

# Safeguarding Training

## Safety Net

# About Safety Net

Keeping children and young people safe from harm and abuse

We work with children, families, schools and neighbourhoods, building communities where children know they have the right to feel safe and adults are actively involved in protecting them from harm.



# Learning Objectives

- To identify signs and indicators of abuse and know how to respond to concerns
- To discuss relevant legislation and guidance for safeguarding in education
- To be aware of procedures and importance of recording
- To recognise elements of a safeguarding environment

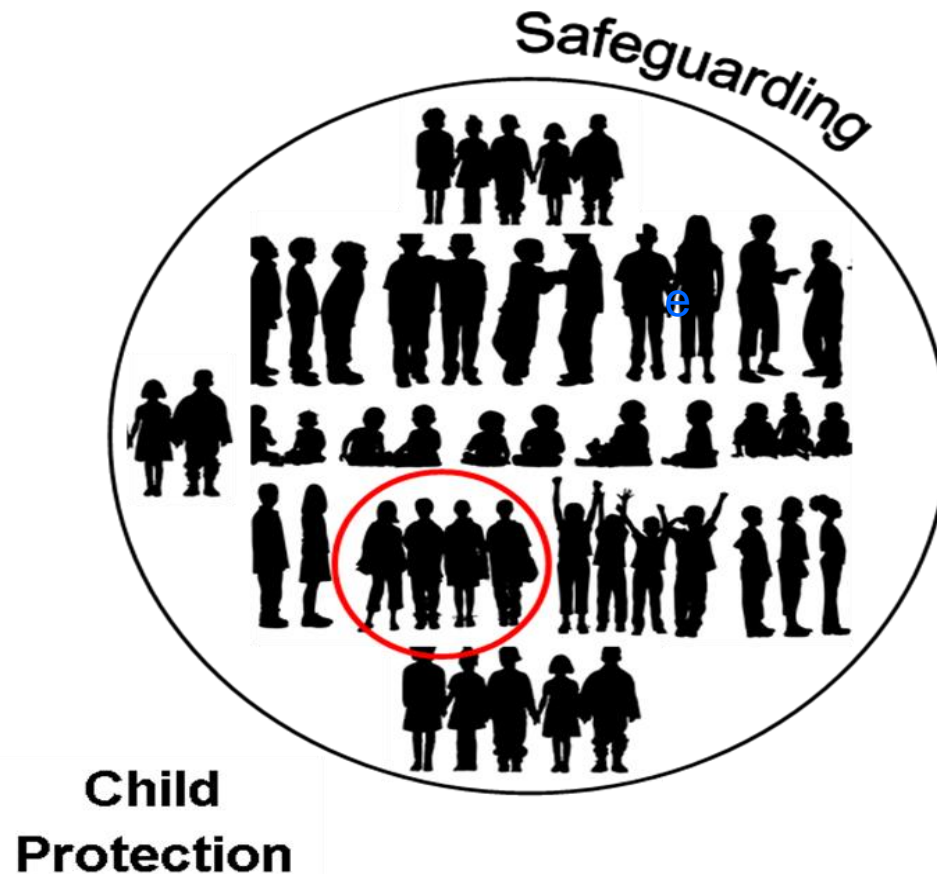


# Keeping yourself safe

- Housekeeping
- Confidentiality
- Be sensitive to the emotive content of the training
- Challenge ideas rather than the person
- Value the contributions of others
- Support everyone to be able to participate



# Safeguarding and Child Protection



Working Together To  
Safeguard Children  
2018

Working Together to Keep Children Safe

# Principles

## **Safeguarding is everyone's responsibility**

For services to be effective they should be based on the needs and views of children – child centred

Child abuse is non discriminatory, stereotyping and assumptions do not protect children

