Governors have a statutory role which is outlined in the Governance handbook.
  - Safeguarding is part of compliance responsibility and the strategic leadership role – not operational.
  - Governors should hold the school to account for all of their responsibilities and ensure the duties on schools are discharged effectively – ensuring that policies and procedures around safeguarding are in place and effective, as well as ensuring that effective training is in place for all staff.
  - Governors should read KCSiE – and if you are link safeguarding governor, there is a greater duty upon you.
  - Governors should be aware of who the DSL is in school – the Safeguarding governor should link in with the DSL as part of their role and oversight of safeguarding procedures

Trust Safeguarding Team

Trust Designated Safeguarding Lead: Paul Heery, paul.heery@whptrust.org

Trust Deputy Designated Safeguarding Lead: Jacquie Sainsbury, jacquie.sainsbury@whptrust.org

• Designated Safeguarding Leads and Deputy Designated Safeguarding Lead/s at each of the Trust's academies can be found from each academy's safeguarding policy on their respective websites, links available via https:// whptrust.org
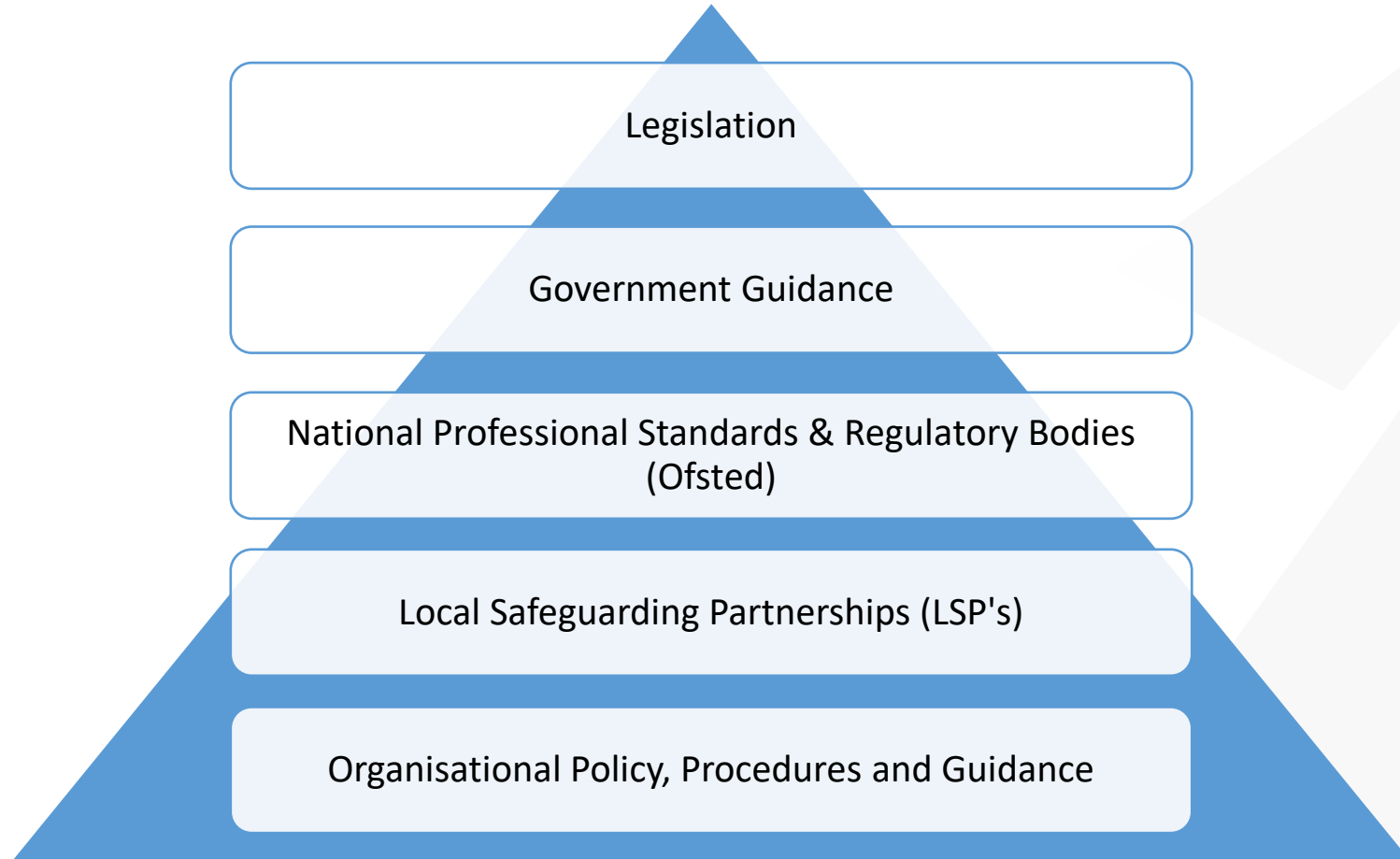
Nominated Safeguarding Trustee: Sue Vasey

