

Norfolk Children's Services

Whole School Training

An Introduction to Safeguarding & Child Protection in Education

Revised April 2015

Contents

- Introduction, background and legislation
- Attitudes & Values
- Legislative Context
- Definitions & signs of abuse
- Managing concerns
- Our school procedures
- Safer Working Practice



Session Agreement

During the training it is expected our agreement with each other will be to:

- Respect each other and our individual experiences
- Keep any personal matter shared today private unless by doing so will be detrimental to a child
- Be sensitive talking about our professional experiences as the subject often raises personal as well as professional issues for ourselves and each other

Learning Outcomes

- Describe what safeguarding is and the different ways in which children can be harmed.
- Recognise and describe indicators of child abuse and neglect.
- Appreciate your own role and responsibilities and those of others in safeguarding and promoting the welfare of children.
- Outline what to do if you have concerns about a child in line with the school's Safeguarding Policy.
- Describe areas of working practice that can make children and staff vulnerable.
- Identify the procedures for sharing concerns about another adult's behaviour in line with your school's Whistle-blowing Policy.



What do I need to know?

1. Have you read the school's safeguarding and child protection policy?
2. Do you understand the categories of abuse and recognise the possible indicators of concern?
3. Do you know what the school's child protection procedures are and how to report any concerns?
4. Do you know who the Designated Safeguarding Lead(s) and alternate for safeguarding are that you should report any concerns to? What are their contact details?
5. How do you pass on concerns? Is there an agreed format to record any concerns on?
6. Have you read the School's Code of Conduct or 'Staff Handbook'?
7. Do you know how to report a concern about another adult's behaviour?

Section 1

Attitudes and Values Exercise

What do you think?

Discuss how our personal beliefs and views influence decision making

Section 2: Context

Children spend half their waking hours in school and for some it is the only safe place in their daily lives.

School staff are in a position to identify concerns early and provide help to children to prevent things escalating.

They may be the first people that children tell about their experiences of abuse.

School staff need to work with colleagues in other agencies to promote the welfare of children and protect them from harm



Background & Legislation

- **1989** - The Children Act.
- **1999** - Protection of Children Act
- **2000** - Framework for the Assessment of Children in Need and their families
- **2002** - The Education Act (S 157 and 175)
- **2003** - Every Child Matters
- **2003** – Sexual Offences Act
- **2004** - The Children Act.
- **2005-6** - Local Safeguarding Children Boards established
- **2006** - Safeguarding Vulnerable Groups Act
- **2007** - Safeguarding Children and Safer Recruitment in Education
- **2009** – The School Staffing (England) Regulations 2009
- **2011** – Munro Review of Child Protection
- **2012** – Protection of Freedoms Act
- **2015** – Working Together to Safeguard Children
 - Keeping Children Safe in Education
 - What to do if you're worried a child is being abused
 - Information Sharing: Advice for practitioners



Education Act 2002

Section 175 (2) A governing body of a maintained school shall make arrangements for ensuring that the functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.