Cultural norms and ethnic traditions differ



# Creating a safe environment

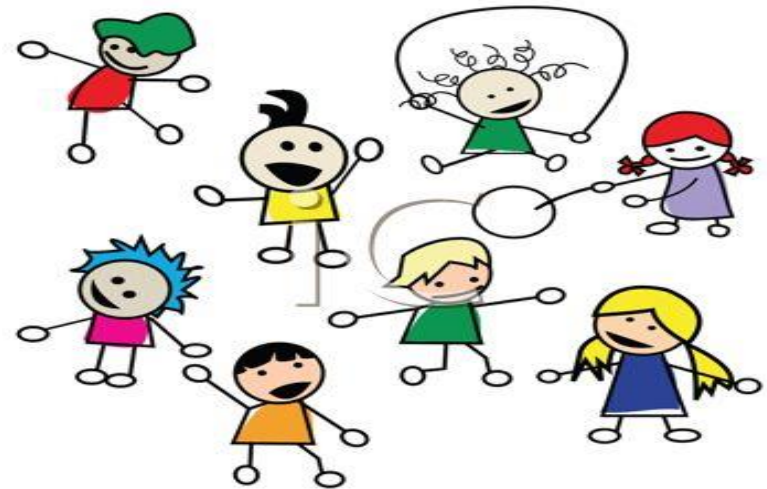
**Whose responsibility is it to keep children safe?**

What do the following groups need to feel safe to use your service?

Children

Parents and carers

Staff and volunteers



**How do you support the safeguarding culture and policy in your school?**

# The Role of Education Staff

Schools have a ***Duty to promote and safeguard the welfare of children and to protect them from actual or likely harm*** – Children Act 2004 Section 11

Schools are **not** investigative agencies but have a duty to support social services and the police

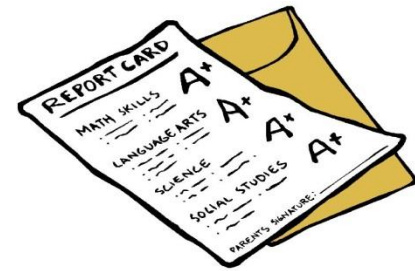
**All staff need to read Part One of updated guidance**  
[Keeping Children Safe in Education 2019](#)



# The Role of the Designated Safeguarding Lead



- Provide the point of reference for any child protection and for contact with Children's Social Care



And ensure that:

- Procedures are up to date and accessible
- Records or reports are held securely (shared only subject to the rules of confidentiality)
- Staff can access appropriate emotional or professional support

# Abuse and Neglect Statistics



- In the last five years there was an average of 68 child deaths by assault or undetermined intent a year in the UK.
- On average at least one child is killed a week in the UK.
- Over 53,000 children in England needed protection from abuse in 2018 ( 48,000 in 2014)
- Neglect is the main concern in 46% of child protection plans in England
- Around half of the children who suffer abuse will not tell anyone at the time it is happening

*NSPCC 2018/19*

# COVID 19 Implications

NSPCC reports that the number of adults contacting the NSPCC Helpline about parental mental health increased by 28% from the first to the third week of lockdown (April 2020)

- Lack of support for parents
- Usual monitoring of struggling families is limited
- Children's access to support and help (face to face: extended family, school, clubs, support workers, ) is restricted.
- Risk of online abuse is heightened
- Rise in reported incidents of domestic abuse

# Legislation



**Children Act 1989** Currently provides the legislative framework for child protection in England. Key principles established by the act include:

- The welfare of the child is paramount
- Taking account of wishes and feelings of the child

**Children Act 2004** after Victoria Climbié inquiry.

Section 11 places a statutory duty on key people and bodies to make arrangements to safeguard and promote the welfare of children

Working in partnership with parents

# The Children Act 1989: Defining Terms

## Section 17 Child *in Need*

Unlikely to achieve or maintain a *reasonable standard of health or development* or... health or development is likely to be significantly impaired without the provision of services by the local authority ... or s/he is disabled

## Section 47 Child *in Need of Protection*

where there is reasonable cause to suspect a child is suffering, or is likely to suffer, *significant harm* -the threshold that justifies compulsory intervention in family life in the best interests of children



# West Sussex Safeguarding Children Partnership



(Previously the Local Safeguarding Board)

3 lead agencies: the health partnership, police and local authorities to work together as joint and equal partners to shape bespoke arrangements which respond to local need.

