

# SAFEGUARDING TRAINING

Understand how child carers must support the safeguarding of children in their care



# Learning Outcomes:

- An overview of different types of abuse and neglect
- Recognise where there might be cause for concern regarding a child's wellbeing and/or safety.
- Be aware of your safeguarding duties



There may be some information shared, or topics discussed, that cause you to feel uncomfortable, feel free to take a break if you need to.



HM Government

## Working Together to Safeguard Children

A guide to inter-agency working to safeguard and promote the welfare of children

July 2018



## What to do if you're worried a child is being abused


A guide for practitioners

March 2016

Statutory guidance

## Revised Prevent duty guidance: for England and Wales

Updated 10 April 2019



Safeguarding and promoting the welfare of children includes:

**Safeguarding is everybody's responsibility**

- Protecting children from maltreatment
- Preventing impairment to children's mental and physical health or development
- Ensuring children are growing up in circumstances consistent with safe and effective care
- Taking action to enable all children to have the best outcomes

## ACTIVITY

- What activities do you complete in your setting to safeguard children?





## EYFS states you have a responsibility to meet the following:

Implement, a policy and procedures to safeguard children, (3.4)

there must be a designated person to take lead responsibility for safeguarding. Childminders must take the lead responsibility (paragraph 3.5)

All childcare professionals must have training which enables them to identify, understand and respond appropriately to signs of possible abuse and neglect (3.6)

Providers must have regard to the government's statutory guidance 'Working Together to Safeguard Children' and to the 'Prevent duty guidance (paragraph 3.7);

Registered providers must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). (3.8)



# Ofsted key areas of focus



whether child protection and staff behaviour policies and procedures are in place, understood and regularly reviewed

Have there been any safeguarding incidents or allegations since the last inspection, how they were responded to and how you have worked with external agencies regarding concerns

that written records are made in an appropriate and timely way and are held securely

whether child protection or safeguarding concerns are shared in a timely way with the relevant local authority, records of referrals are retained and any follow up action is taken promptly

how you identify children who may need early help, be at risk of abuse or need support with their mental health

