

Safeguarding Children 2020

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Ice Breaker

At the end of the session participants will:

- Understand what the changes to the new KCSiE guidance are
- Recognise how the new KCSiE supports school's response to COVID-19 ensuring future safeguarding procedures and measure are in place in your school.
- Know about child maltreatment in its different forms
- Know about relevance of parental, family and carer factors such as domestic abuse, mental and physical ill-health, substance and alcohol misuse
- Recognising staffs responsibilities in relation to protecting children's mental health and wellbeing.

Cont:

- Know what to do if there are concerns about child maltreatment
- Know about the importance of sharing information
- Know what to do if they feel that their concerns are not being taken seriously
- Know the risks associated with the internet and online social networking
- Know what the term 'Looked after child' means
- Be able to recognise possible signs of child maltreatment as this relates to their role
- Be able to seek appropriate advice and report concerns, and feel confident that they have been listened to.

Safeguarding and promoting the welfare of children is defined for the purposes as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

Contextual Safeguarding

What does this mean?

Throughout this training I want you to think about safeguarding in its wider remit.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or can occur between children outside of these environments.

Children subjected to one form of child abuse may be victims of multiple abuses.

Children may present mental health problems, in some cases, this can be an indicator they have suffered or is at risk of suffering abuse, neglect or exploitation.

Sexual exploitation, criminal exploitation, and serious youth violence are all combined indicators a child could be subject to county lines exploitation.

Domestic abuse

All the outcomes for children can be adversely affected if they are living with domestic abuse - the impact is usually on every aspect of a child's life. The impact of domestic abuse and abuse on an individual child will vary according to the child's resilience and the strengths and weaknesses of their particular circumstances.

Psychological effects of experiencing domestic abuse include;

- aggression and challenging behaviour
- depression
- anxiety - including worrying about a parent's safety
- changes in mood
- difficulty interacting with others
- withdrawal

Investigating Child Abuse Allegations

There are three agencies that are legally mandated to investigate child safeguarding issues:

- National Society for the Prevention of Cruelty to Children (NSPCC)
- The Police
- Local Authority Child Protection Team.



Children Act 1989

Under the Children Act 1989, children that are defined as being "in need" are:

- Those who are unlikely to reach or maintain a satisfactory level of health or development
- Those whose health and development will be significantly impaired without the provision of services
- Those who have a disability.

An Act to make provision for the establishment of a Children's Commissioner; to make provision about services provided to and for children and young people by local authorities and other persons.



Children Act 2004

- Sections 13-16 require that Local Authorities set up statutory Local Safeguarding Children Boards
- Sections 18 & 19 require Local Authorities to put in place a Director of Children's Services and Lead Member to be responsible for, as a minimum, education and children's social service functions.
- Sections 44-47 put stronger requirements on Local Authorities to manage and monitor the current statutory notification scheme for private fostering arrangements.

The Act states teachers and other staff in the education service have day-to-day contact with individual children. They are, therefore, particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop.



Education Act 2002

Circular 10/95

Every school and college should ... develop a child protection policy which reflects its statutory duties and pastoral responsibilities and refers to the procedures to be followed ...'.

The Education Act 2004



Education Act 2002

Under the Children Act 1989 and 2004, safeguarding and promoting the welfare of children means;



Children Act 1989

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up on circumstances consistent with provision of safe and effective care
- Undertaking that role so as to enable those children to have optimum life chances and enter adulthood successfully.