- Coordinating our local safeguarding activity
- Being a driving force to improve local practice
- Ensuring that all agencies fulfil their safeguarding responsibilities effectively

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# Inspecting safeguarding in early years, education & skills settings



- Regular updates on safeguarding all staff at least annually
- DSL training every 2 years and refresher annually
- Internet checks by OFSTED for safeguarding issues as part of pre-inspection planning
- DSL or deputy on site all times
- Staff behaviour policy



[Education inspection framework for September 2019](#)

# The Legal Framework



- England has one of the most regulated child protection systems in the world, child deaths from abuse have reduced but currently at 50 per year
- Legislation and changes to it, often result from child deaths, such as those of Maria Colwell, Victoria Climbié and Peter Connolly
- Lauren Wright whose death led to changes to the Education Act 2002 did attend school – but no staff had received child protection training and there was no designated C P officer





# Victoria Climbié

## Died 2000, age 8



### **Climbié' Inquiry Report (2003)**

Victoria was known to;  
3 housing departments,  
4 social services departments,  
2 GPs, 2 hospitals, an NSPCC run  
family centre and 2 police child protection teams  
She had contact with a child-minder and faith based  
organisations



*CM 5730 (2003) The Victoria Climbié Inquiry. Report of an Inquiry by Lord Laming. The Stationery Office, London*

# Climbie' Inquiry Report Recommendations



**‘The extent of the failure to protect Victoria was lamentable’**

- There were failures at every level and in every organisation
- The support and protection of children cannot be achieved by a single agency, every service has to play its part
- Clear expectations on all staff that their primary responsibility is to the child

# Daniel Pelka

## Died 2012, aged 4

- SCR Key learning points
- Timely & assured responses
- Working with parents
- Focus on child
- Professional curiosity
- English as second language



# **Emerging forms of abuse that sit within the 4 main categories ( Neglect, Emotional, Sexual and Physical )**

- Honour based violence
- Forced marriage
- FGM
- Child sexual exploitation
- Radicalisation
- Discriminatory
- Self harm
- Modern Slavery
- Private fostering
- Sexting
- Domestic abuse
- Gang involvement
- County Lines
- Cuckooing
- Organisational
- Financial

Take these into consideration when discussing signs and symptoms

# Physical Abuse Definition



**May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. It also includes when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.**