Keeping Children Safe in Education (2015) – The Role of School & College Staff

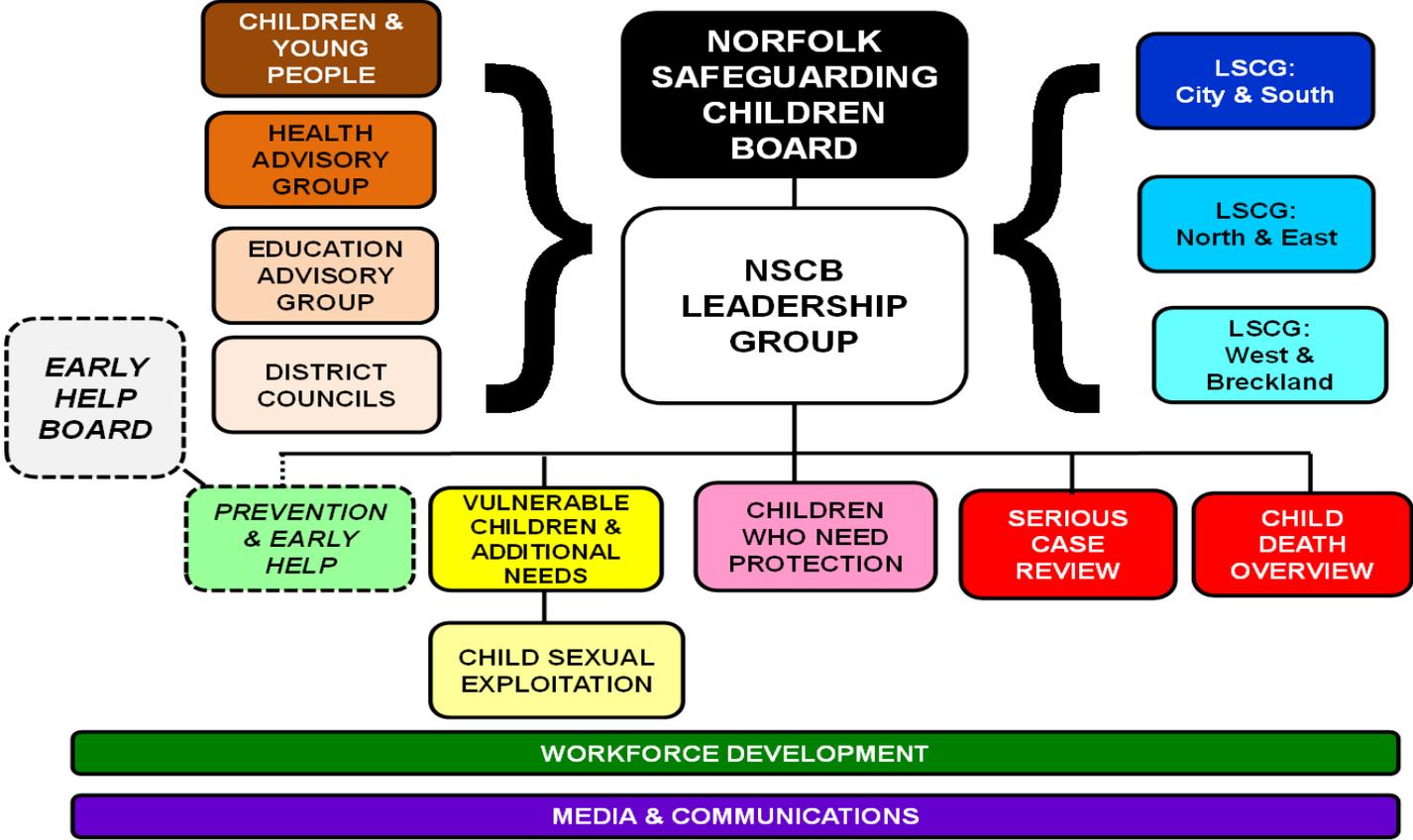
- The *Teacher Standards 2012* state that teachers, including headteachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- All school and college staff have a responsibility to provide a safe environment in which children can learn.
- All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

Keeping Children Safe in Education (2015) – The Role of School & College Staff

- In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.
- All staff members should also receive appropriate child protection training which is regularly updated.
- **Staff members working with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.**

Norfolk Safeguarding Children Board

The Board Structure



Safeguarding and Promoting Welfare

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.
- Children includes everyone under the age of 18.

Working Together to Safeguard Children (2015)



Norfolk County Council
at your service

Child Protection

- Child protection is part of safeguarding and promoting the welfare of children.
- It is activity undertaken to protect specific children who are suffering or at risk of suffering significant harm.
- Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.
- Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Working Together to Safeguard Children (2015)



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Providing Support to Children & Families



Section 3

Definitions and possible signs of abuse



Recognising concerns

- Children are unique and varied individuals
- Their response to trauma will be as individual as they are
- Child abuse can happen to any child in any family in any organisation or setting
- Children are more likely to be abused by people they know
- Indicators of abuse are physical, emotional, behavioural and social

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Working Together to Safeguard Children (2015)

4 Categories of abuse

- **Physical**
- **Emotional**
- **Sexual**
- **Neglect**

Exercise: Identifying Possible Indicators of Abuse

In your 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.

Emotional Abuse

- Is the persistent emotional maltreatment of a child such as to cause severe and persistent 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.
- It may feature age or developmentally inappropriate expectations being imposed on the child. These may include interactions that are beyond the child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction.