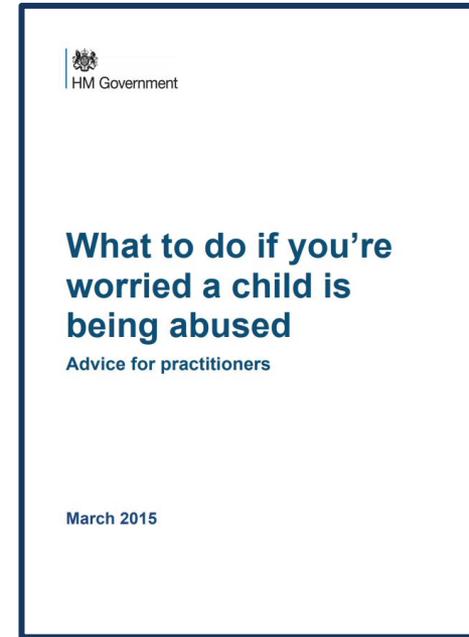
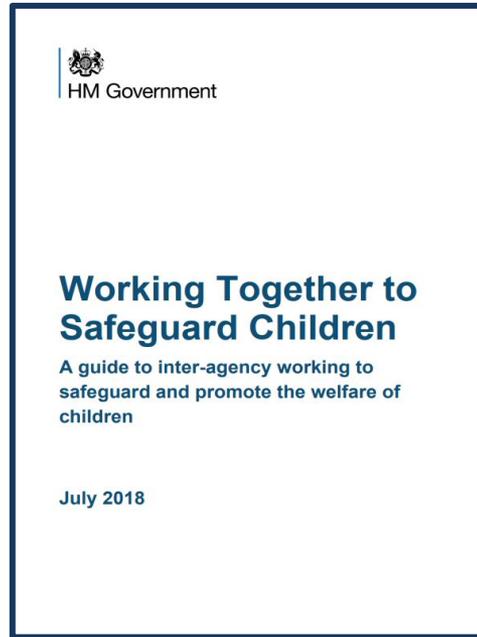
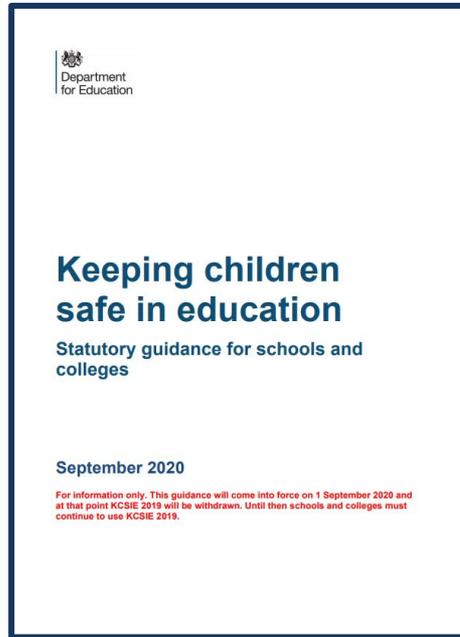
The Children Act 1989 & LAC

A looked after child may be either accommodated or subject to a care order made by the Family Courts.

A child and young person can be subject to different legal rules either:

- The parent retains full parental responsibility, or
- Alternatively if a child is subject to a Care order, parental responsibility is shared between the council and the parents.

Government Statutory Guidance



Government statutory guidance all people working with children should have a good understanding of.

What is child abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child either directly by inflicting harm, or indirectly, 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 a stranger. They may be abused by an adult or adults, or another child or children. (NSPCC Fact Sheet 2009).

Categories of Child Abuse – Activity 3

- Physical
- Sexual
- Emotional & Psychological
- Neglect.

Workbook Exercise - Page 3

List what form you think abuse could take in the various categories.

Please work in pairs.

You have 10 minutes to complete the exercise.

Categories of Child Abuse

- Physical
- Sexual
- Emotional & Psychological
- Neglect.

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

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, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact including both penetrative and non-penetrative acts such as kissing, touching or fondling the child's genitals or breasts, vaginal or anal intercourse or oral sex.

Sexual assault is not solely perpetrated by adult males, women can also commit acts of sexual abuse, as can children.

Emotional or Psychological

Emotional abuse is the persistent emotion maltreatment of a child, such as to cause severe and persistent adverse effect on the child's emotional development. It may involve conveying to a child 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 also involve age or developmentally inappropriate expectations being imposed on children.

Emotional or Psychological

These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Neglect

The NSPCC describe neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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).
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment.

- Who might abuse?
- Where might abuse take place?

Workbook Exercise - Page 4

Please work in pairs.