**More recently physical abuse has included breast ironing.**

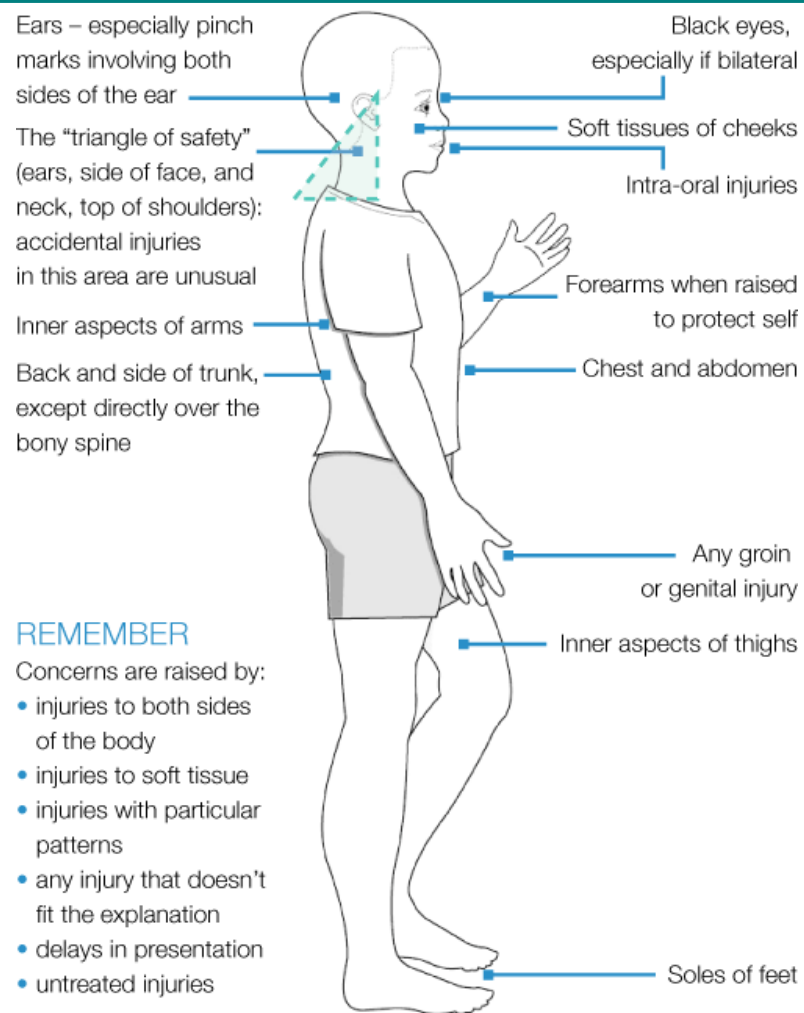
# **Physical Abuse**

## **Signs and symptoms**



**Bruises (NAI sites), finger marks, burns, cuts, bite marks, acting out with adults or other children, aggressive, withdrawn, agitated, aggressive play, drawings, flinching or other reactions, gender differences in reactions, fabricated or induced illness, bed wetting, deliberate burns**

# Non Accidental Injury (NAI)



## REMEMBER

Concerns are raised by:

- injuries to both sides of the body
- injuries to soft tissue
- injuries with particular patterns
- any injury that doesn't fit the explanation
- delays in presentation
- untreated injuries

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# Neglect Definition



Persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of the child's health or development.

- Physical neglect
- Emotional neglect
- Educational neglect
- Medical neglect



# Neglect - Signs and indicators



Pallid appearance, weight loss, frequent skin diseases such as impetigo or scabies, constantly late, constantly hungry and / or tired, smelly, lack of boundaries, very needy, lack of parental involvement, shabby or inappropriate appearance, with lots of different / inappropriate people

# Emotional Abuse

## Definition

Persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

May involve making children feel worthless, or unloved; interactions inappropriate to the child's developmental capability or overprotection. It also includes serious bullying, including cyber bullying, or the exploitation or corruption of children

# Emotional abuse – signs and symptoms



Usually based on observations over time. Includes: abnormal attachment between child and parent/carer, failure to thrive, frozen watchfulness, low self esteem, tearful, overreactions, self-harming, difficulty relating, anxious, acting out, withdrawn or verbally abusive, speech impediments or delay

# Sexual Abuse Definition



Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. Includes involvement in or exposure to pornography, sexualised language, as well as more direct forms of sexual activity.

# **Sexual Abuse**

## **Signs and indicators**

**Self-harming, low self-esteem, eating disorders, STIs, pregnancy, precocious knowledge or language, not wanting to get undressed, discharge or bleeding, wetting or soiling, bruising, sexualised play, acting out, unexplained sources of income**

# Adverse Childhood Experiences

## Adverse Childhood Experiences



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# Child Sexual Exploitation

## CSE



- Can take many forms from the seemingly 'consensual' relationship where sex is exchanged for attention / affection, accommodation or gifts, to serious organised crime and child trafficking.
- The perpetrator always holds some kind of power over the victim, increasing the dependence of the victim as the exploitative relationship develops.