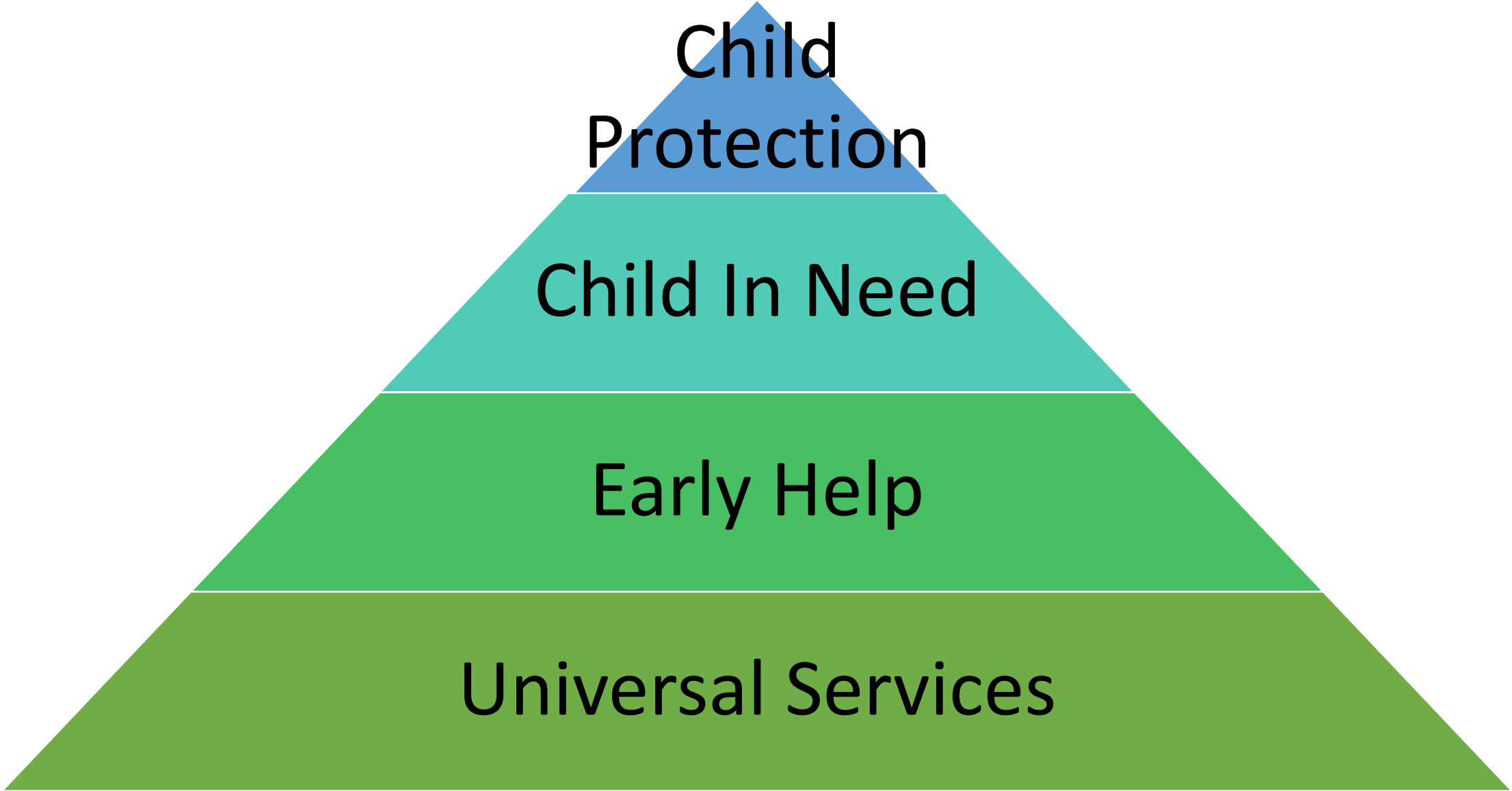


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# A Safeguarding Curriculum

- Think about the children, is safeguarding part of your curriculum. There maybe many opportunities throughout children learning to explore safeguarding issues.
- The EYFS refers to risks associated with online safety, water, fire, roads, railways and relationship (including the risks of abuse and neglect in the home as well as risks outside the home, such as sexual and/or criminal exploitation, radicalisation, bullying and children going missing)





Child  
Protection

Child In Need

Early Help

Universal Services

There was a **20%**  
**increase in babies**  
being **killed** or  
**harmed**  
during  
the first  
lockdown  
in England