You have 10 minutes to complete the exercise.

- Female Genital Mutilation
- Child Trafficking
- Radicalisation
- Internet & Online Social Networking
- Bullying.

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for nonmedical reasons. The practice is illegal in the UK. It is also illegal to arrange for a child to be taken abroad for FGM. If caught, offenders face a large fine and a prison sentence of up to 14 years.

FGM has been classified by the World Health Organization into four types:

Type 1 – Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).

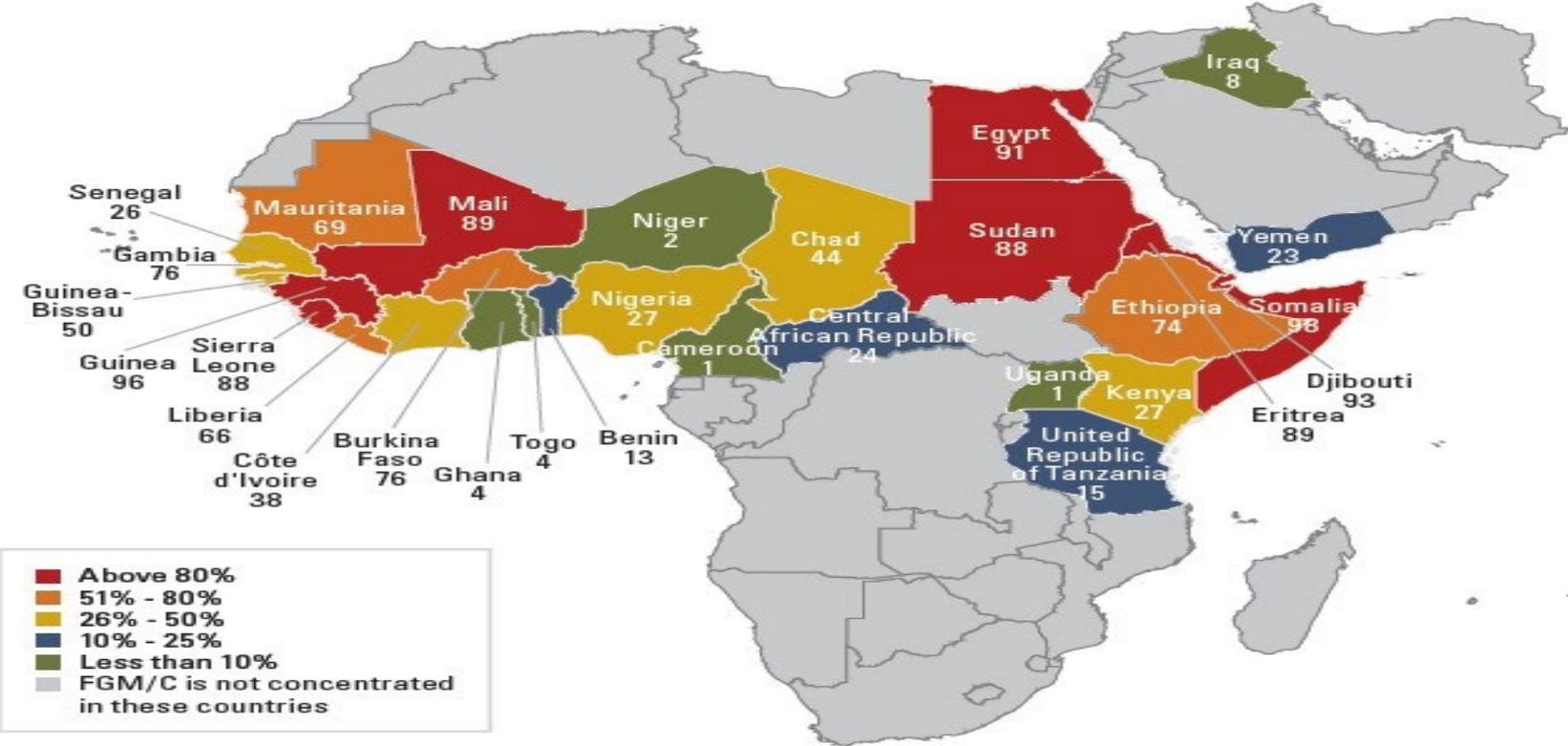
Type 2 – Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the ‘lips’ that surround the vagina).