Safeguarding Children and Young People from Sexual Exploitation 2009

Can affect young men and young women

Some children are particularly vulnerable;

- history of running away or of going missing from home
- those with special needs
- those in and leaving residential and foster care
- Migrant / unaccompanied asylum seeking children
- children who have disengaged from education
- children who are abusing drugs and alcohol
- those involved in gangs

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# Possible signs of Sexual Exploitation



- Going missing for periods of time or regularly returning home late
- Frequently staying out late or overnight with no explanation
- Going places that you know they can not afford
- Skipping school or being disruptive in class / getting into trouble with the police
- Suddenly acquiring expensive gifts such as mobile phones, jewellery – even drugs – and not being able to explain how they came by them
- Having mood swings and changes in temperament

# FGM

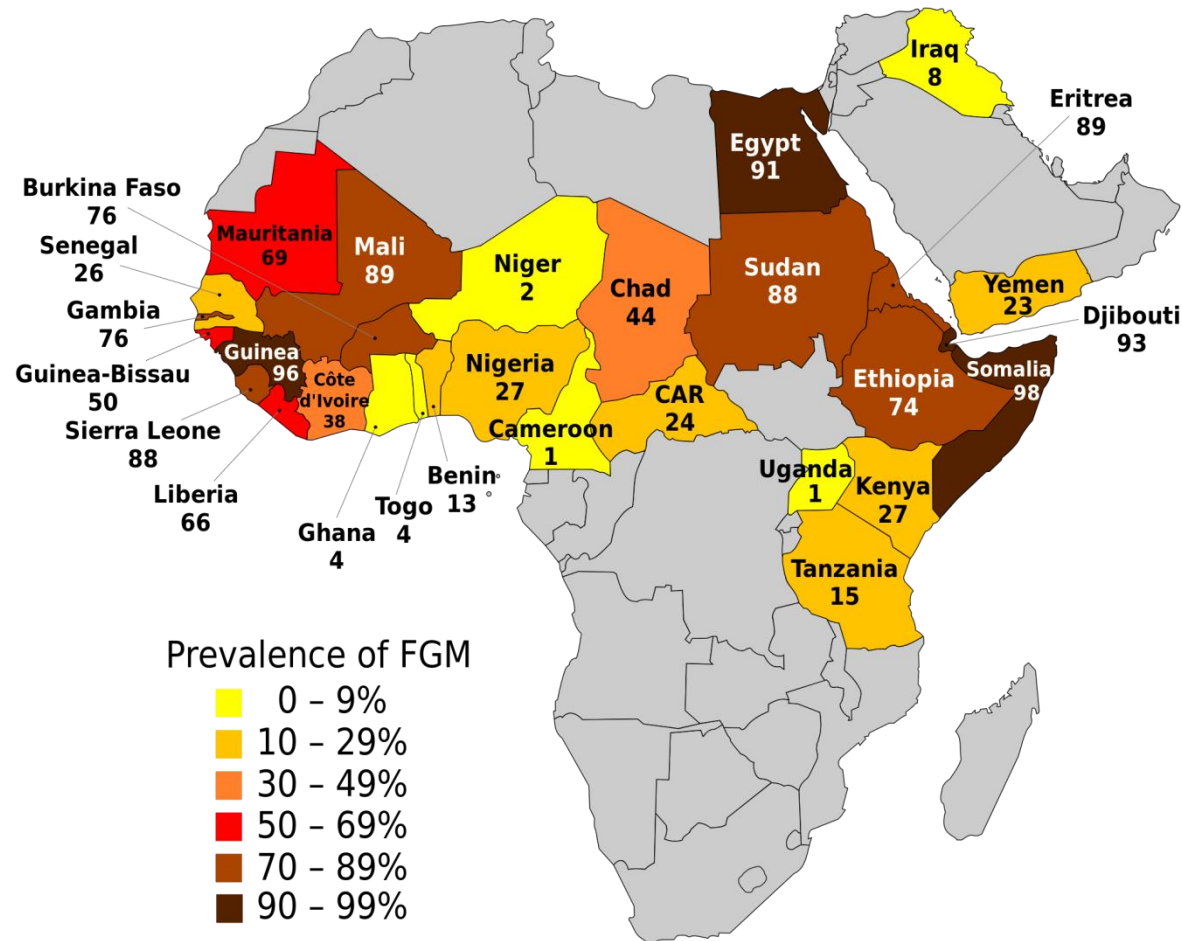
Female Genital Mutilation is also known as female circumcision, cutting or sunna.