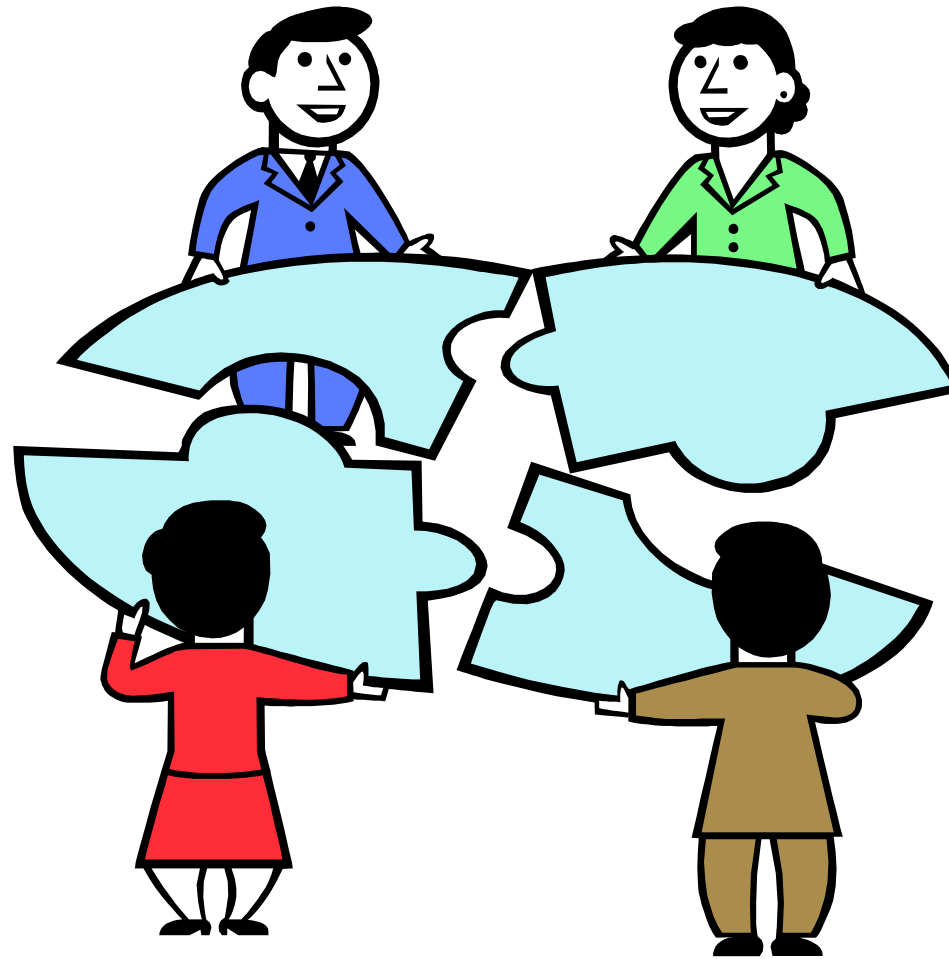




# What is child abuse ?

- The term "child abuse" is used to describe a range of ways in which a child is harmed whether by an adult or another child. The harm can be in the form of physical injury, sexual or emotional abuse or neglect.
- You do not have to diagnose child abuse - but it is your duty to share information about a worry or concern to feed into a bigger picture for assessment and be prepared to attend any meetings you maybe called to

# What are possible signs and symptoms of abuse? - Exercise







**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

Harry's mum is still in the pub. Harry is home alone. Harry is 8 years old.

Neglect Matters

Contact the NSPCC helpline **NOW... 0808 800 5000** #NeglectMatters

Photography by Tom Hall. The children pictured are models.



Can you think of some  
signs & indicators of  
neglect?





# Physical Abuse

Is 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 or carer fabricates the symptoms of, or deliberately induces, illness in a child.