Type 3 – Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.

Type 4 – Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterising the genital area.

PREVALENCE OF FGM AMONG WOMEN AGED 15-49 IN AFRICA AND THE MIDDLE EAST

Source: UNICEF (July 2013), global databases based on data from Multiple Indicator Cluster Survey, Demographic and Health Survey and other national surveys, 1997–2012.



PREVALENCE OF FGM IN THE UK

FGM's prevalence in the UK is difficult to estimate because of the hidden nature of the crime. However, a recent study² estimated that:

It has been estimated that over 20,000 girls under the age of 15 are at risk of female genital mutilation (FGM) in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. However, the true extent is unknown, due to the "hidden" nature of the crime.

The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before they return to school. There are also worries that some girls may have FGM performed in the UK.

FGM is prevalent in Africa, the Middle East and Asia. According to the NHS in the UK, FGM tends to occur in areas with larger populations of communities who practice FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes.

The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy.**

However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

It is believed that FGM happens to British girls in the UK as well as overseas (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

Indications that a girl or woman has already been subjected to FGM

- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school .
- A prolonged absence from school with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.

- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

THINGS TO BE AWARE OF IN DEALING WITH CASES OF FGM

If you have a believe a child is at risk of FGM or has been subject to FGM, inform the Designated Safeguarding Officer (DSO). **Unlike any other children protection issue, the first adult taking the disclosure will be required to make the initial contact with the police.**

Children Missing Education

All schools must inform their local authority of any pupil who is going to be removed from the admission register where the pupil:

- Has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education
- Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period or
- have been permanently excluded.

The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered 'trafficking in human beings'.

Child Trafficking

Child trafficking is child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. They are often subject to multiple forms of exploitation.

Children are trafficked for child sexual exploitation; benefit fraud; forced marriage; domestic servitude such as cleaning, childcare, cooking; forced labour in factories or agriculture; criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs, bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another. Child trafficking requires a network of people who recruit, transport and exploit children and young people.

Each group or individual has a different role or task. Some people in the chain might not be directly involved in trafficking a child but play a part in other ways such as falsifying documents, bribery, owning or renting premises or money laundering.

Child Trafficking

Traffickers use grooming techniques to gain the trust of a child, family or community.

They may threaten families, but this isn't always the case – more recently parents have been sending their oldest child

Traffickers may promise children education or persuade parents their child can have a better future in another place.

Sometimes families will be asked for payment towards the 'service' a trafficker is providing – for example sorting out the child's documentation prior to travel or organising transportation.

Child Trafficking

Traffickers make a profit from the money a child earns through exploitation, forced labour or crime. Often this is explained as a way for a child to pay off a debt they or their family 'owe' to the traffickers.

Child Trafficking – How do you know?

You may notice unusual behavior like a child;

- Who may spend a lot of time doing household chores
- Who rarely leaves the house
- Who has no freedom of movement and no time for playing
- Who is orphaned or living apart from their family, often in unregulated private foster care; lives in substandard accommodation; isn't sure which country, city or town they're in;
- Who is unable or reluctant to give details of
- Who has no access to their parents or guardians

Child Trafficking – What do you do?

As a school professional If you are worried that a child has been trafficked or you believe an adult is involved in child trafficking follow the school's children protection procedures.

As a member of the public If you are worried that a child has been trafficked or you believe an adult is involved in child trafficking, you should contact the National Society for the Prevention of Cruelty to Children (NSPCC); The Police or Local Authority Child Protection Team.

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

Radicalisation

Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm.