Duty to pass any information on in relation to under 18 years.

A crime has taken place so Police need to be involved- the teacher must notify Police see Keeping Children Safe Appendix A

[Home Office FGM Resource pack](#)

# FGM Prevalence Unicef 2013



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# The Prevent Duty



From 1 July 2015 all providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have “due regard to the need to prevent people from being drawn into terrorism”

This duty is known as the Prevent duty

# Prevent Duty 2015



Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour.

Staff must take action when they observe behaviour of concern.

<https://www.elearning.prevent.homeoffice.gov.uk/>

**West sussex:** Telephone 0330 222 4223 | Mobile 0789 458 9071

email: [beverly.knight@westsussex.gov.uk](mailto:beverly.knight@westsussex.gov.uk)

# Prevent Interventions and Support



## **Sussex Police Prevent Team:**

Telephone 101 | Ext. 531355

Email: [prevent@sussex.pnn.police.uk](mailto:prevent@sussex.pnn.police.uk)

## **Local Channel Panel Chairs in Brighton & Hove**

Nahida Shaikh, Prevent Coordinator, Brighton & Hove City Council

Tel: 01273 290584 Email: [Nahida.Shaikh@brighton-hove.gcsx.gov.uk](mailto:Nahida.Shaikh@brighton-hove.gcsx.gov.uk)

**East sussex:** Kellie Clarke Tel: 01273 482777

email: [kellie.clarke@eastsussex.gov.uk](mailto:kellie.clarke@eastsussex.gov.uk);

**West sussex:** Telephone 0330 222 4223 | Mobile 0789 458 9071

email: [beverly.knight@westsussex.gov.uk](mailto:beverly.knight@westsussex.gov.uk)

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# How can we recognise if a child is in an abusive or unsafe situation?

**All abuse affects children's self-worth/esteem and anxiety levels.**

- Unexplained changes in behaviour
- Unusual responses/fears to parents/ carers/ other adults
- What they say
- The child is in pain or discomfort
- Concern about how they play and interact, what they draw/write
- Self-harm or risky behaviour



# Risk Factors: What makes groups of children more vulnerable to abuse?

## Individual Child

- The child has a disability or special educational needs
- Looked after Children/ those returning home after being in care
- Age (particularly children under 1) more than twice as likely to be registered in England than the 'all children average
- Is a young carer
- Showing signs of being drawn into anti social or criminal behaviour (eg Gang involvement)
- Frequently goes missing from care, home or school
- Risk of modern slavery / trafficking / exploitation
- Risk of being radicalised or exploited





# **Risk Factors: What makes groups of children more vulnerable to abuse? Cont'd.....**



## **Family Functioning**

- Domestic abuse
- Parents with a learning difficulty
- Parents with mental ill health
- Substance misuse
- Previous abuse in the family



# Discussion

What is your opinion?

- Smacking children
- Never being cuddled as a child
- Parents criticising their child
- Not having a safe space to play



# What affects our attitudes to abuse?



- Personal experience
- Culture – local, national, family
- Age/generation
- Previous experience of abuse
- Religion
- Work
- Media
- The Law
- Era
- Research



# Who might abuse children?



## The majority of children are abused by someone they know

- A family member
- A family friend or neighbour
- A trusted adult, such as school staff, sports' coaches, child minders

## 20% of sexual abuse is committed by strangers

The majority of child sex offenders are male, but women can be involved. Many offenders are educated, articulate and seemingly well intentioned.