• The first port of call for raising safeguarding concerns related to an academy within the Trust, should ordinarily be to the Senior Designated Safeguarding Lead, or to the Headteacher of each school. If this route is unavailable or inappropriate, contact The White Hills Park Trust at safeguarding@whptrust.org.

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What is safeguarding?

- Ensuring safe and effective care
- Protecting from maltreatment
- Enabling the best outcomes
- Preventing damage to mental and physical health or development

National Framework for Child Protection

Legislation

Government Guidance

National Professional Standards & Regulatory Bodies (Ofsted)

Local Safeguarding Partnerships (LSP's)

Organisational Policy, Procedures and Guidance

Our Role

Staff working in our Trust may be in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating:

- **All staff and governors** have a responsibility to provide a safe environment in which children can learn
- **All staff** should be prepared to identify children that may benefit from Early Help
- **All staff and governors** have a responsibility to report concerns without delay through Trust and school procedures

What do Governors need to know?

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KCSIE is a large document, which has been growing on an annual basis.

It is currently 174 pages and is split into 5 parts. Governors should be familiar with Part 1 (Information for all staff) and Part 2 (The Management of Safeguarding).

Annex F provides an overview of what has changed each year.

"Must" and "Should". Must is a legal duty. Should is what should be done, unless there is a very good reason not to, so it is best practice (which makes it very difficult to make a case for not doing it!)

Keeping Children Safe in Education 2022

[A summary of changes introduced by Keeping children safe in education 2022 (nspcc.org.uk)](#)

- Advice on sexual violence and sexual harassment now included and the term "child-on-child abuse" rather than "peer-on-peer abuse" is used

- **Part one:** safeguarding information for all staff - new paragraph setting out that children may not feel ready or know how to tell someone they are being abused.

- Domestic abuse now included

- **Part two:** the management of safeguarding Governors and trustees should receive appropriate safeguarding and child protection training at induction, and then at regular intervals.

- Human Rights - being subjected to harassment, violence and or abuse, may breach children's rights

- Equality legislation - schools and colleges must not unlawfully discriminate because of their protected and must take positive action, where proportionate, to deal with the disadvantages these pupils face e.g. making reasonable adjustments for disabled children and supporting girls if they are disproportionately subjected to sexual violence or harassment.

Keeping Children Safe in Education 2022 (2)

- Online safety: ==Regularly review the effectiveness of school filters and monitoring systems, use communications with parents and carers to reinforce the importance of children being safe online and share information with parents/carers==

- LGBTQ+ pupils- importance of providing LGBTQ+ children with a safe space for them to speak out or share concerns with staff

- **Part three**: ==safer recruitment - a CV should only be accepted alongside a full application form and is not sufficient on its own to support safer recruitment., schools should consider online searches as part of their due diligence checks==

- **Part four:** allegations made against/concerns raised in relation to teachers - Learning lessons applies to all cases, not just those which are concluded and found to be substantiated. Low level concerns policy should contain a clear procedure for confidentially sharing concerns. The headteacher should ultimately be informed of all low level concerns and make the final decision on how to respond. Where appropriate this can be done in consultation with the DSL.