Emotional Abuse cont.

- It may involve seeing or hearing the ill-treatment of another.
- It may involve serious bullying (including cyber-bullying), causing children to frequently 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, though it may occur alone.

Working Together to Safeguard Children 2015

Teenage Relationship Abuse

- 40% of teenage girls aged 14-17 reported knowing someone their age who had been hit or beaten by their partner
- Nearly 75% of girls and 50% boys have reported some sort of emotional partner abuse.

(NSPCC & Bristol University, 2009)



**SPEAK OUT
AGAINST
ABUSE**

CLICK BELOW

Like

1k

Tweet

408

HOME

HAVE YOUR SAY

STOP YOURSELF

SPOT THE SIGNS

FAQ

NEED HELP?

POLL

RECOGNISE ABUSE?

Relationship abuse can happen to anyone. It involves more than physical violence, it can be when someone puts you down, threatens you or forces you to do something you don't want to. Find out more about how to spot the signs, have your say on the issue and seek help here.



PARTY ▶



SCHOOL ▶



TAKEAWAY ▶



SPOTTING THE SIGNS

<http://thisisabuse.direct.gov.uk/>

Neglect

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 as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- failing to protect a child from physical and emotional harm or danger;
- failure to ensure adequate supervision (including the use of inadequate care-givers); or
- failure to ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Working Together to Safeguard Children 2015



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Physical Abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent fabricates the symptoms of or deliberately induces illness in a child.

Working Together to Safeguard Children 2015

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 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.

Working Together to Safeguard Children 2013

Child Sexual Exploitation

Sexual exploitation is a form of sexual abuse, in which a young person is manipulated or forced into taking part in a sexual act. This could be as part of a seemingly consensual relationship, or in return for attention, affection, money, drugs, alcohol or somewhere to stay.

The young person may think that their abuser is their friend, or even their boyfriend or girlfriend. But they will put them into dangerous situations, forcing the young person to do things they don't want to do. The abuser may physically or verbally threaten the young person, or be violent towards them. They will control and manipulate them, and try to isolate them from friends and family.

Indicators of concern

- Associating with other young people involved in exploitation;
- Having older boyfriends or girlfriends;
- Suffering from sexually transmitted infections;
- Mood swings or changes in emotional wellbeing;
- Drug and alcohol misuse;
- Displaying inappropriate sexualised behaviour.
- Going missing for periods of time or regularly coming home late;
- Regularly missing school or not taking part in education;
- Appearing with unexplained gifts or new possessions (often new mobile phones);

Increased Vulnerabilities

- Looked-after children/being in care
- Excluded from mainstream school
- Those experimenting with drugs and alcohol
- History of childhood abuse
- Those with parents who misuse drugs and alcohol
- Those who have experienced or watched domestic violence.

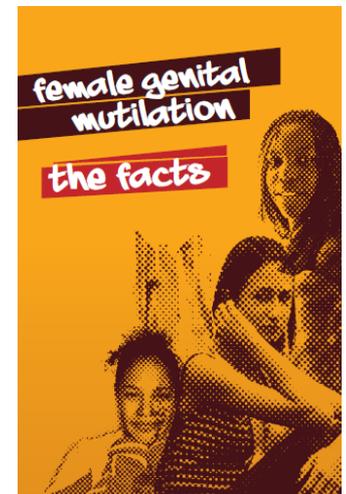
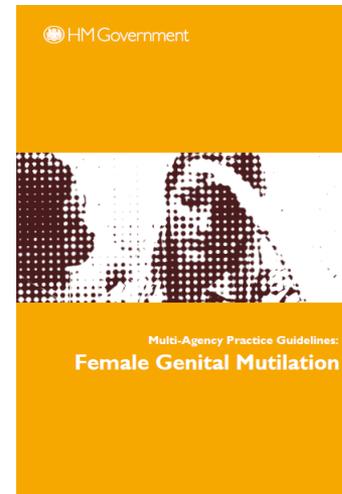


Female Genital Mutilation

‘the partial or total removal of the female genitalia... for cultural or other non therapeutic reasons’. World Health Organisation