## Children can also be abused by;

- Other children
- Institutions or organisations

# When to Act...

1. If a child makes a disclosure
2. If you see or hear something that concerns you (you recognise a sign or symptom)
3. If a 3<sup>rd</sup> party tells you something



# What to do if a child makes a disclosure



## DON'T:

- Promise not to tell anyone
- Ask leading questions
- Express doubt or disbelief
- Interrogate the child
- Assume someone else will deal with it
- Panic!

## DO:

- Listen and reassure
- Report your concerns to DSL
- Monitor and record
- Communicate & seek support

# Barriers to Responding



**Exercise:** What could stop these people taking action when they suspect a child might be being abused?

Family members and close family friends

Neighbours

Children/young people:

Workers (including all staff and volunteers)



# What might stop children telling?

- Often don't realise what's happening is 'wrong'
- Accept abuse as part of life
- Confuse sexual abuse with love, or fun and games
- Dependant on adults / disempowered
- Threatened by adults to keep quiet
- Developing sense of self
- Communication and language
- Can be clumsy/ fall over/ bruise making it difficult to spot physical signs – look for irregularities in explanations and hiding marks





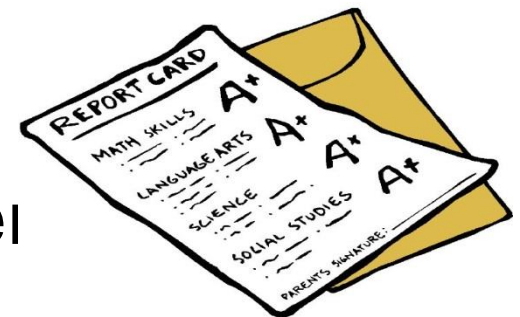
# If you see or hear something that concerns you – The 5 R's

- **RECOGNISE** – Be aware and don't ignore it
- **RESPOND** - Act quickly if you are worried about a child's safety
- **REPORT** - Speak to your DS Lead as soon as you can
- **RECORD** – Make a note of what was said, what you saw, complete a welfare concern form
- **REFER** – Pass on concerns to relevant agencies

# Recording Information



- Follow your organisation's child protection procedure
- Record your concern on the appropriate form
- Include the child's name, age, ethnicity and any disability or special educational needs
- Include dates, times, what you have observed, what the child has said to you and what you have said or done
- Give the form to your DSL or another member of staff



# Information Sharing



Where a child is considered to be 'in need' **consent** is required from the family for an assessment to be undertaken.



Where a child is considered to be **suffering or likely to suffer 'significant harm'** consent is not required, although wherever possible, unless this would pose a further risk to the child, **parents should be informed.**

The requirements of safeguarding override the constraints of **consent and confidentiality**

*Any Information shared should be appropriate, relevant, accurate and only shared with necessary people*

# Useful numbers: West Sussex



**Multi Agency Safeguarding Hub (MASH)**  
**01403 229900**

[email MASH@WestSussex.gov.uk](mailto:MASH@WestSussex.gov.uk)

**West Sussex Safeguarding Children  
Partnership**  
**0330 222 7799**

Email: [lscp@westsussex.gov.uk](mailto:lscp@westsussex.gov.uk)

# The referral process

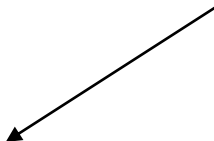
**Child case is referred to Children's Social Care - Feedback to referrer**



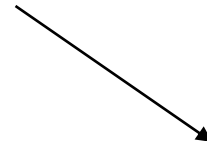
**Social worker and manager decide on course of action within 1 working day**



**Assessment required under Section 17 or Section 47 of Children Act**



***CHILD IN NEED* (S17)**



**Significant harm or concerns  
about child's immediate safety (S47)**



**NFA / onward referral / early help hub**

# Keeping yourself safe



Be vigilant, take care over your behaviour and the behaviour of others

Pay attention to:

- Professional boundaries
- Behaviour appropriate to context
- Perceptions of the child and others
- Safe environments
- Know who your network of support are



# Whistle blowing (Public Interest Disclosure)

When does it apply? - when you reasonably believe you have information which tends to show malpractice such as;

- Breach of legal obligation
- Criminal offence
- Breach of health and safety
- Environmental damage
- Miscarriage of justice



# The Local Authority Designated Officer (LADO)



- Supports organisations when an allegation is made and
- provides advice and guidance
- Works with the Police, Social Care Teams, regulatory bodies such as Ofsted
- Ensures a consistent, fair and thorough process for both child and adult.