- **Part five:** child-on-child sexual violence and sexual harassment This section has been expanded to incorporate guidance previously covered in the DfE's SV|SH advice

What is Abuse?

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

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others

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 or adults, or another child or children

What do operational staff in school need to know?

- Staff in school need to have regular operational training to spot signs of abuse. They also need to know what to do with the information and who to report it to – and what policies to follow.

- The four main categories are:

- Physical Abuse (signs may include unexplained cuts, bruises, burns indicating non accidental injury)

- Emotional Abuse (may be no visible signs but emotional maltreatment includes making a child feel worthless, bullying and harassment and runs through all types of abuse)

- Neglect (persistent failure to meet a child's basic needs, including physical and psychological needs - signs may include subtle changes in behaviour)

- Sexual Abuse (there may be no visible signs, it may be about noticing changes in behaviour)

Contextual Safeguarding

- **All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside school
- **All** staff should consider whether children are at risk of abuse or exploitation in situations outside their families
- Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, serious youth violence and County Lines

Specific Safeguarding Issues

Child abduction and community safety incidents	Children and the court system	Children missing from education / home / care	Children with family members in prison	Child Criminal Exploitation
Child Sexual Exploitation	County Lines	Domestic Abuse	Homelessness	So-called 'honour based' abuse
FGM	Forced marriage	Preventing radicalisation	Serious Violence	Sexual violence and sexual harassment between children
	Cybercrime	Mental Health and Wellbeing	Modern Slavery	

Listening to a Concern

If a child chooses you to share their disclosure remember the following:

- Do not question – listen and be supportive

- Neither pressure to tell nor stop a child freely recalling

- Do not promise to 'keep it a secret' - be clear that you will have to share the information

- Record immediately and accurately – remember to include any informal notes with your referral

What do I do if I have a concern?

- Concerns should be shared at the earliest possible opportunity with the Trust DSL / Deputy DSL (the same day)
- In addition, a written record of the concern should be sent to the school DSL
- If you do not know who to contact, send details to safeguarding@whptrust.org
- The DSL considers if an Early Help Assessment is needed or if the case should swiftly move to the next step
- The DSL may make a referral to Children's Social Care, or discuss internal support / monitoring with the school
- Feedback will be given to the referrer
- **If the situation does not improve, the referrer should press for re-consideration**

Referral to Children's Social Care

The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child

Anyone may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child

Escalating Concerns

Staff need to be aware of those times when concerns may look as though they are not progressing to an outcome or some form of action. This may be indicated by:

- difficulty in getting hold of a DSL

- staff not being satisfied about the decision of the DSL or Principal

- staff aware that a colleague has not passed on a concern

- staff not aware of what has happened to their concern because of a lack of feedback
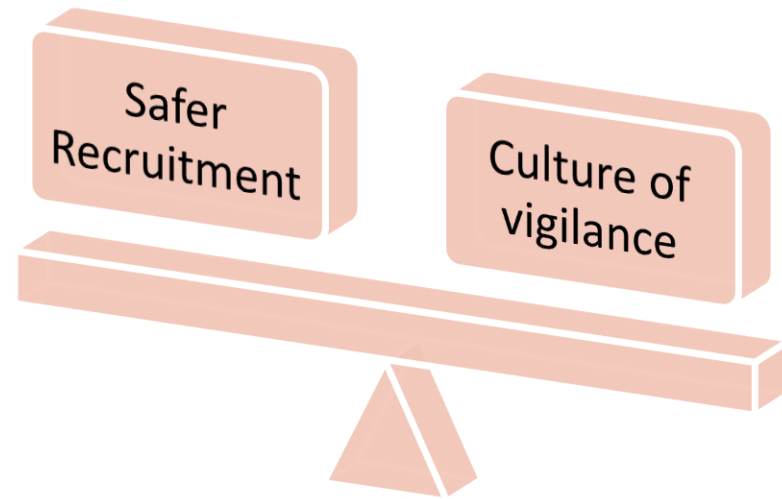
Escalating Concerns

If you have tried to resolve the issue internally with no success you **must** escalate your concerns to the Trust DSL without delay:

Tel: 0115 916 8900

Email: safeguarding@whptrust.org

Safeguarding Children from Professionals

What do I do if I have a concern about a member of staff?