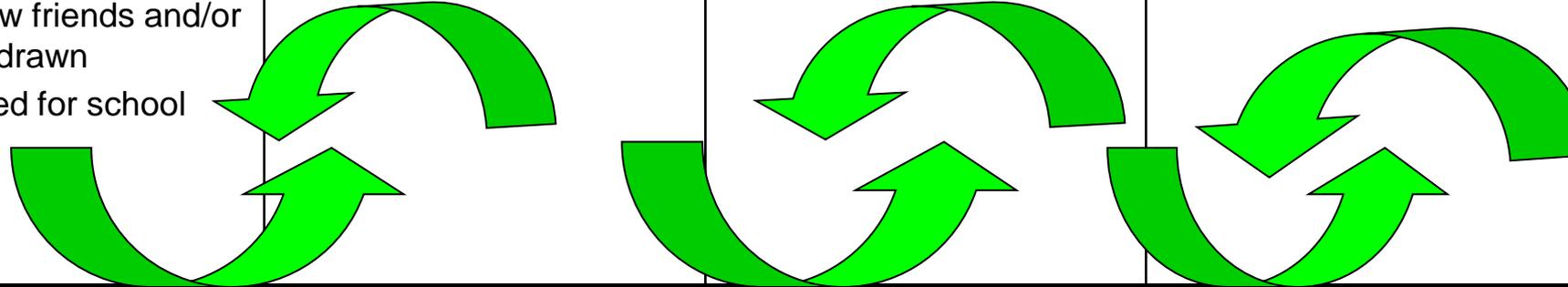
- Illegal operation in the UK for almost 20 years.
- Female Mutilation Act 2003.
- Replaced Prohibition of Female Circumcision Act 1985.
- Offence to acts performed outside the UK.
- Fine, imprisonment up to 14 years or both.
- Form of child abuse and is illegal.

- **Child Protection referral to Social Services.**
- Referral to Police.
- FGM places a child at significant harm.
- Section 47 of Children Act 1989.
- Case Strategy Meeting.



SIGNS AND INDICATORS

Neglect	Emotional	Physical	Sexual
<ul style="list-style-type: none">• Tired/listless• Unkempt• Poor hygiene• Untreated medical conditions• Medical appointments missed• Constantly hungry or stealing food• Over eats when food is available• Poor growth• Poor/late attendance• Being regularly left alone or unsupervised• Dressed inappropriately for the weather condition• Having few friends and/or being withdrawn• Ill equipped for school	<ul style="list-style-type: none">• Failure to thrive• Attention seeking• Over ready to relate to others• Low self esteem• Apathy• Depression/self harm• Drink/drug/solvent abuse• Persistently being over protective• Constantly shouting at, threatening or demeaning a child• Withholding love and affection• Regularly humiliating a child	<ul style="list-style-type: none">• Unexplained injuries• Injuries on certain parts of the body• Injuries in various stages of healing• Injuries that reflect an article used• Flinching when approached• Reluctant to change• Crying/ instability• Afraid of home• Behavioural extremes• Apathy/depression• Wanting arms and legs covered even in very hot weather	<ul style="list-style-type: none">• Age inappropriate sexual behaviour/knowledge/promiscuity• Wary of adults/ running away from home• Eating disorders/depression/ self harm• Unexplained gifts/ money• Stomach pains when walking or sitting• Bedwetting• Recurrent genital discharge• Sexually transmitted diseases



Section 4

Developing knowledge and learning lessons from Serious Case Reviews



Increased Vulnerabilities

- Children with disabilities or learning difficulties
- Parents with learning difficulties
- Parents with mental health illness
- Substance misuse
- Domestic abuse
- Previous abuse within the family
- Children under 1
- Looked-after children/being in care
- Chaotic, unsettled or transient lifestyles
- Lack of parental control



Vulnerabilities of aged 14 years+

- Complexity and range of risk factors
- Alienation from families
- Educational difficulties
- Accommodation issues
- Abuse by adults
- Unemployment
- Drug/alcohol misuse
- Emotional & mental health difficulties
- Domestic abuse in the home
- Reactions to bereavement

Key Themes for Schools

Poor practice includes:

- failing to act on and refer the early signs of abuse and neglect,
- poor record keeping,
- failing to listen to the views of the child and concentrated of the needs of the parents,
- failing to re-assess concerns when situations do not improve,
- sharing information too slowly,
- a lack of challenge to those who appear not to be taking action.