**West Sussex: Miriam Williams & Donna Tomlinson**

**0330 222 6450 Email [LADO@WestSussex.gov.uk](mailto:LADO@WestSussex.gov.uk)**

East Sussex: Amanda Glover 07825 782793

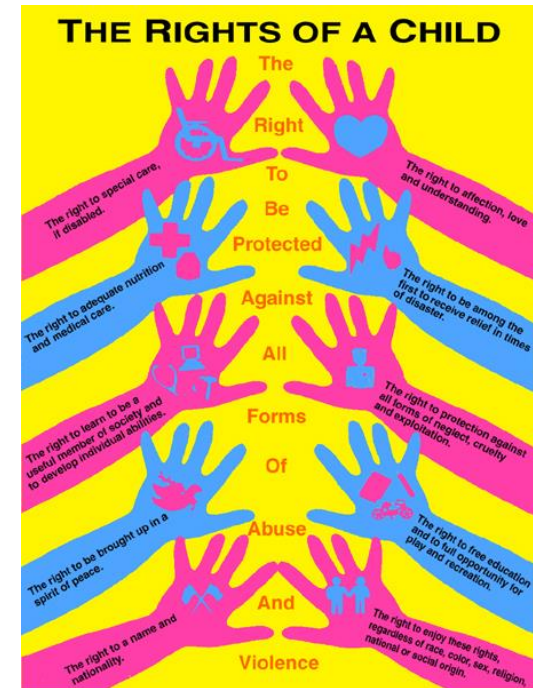
Brighton & Hove Darrel Clews: 01273 295643

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# To sum up

- Listen to what children are telling you by their words and their actions, and put children's needs first
- Be willing to consider the unthinkable
- Trust your instincts
- Don't be afraid to seek guidance and clarification
- Know who your safe networks are
- Don't fear the system and procedures
- If in doubt check it out!



## Safeguarding is Everyone's Responsibility

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# We can also help you with:



## **Additional training in...**

- Protective Behaviours
- Building Emotional Resilience in Children and Young People
- Mindfulness for Practitioners
- Online Safety for Professionals, Parents or Children & Young People
- Safeguarding Lead Training
- Effective Supervision of Staff
- Safeguarding Policies
- Safeguarding Young Adults
- Resilient Staff: Wellbeing at Work

## **Support for...**

- DBS Checks
- Self Assessment

## **Help for children, young people & families...**

- Anti-bullying
- Peer Mentoring
- Assertiveness
- Personal Safety
- Transition (Y6 – Y7)
- Feeling Good, Feeling Safe

**To receive more information on any of the above please complete the participant contact form at the end of the session**

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# Useful links

- <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- PREVENT DUTY
- <https://www.gov.uk/government/publications/prevent-duty-guidance>  
page 10
- <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- FGM
- <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm>
- [Education inspection framework for September 2019](#)
- [Keeping Children Safe in Education 2019](#)

# Let children know you're listening

Last updated: 08 Jul 2019

Topics: Safeguarding and child protection

## Resources

### Research

## Helping adults respond to children disclosing abuse

We've created evidence-informed resources to help adults ensure children always feel listened to.

Watch our animation on responding to a child's disclosure of abuse



## Download

Download the poster in English (PDF)

Download the posters in English and Welsh (PDF)

Download the briefing in English (PDF)

Download the briefing in Welsh (PDF)

**Find related research and resources**

## Recognising and responding

### LINK

<https://www.youtube.com/watch?v=bvJ5uBIGYgE>