Indicators for vulnerability to radicalisation can include;

- family tensions
- sense of isolation
- migration
- distance from cultural heritage
- experience of racism or discrimination
- feeling of failure

Early indicators of extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as ‘Muslims Against Crusades’ or other non-proscribed extremist groups such as the English Defence league
- Out of character changes in dress, behaviour and peer relationships

Radicalisation

Where a child/ young person is thought to be in need or at risk of significant harm, and/ or where investigations need to be carried out, follow the school's safeguarding procedures.

Coronavirus advice and guidance

Please refer to the school's policies around remote learning and the safeguarding of pupils and staff.

Links to government website and internet safety providers have been included in your workbook, and at the end of this training.

Most children and young people use the internet positively. However, sometimes they behave in ways that may place them at risk. Some risks do not necessarily arise from the technology itself but result from offline behaviours that are extended into the online world, and vice versa.

Internet & Online Social Networking

Potential risks can include, but are not limited to:

- bullying by peers and people they consider 'friends'
- posting personal information that can identify and locate a child offline
- sexual grooming, luring , exploitation and abuse contact with strangers
- exposure to inappropriate and/or content
- exposure to racist or hate material
- encouragement of violent behaviour, such as 'happy slapping'
- glorifying activities such as drug taking or excessive drinking
- physical harm to young people in making video content, such as enacting and imitating stunts and risk taking activities
- leaving and running away from home as a result of contacts made online.

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. (Grooming)

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

***Failures in Rotherham led to sexual abuse of 1,400 children
It was reported failings in political and police leadership contributed
to gang rape and trafficking in South Yorkshire***

Internet & Online Social Networking

Child A (2000)



Was just 12 when her risk of sexual exploitation became known; Associating with older Asian men, possibly taking drugs, had already had sex with five adults, two of whom received police cautions, but the girl continued to go missing. A Child protection case conference was held, where it was agreed by all, that Child A should be placed on the child protection register. However, the police representative argued against the term 'sexual abuse' being used – he said Child A had been '100 percent consensual'. He was overruled, with all others at the conference demonstrating a clear understanding, it was a crime. Child A was supported once placed on the child protection register. (Where are the failings?)

Internet & Online Social Networking

Child B (2002)

Was just 14 when sexual exploitation was identified. She was referred several times to children's social care between 2002 and 2004, and was described as 'out of control'. Her mother voiced concerns about her being sexually active, going missing, and being plied with drink by older males. The social worker's assessment was the mother was 'not able to accept her growing up'. (Where are the failings?)

Child C (2003)

Was only 13 when groomed, raped and trafficked by a violent sexual predator. Her parents, Risky Business and Child D all understood the seriousness – but police and children's social care blamed her, for 'placing herself at risk of sexual exploitation and danger'. Other than Risky Business, agencies showed no comprehension that she had been groomed. (Where are the failings?)

Internet & Online Social Networking

Child D (2009)

Had a long history of neglect and child protection. At the age of 11 she was identified as being at risk of sexual exploitation, as well as sexual abuse within her family. Her older sister was also a victim with her perpetrators being successfully prosecuted. When she was 14, it was suspected she was visiting the homes of adult male strangers, possibly coercing other children to accompany her. (Where are the failings?)

Child E (2013)

Was just 12 when extremely indecent images and videos of her were found on the phones of fellow pupils. There were suspicions that older men and a woman had groomed her via Facebook. The family were shocked, and co-operated fully with police and the CSE team. But Child E, angry at the agencies trying to help her, showed no understanding of the risks of online contact with strangers and was not willing to disclose anything about those who groomed her. (Where are the failings?)

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families.

“children may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.”

Youth Violence and Child Criminal Exploitation

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger

The rise of serious youth violence and Child Criminal Exploitation is a complex issue and one that all parents are concerned about. Children and young people can become involved in a range of potentially dangerous situations without fully understanding the far-reaching consequences. Children and young people are often coerced and exploited and before they know it are involved in a situation they cannot get out of.

Youth violence and CCE affects children and young people from all socio-economic backgrounds and from all religious and ethnic backgrounds. It can impact both boys and girls and there is increasing evidence that children as young as 11 are being coerced and manipulated by complex criminal organised gangs.