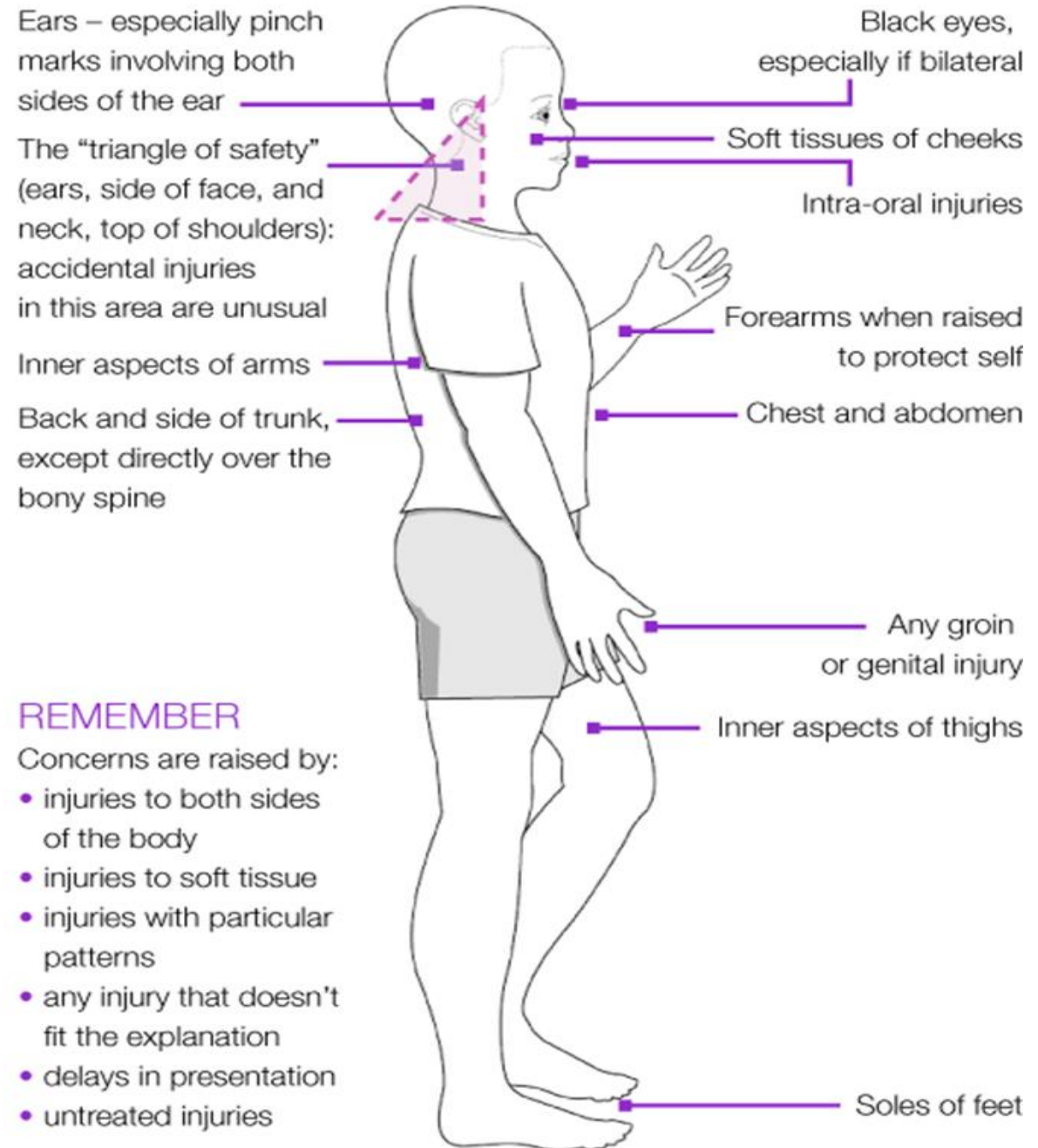


Can you think  
of some signs  
& indicators  
of Physical  
Abuse?



# Signs & Indicators of Physical abuse

- Any injury with no valid explanation
- Serious injuries that haven't been seen by a GP or hospital
- Injuries on parts of the body not normally at risk in general games and play
- Facial injuries are always a cause for concern and should be questioned
- Jumpiness, edginess, or being generally fearful
- Very afraid of getting into trouble
- Overly eager to please





# Sexual Abuse

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.

- Sexual Abuse includes both physical contact and non-contact behaviours, for example showing a child sexual images or grooming
- It can occur online, online grooming can facilitate 'real world' offences
- Women can commit sexual offences
- Children can be sexually abused by other children





Can you think of  
some signs &  
indicators of  
Sexual Abuse?



# Signs and Indicators

Changes in behaviour – a child may start being aggressive, withdrawn, clingy, have difficulties sleeping or start wetting the bed.

Avoiding the abuser – the child may dislike or seem afraid of a particular person and try to avoid spending time alone with them.

Sexually inappropriate behaviour – children who have been abused may behave in sexually inappropriate ways or use sexually explicit language.

Physical problems – the child may develop health problems, including soreness in the genital and anal areas or sexually transmitted infections, or they may become pregnant.

Problems at school – an abused child may have difficulty concentrating and learning, and their grades may start to drop.

Giving clues – children may also drop hints and clues that the abuse is happening without revealing it outright.



# Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

Making a child feel they are worthless, unloved, inadequate or only have value insofar as they meet the needs of another



Seeing or hearing the ill-treatment of another

Serious bullying, including cyber bullying

Making fun of them, or silencing their views

Having unrealistic expectations

Causing them to feel frightened, or in danger

Exploiting or corrupting them





Can you think of some signs & indicators of Emotional Abuse?

# Domestic Abuse

Domestic abuse is defined as: any incident, or pattern of incidents, of: controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

- 1:4 Women experience domestic abuse
- 1:6 Men experience domestic abuse
- In the UK 2 women are killed every week due to domestic abuse



# Domestic Abuse

Withdrawn and  
isolated

Night terrors

Fearful of  
going home

Lack of  
attention in the  
nursery

angry and  
aggressive

Copy the  
behaviours of  
the abuser



## Mental Health Difficulties

anxiety, hyper-vigilance, depression, flashbacks, nightmares, self injury and trouble sleeping



## Physical Symptoms

tummy/head aches, bed wetting, injuries



## Emotional Difficulties

emotional response, aggression, withdrawal, low self- esteem and self worth, 'immature' behaviour



## Social Difficulties

'Acting out,' truancy, substance misuse

**Children may also feel angry, guilty, insecure, alone, frightened, powerless or confused.**

# Harmful Practices

**Forced Marriage**

**Breast Flattening/Ironing**

**'Honour' Based Violence**

**'Child abuse linked to faith or belief**

**What is a harmful practice?**

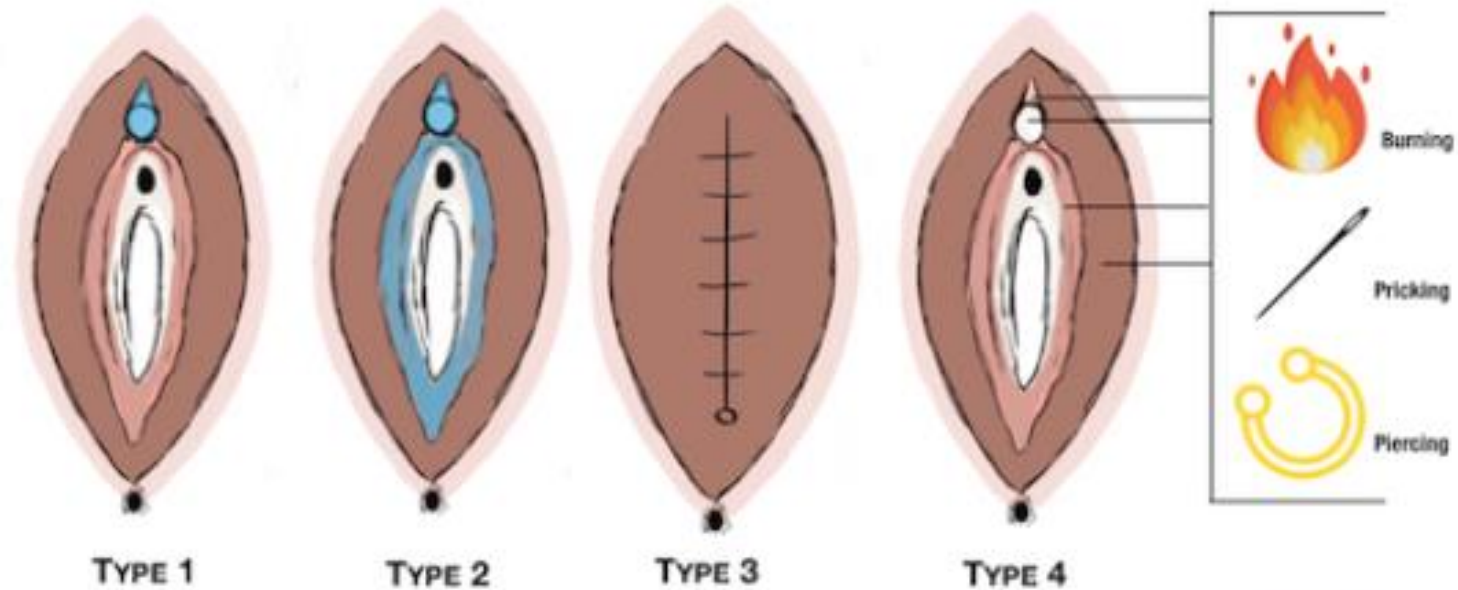
Harmful practices are persistent practices and behaviours that are grounded on discrimination on the basis of sex, gender, age and other grounds as well as multiple and/or intersecting forms of discrimination that often involve violence and cause physical and/or psychological harm or suffering.