Concerns against a member of staff should be discussed without delay with the Headteacher / Trust CEO. In their absence concerns can be initially discussed with the DSL

Concerns about the Headteacher should be discussed with the Trust CEO

Safer Recruitment

- The purpose of safer recruitment practices is to deter unsuitable applicants and to ensure unsuitable persons do not gain access to work with children in schools. Safeguarding must be considered at every stage of the recruitment process.

- Key Elements of the process:
  - Defining the Role – producing a job description and person specification.
  - Advertising and application forms
  - Shortlisting
  - References and online checks
  - Designing the selection process
  - Interviewing
  - Making a provisional offer
  - Pre-appointment checks
  - Single Central Record
  - Induction

The Single Central Record (SCR)

- The single central record (SCR) is the central record of the safeguarding checks that have been carried out on all staff and other relevant people.

- In the White Hills Park Trust, it is maintained centrally

- DSLs and Headteachers have access to the SCR

Trust / School Responsibilities: Trust

The Trust has the legal responsibility to safeguard and promote the welfare of children. We do this by:

- Delegating the day-to-day responsibility for managing safeguarding to schools

- Appointing a suitably-trained person as DSL / Deputy DSL

- Appointing a Safeguarding Trustee

- Carrying out a systematic programme of audit and review and report to Trust Board

- Maintaining the Single Central Record

- Maintaining and updating Trust Safeguarding Policy

- Providing advice and support for DSLs

Trust / School Responsibilities: Schools

- Managing day to day safeguarding

- Maintaining Safeguarding and CP records and liaising with external agencies

- Appointing a suitably-trained person as DSL / Deputy DSL

- Appoint a Safeguarding Governor

- Carrying out a systematic programme of internal audit and review, and report to the Local Governing Body and the Trust Safeguarding Lead

- Providing timely and accurate information to update the SCR

- Ensuring that all staff have access to a suitable training programme and maintain records of the programme

- Acting in accordance with the Trust Safeguarding policy

- Maintaining and updating School Safeguarding policy

Safeguarding Governor

- Ensure that the school has a suitably qualified and trained DSL

- Provide support and challenge for DSL and Safeguarding team

- Carry out regular quality assurance to ensure that the school has an effective:
  - Safeguarding and Child protection policy
  - Staff code of conduct
  - Policy for handling allegations of abuse against staff and volunteers, including allegations that don't meet the harm threshold (low level concerns)
  - Online monitoring system and online filters

- Check the SCR

- Report to governors

- Ensure that staff and governors are suitably trained

What should I have done?

- Read KCSiE 2022 Annex 1

- Familiarise yourself with the school and Trust Safeguarding Policy

- Familiarise yourself with school and Trust Safeguarding procedures, including the procedure for making referral

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Documents to Read

- Keeping Children Safe in Education (September 2022) – Part 1 (or Annex A for staff not working directly with children)

- School Safeguarding Policy

- Trust Safeguarding Policy

- Staff Code of Conduct

- School Behaviour Policy

Remain Vigilant

Safeguarding is everyone's responsibility.

Always believe it could happen in your school.

Keep Safeguarding high on the agenda - think about what more could be done to create a safer culture in your school.

If you are the nominated Governor link for safeguarding, link in with your school's DSL.

Monitor the implementation and effectiveness of staff training in Safeguarding – consider how you know as governors that staff understand their role in safeguarding and have "professional curiosity"?

Keep your own safeguarding training up to date and ensure new governors have safeguarding included in their induction.

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