Daniel Pelka – Serious Case Review, Coventry Safeguarding Children Board (September 2013)



‘Of particular note was that without English as his first language and because of his lack of confidence Daniel’s voice was not heard throughout this case. Whilst some school staff were able to give helpful descriptions of Daniel in their observations of him in class, overall there is no record of any conversation held with him by any professional about his home life, his experiences outside of school, his wishes and feelings and of his relationships with his siblings, mother and her male partners. In this way despite Daniel being the focus of concern for all of the practitioners, in reality he was rarely the focus of their interventions.’

Learning Lessons from the Review

Please read the case summary provided and in your groups reflect upon the learning from the case considering the following questions:

1. How can we ensure that children's wishes and feelings are sought and appropriately responded to?
2. What communication systems are required to ensure that all concerns are consistently recorded, shared and assessed appropriately?
3. What are the lessons we can learn from this case?
4. What can we change about the way we work to improve our practice?

Learning Points

- Each opportunity to intervene to protect children must be taken
- Domestic abuse/violence is always a child protection issue
- The parent's explanation must be balanced with objective information
- Assessment of risks within a family or to a particular child can never be effective without direct engagement with that child

Learning Points

- It is essential that professionals do not focus on concerning incidents in isolation
- Good record keeping is essential and central to professional child care practice
- Any facial injuries to a child must be viewed with concern, with physical abuse needing to be actively considered as a possible cause
- A robust system is essential to ensure collation of concerns and actions

When faced with significant and complex concerns about a child's welfare, it is essential that professionals think the unthinkable and always give some consideration to child abuse as a potential cause of the presenting problems. Not to do so would be a disservice to the child involved and potentially leave him or her at increasing levels of risk.