# Female Genital Mutilation (FGM)

## Types of FGM

■ Parts removed + Stiches



It is important to build a picture of the risk – a girl travelling to a country of prevalence alone is not an indication of FGM and does not warrant a referral to children’s social care.

- Possible signs

 **Possible signs for teachers to look out for that indicate a girl may be at risk of FGM...**

<p>The parents are being <b>evasive</b> about why/where/who the girl is going on holiday with.</p>	<p>The girl has been asked to keep the holiday a <b>secret</b> by her parents.</p>	<p>The girl mentions she is attending a <b>special ceremony</b> or “going to become a woman”.</p>
		

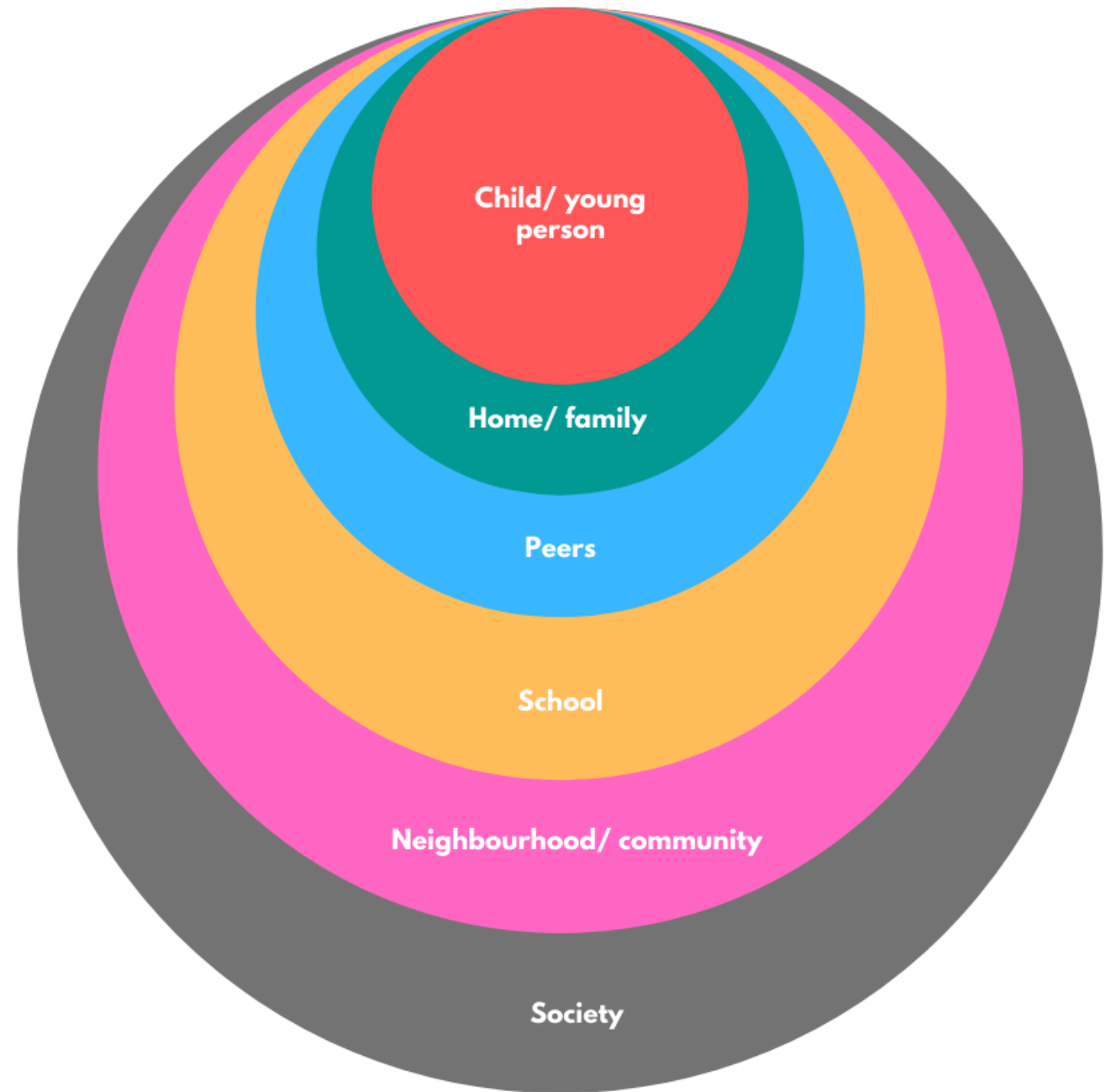
If you are concerned a girl is at risk follow your normal safeguarding procedures. If the girl is in immediate risk (i.e leaving the country in the next 24hrs) please alert the police.