Remember

The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Peer on peer abuse may be defined as deliberately hurtful behaviour, usually repeated over a period, or one-off violent acts.

This may likely include, but not limited to:

Peer on peer abuse

- Bullying (including cyber-bullying)
- Physical (e.g. hitting, kicking, shaking, biting, pulling)
- Sexual Violence (Rape, assault by penetration and sexual assault)
- Sexual Harassment (such as sexual comments, remarks, jokes and online sexual harassment)
- Upskirting (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm)
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

Peer on peer abuse

The damage inflicted by peer on peer abuse can frequently be underestimated. It can cause considerable distress to children to the extent that it affects their health and development or, at the extreme, cause them significant harm (including self-harm).

We have a duty to ensure all our children fully understand the impact of this type of behaviour.

All staff have a duty to immediately report any allegations or suspicions of child abuse or potential child abuse to the DSO.

do...

- Remain calm
- Listen
- Acknowledge regret, show concern
- Reassure
- Treat seriously
- Explain what happens next
- Allow someone to talk - ask 'open' questions.

don't...

- Press the child for more details
- Promise to keep secrets
- Make promises you are unable to keep
- Be judgemental
- Stop a child who is freely recalling significant events
- Break the confidentiality agreed between the child disclosing the information, yourself and your line manager.

Accurate and detailed recording is essential:

- Complete the relevant paperwork attached to the safeguarding policy
- Consider confidentiality
- Record if you saw the event, or when the allegation was made including the date, time and place
- Record exactly what was said, using their words, and by whom, this must not include your own opinion
- If writing, make sure other people will be able to read your writing and put your signature and date.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, speak with your designated safeguarding lead (or deputy).

Don't fail your pupils by;

- 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
- Failing to re-assess concerns when situations do not improve
- Not sharing information
- sharing information too slowly
- Not challenge those who appear not to be taking action.

You have a responsibility to seek updates on your referral.

- Coronavirus (COVID-19): safeguarding in schools, colleges and other providers (DfE 2020)
<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>
 - Children Act 1989
<http://www.legislation.gov.uk/ukpga/1989/41/contents>
 - Children Act 2004
http://www.legislation.gov.uk/ukpga/2004/31/pdfs/ukpga_20040031_en.pdf
 - Keeping Children Safe in Education (DfE 2019)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf
 - Keeping Children Safe in Education (DfE 2020)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf
- Working together to safeguard children (DfE 2018)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- What to do if you're worried a child is being abused: Advice for practitioners (DfE 2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

- Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012. HM Government
<http://www.legislation.gov.uk/ukpga/2006/47/schedule/4>
- Regulation 9 of the School Staffing (England) Regulations 2009 require governing bodies of maintained schools to ensure that at least one of the persons who conducts an interview has completed safer recruitment training.
<http://www.legislation.gov.uk/uksi/2009/2680/contents/made>
- Section 128 of the Education and Skills Act 2008 (Prohibitions, restrictions and sanctions)
<http://www.legislation.gov.uk/ukpga/2008/25/section/128>
- Education Act 2002
<http://www.legislation.gov.uk/ukpga/2002/32/contents>
- DfE 2017 Staffing and employment: advice for schools
<https://www.gov.uk/government/publications/staffing-and-employment-advice-for-schools>
- NSPCC CASPAR: current awareness newsletter for practice, policy and research delivers free weekly email alerts to keep you up-to-date with all the latest safeguarding and child protection news.
<https://learning.nspcc.org.uk/newsletter/caspar/>

KCSiE 2020 highlights some key expectations for governors and school leaders;

Paragraph 70 -	When to call the police
Paragraphs 74-78	safeguarding partnership arrangements
Paragraph 84	GDPR and withholding information
Paragraph 94 -	RSHE mandatory from September 2020
Paragraph 96-98	Updates regarding Ofsted guidance
Paragraphs 101-102	Managing concerns about staff
Paragraphs 113-116	Reflecting the needs of children with a social worker
Paragraphs 113-116	Linking mental and safeguarding

Safeguarding
We all have a responsibility
Every Child Matters