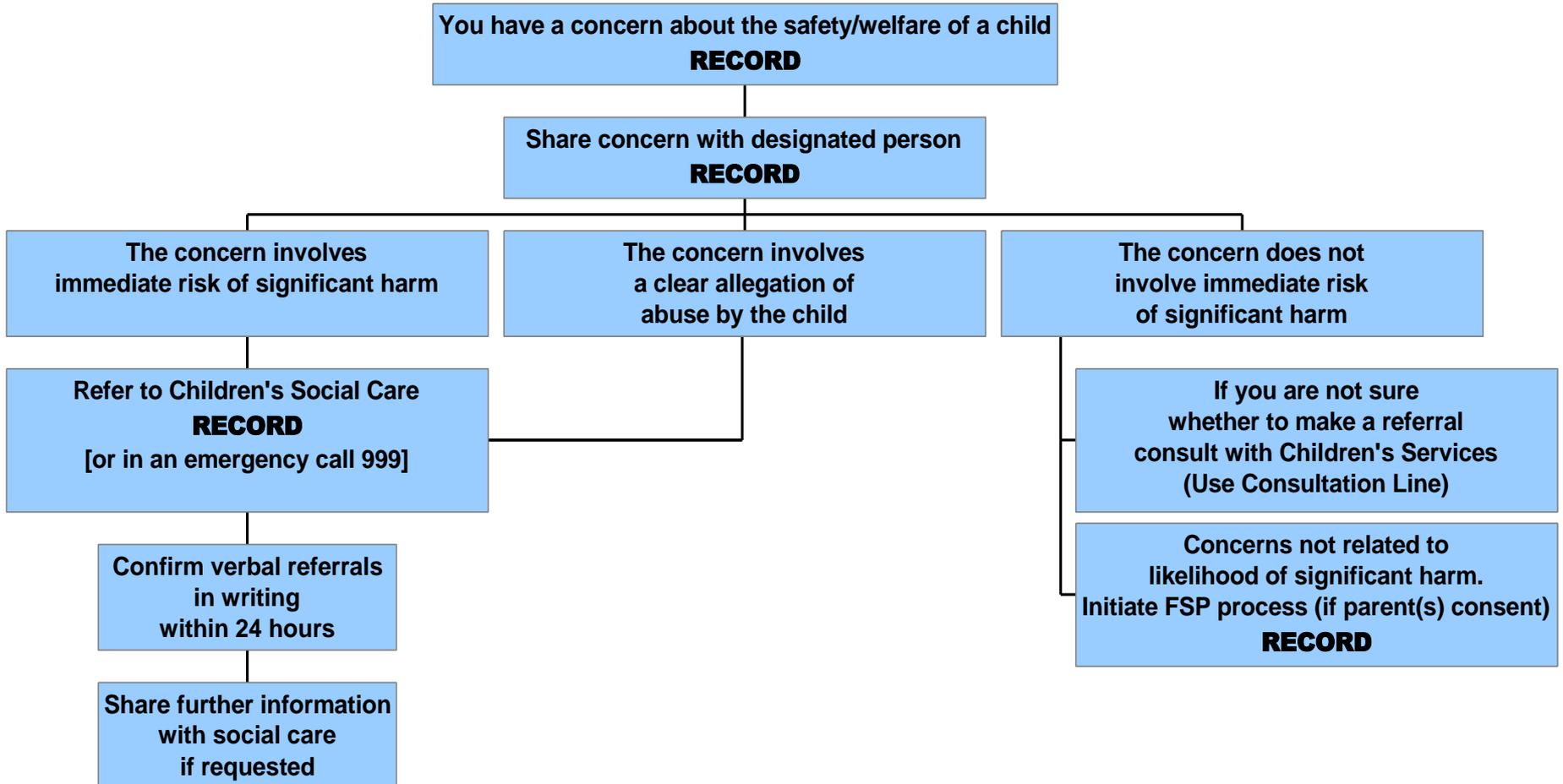
Section 5

Managing concerns and dealing with disclosure

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

If you have a concern



- **Teaching Assistant:** *Child was dirty today*
- **Class Teacher:** *child aggressive towards another child*
- **Class Teacher:** *regular absences, various minor medical explanations*
- **MSA:** *child appeared hungry and stole food from others at lunchtime*

Lucy - Chronology of Concerns: April – June 2012

- Child was dirty in appearance – 5 occasions
- Regular absences, various minor medical explanations provided
- Child hungry and stealing food – 7 records
- Change in behaviour – increasingly aggressive towards adults and peers - 8 occasions

Confidentiality

- The majority of case we will deal with arise from our knowledge of the children and our observations
- This enables us to build a picture over time that might constitute a child protection concern
- Another aspect of our work is dealing with disclosures when children tell us about something
- What does confidentiality mean to you as an individual and what does it mean in your role in school?



What Stops Children From Telling?

- Being blamed
- Threats and fear
- Awareness of the implications
- Lack of communication or vocabulary
- Not recognising the experience as abuse
- Lack of trust
- Feeling responsible
- Lack of opportunity to be heard



Children Talk About Their Concerns When.....

- School feels a safe place to be
- Children's views and contributions are respected
- Adults and children are respectful of each other
- There is a culture of openness, honesty and trust
- Staff allow children to be heard
- There is space for privacy
- Self-esteem is high



Dealing with disclosure & managing concerns: Case Scenarios

Allowing Children to Talk & Dealing with Disclosure

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



I Think I Should Act Now

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

Duty to Refer

- All professionals have a duty to refer cases where abuse is known to have occurred or is suspected.
- No professional has the right or responsibility to withhold information or to respect a child's/young person's wish for confidentiality.

What Does the Designated Safeguarding Lead Need to Know?

- Who is the child – full name
- Where were you in school when they disclosed to you
- Was anyone else with you
- What did they say – their words and descriptions
- What did you do or say
- Did they show you an injury
- Where is it, colour, size what does it look like
- What else do you know about the child



Section 6

Our school procedures



What do I need to know?

1. Have you read the school's safeguarding and child protection policy?
2. Do you understand the categories of abuse and recognise the possible indicators of concern?
3. Do you know what the school's child protection procedures are and how to report any concerns?
4. Do you know who the Designated Safeguarding Lead(s) and alternate for safeguarding are that you should report any concerns to? What are their contact details?
5. How do you pass on concerns? Is there an agreed format to record any concerns on?
6. Have you read the School's Code of Conduct or 'Staff Handbook'?
7. Do you know how to report a concern about another adult's behaviour?