For more information on affected communities head to <http://nationalfgmcentre.org.uk/world-fgm-prevalence-map/>

Other  
Safeguarding  
Issues/Concerns

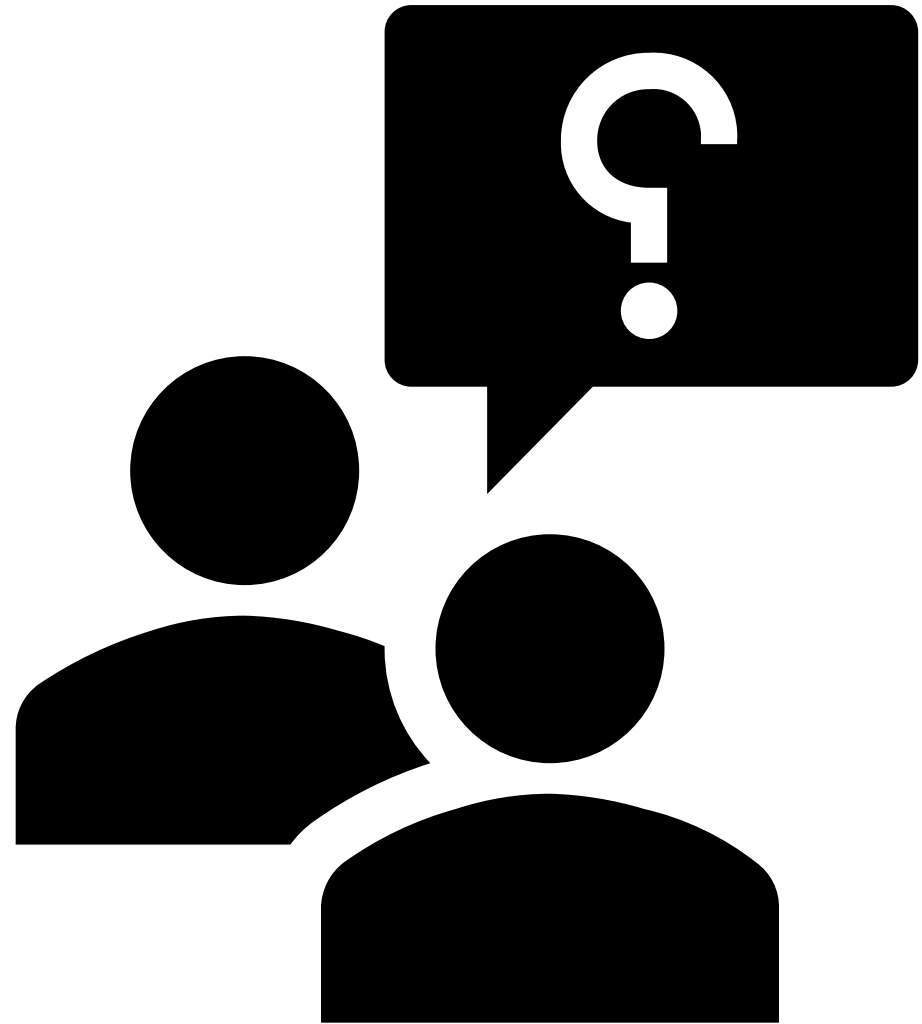
# Contextual Safeguarding

- Young people experience harm beyond their families
- Parents have little influence over these wider contexts
- Schools need to consider risks outside of immediate family context
- Settings need to consider the location and culture of their school and identify any risks young people may be exposed to



What do the  
acronyms stand for?

- A. CSE
- B. CCE





**Can you help?**

**#KnowTheSigns #CountyLines**

- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- County Lines
- Youth Violence



Axis