Section 7

Safer Working Practice & Allegations against adults

Our responsibility

- To promote the safest learning and working environments for the children in our care
- Remember that any one who has contact with children is in a position of trust
- We all have a personal responsibility to act properly and professionally
- We all have a responsibility to safeguard and promote the welfare of children and young people

Safer Working Practice Activity

When might you be vulnerable & why?

- Alone with a child
- Administering first aid
- Restraining a child
- When a child seeks affection
- Providing intimate personal care
- Lack of training or support
- When you are unclear about guidance and/ or procedures
- When you fail to report or seek advice / poor lines of communication
- When you fail to record
- Ethos and culture



The Sexual Offences Act (2003)

Under the Sexual Offences Act 2003 it is an offence for a person over 18 (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if s/he does not teach the child.

Safer Practice

- Your behaviour should be open and transparent
- You must adopt high standards of personal conduct
- Your behaviour in or out of school must not compromise your position within the school
- Avoid being alone with a student behind a closed, windowless door
- Never give an individual student a gift that is not part of the 'Rewards Policy'
- Never give your personal mobile number or personal e-mail address to a student
- Be aware of the dangers of social networking site



Sexual Grooming

- 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 pupils 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

Hillside First School



- The sexual abuse of children took place in a first school over a number of years prior to disclosure by a child in December 2010.
- There was a total of 20 pupils who were witnesses to or possible victims of abuse by the teacher. Youngest victim aged 6.
- At a court hearing in May 2011 Nigel Leat pleaded guilty to 36 sexual offences, including 22 counts of sexually assaulting a child under 13 and eight counts of sexual assault by penetration of a child under 13. The teacher also admitted one count of attempted rape, one charge of voyeurism, one charge of causing or inciting a child under 14 to commit sexual activity and two charges of possessing indecent images of children.
- In June 2011 was given an indeterminate prison sentence for public protection, having pleaded guilty



Findings of the Serious Case Review:

- There were at least 30 incidents of inappropriate conduct which should have been viewed as suspicious
- The incidents highlighted in the school management report ranged from indecent touching, inappropriate lesson content, favouritism and over-familiarity with children.
- Evidence of only one reference on file and no evidence that a second was sought.

“On a number of occasions in response to these and other incidents colleagues advised Teacher A of the inappropriateness of his behaviour and pointed to the risk that he could be accused of professional misconduct. It is significant however that only 11 of the 30 recorded incidents were reported to the school. ”



Jeremy Forrest Jailed for 5 and a half years for Child Abduction and Sexual Offences against a Child

Judge Michael Lawson told the
Defendant:

*"Your behaviour over this period
had been motivated by self interest
and has hurt and damaged many
people – her family, your family,
staff and pupils at the school and
respect for teachers everywhere. It
has damaged you too, but that
was something you were prepared
to risk. You now have to pay that
price."*



Findings of the SCR: What would stop this happening in your school?

- Over a period of some seven months there were a number of missed opportunities by school staff to recognise or acknowledge that there was a significant problem arising from Mr K's conduct, and that child protection intervention was necessary.
- No contemporaneous records from the school – the records presented to the SCR were written after the abduction.
- Concerns raised by other students were repeatedly dismissed.
- There was, in the school, a “default position” of intuitively supporting a colleague with a corresponding reluctance to believe that the colleague might be an abuser.
- No evidence of any attempt by school staff to talk to Child G in a way that was supportive.
- A failure by the school to involve Child G's mother in responding to these events .

Challenging and reporting worrying behaviour and practice by adults

- Self-report if you think you got it wrong or may be misinterpreted
- Voice your concerns, suspicions or uneasiness as soon as possible
- Pinpoint what practice is concerning you and why
- Don't think "*What if I'm wrong?*" think "*What if I'm right?*"
- Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors or does not feel that their concerns about a colleague have been taken seriously should contact the Local Authority Designated Officer directly on 01603 223473.



Section 8

Evaluation & Close



Where Are We Now?

What we do well

Where we need to improve



Final thoughts

**‘Safeguarding is everyone’s
responsibility’**

Source: Children Act 2004