# Child Criminal Exploitation

## COUNTY LINES



A drug distribution system in which criminal networks exploit thousands of children and vulnerable adults to funnel hard drugs from cities to towns and rural regions across the country, often using the public transport network to move their illicit wares. The youngsters transporting the drugs are recruited by ruthless criminal organisations, who target them with a mixture of financial rewards and threats, often finding recruits outside schools or the pupil referral units.



A child is a **CHILD**,  
not a criminal

Can you think  
of some signs  
& indicators  
of CSE, CCE,  
county lines &  
Serious Youth  
Violence?



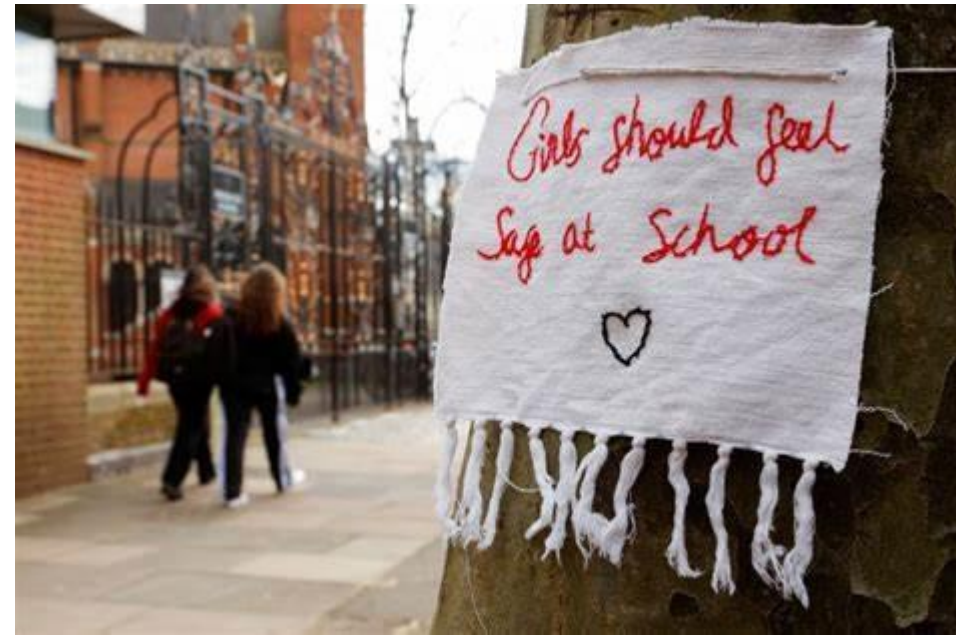
DIDN'T KNOW  
THAT YOUNG PEOPLE  
COULD BE ABUSERS.



- Sexual Violence/Harassment
- Up-skirting
- Sexting
- Hazing

## Peer on Peer/ Child on Child Abuse

- Bullying (including cyber-bullying)
- Physical Abuse
- Abuse within intimate partner relationships

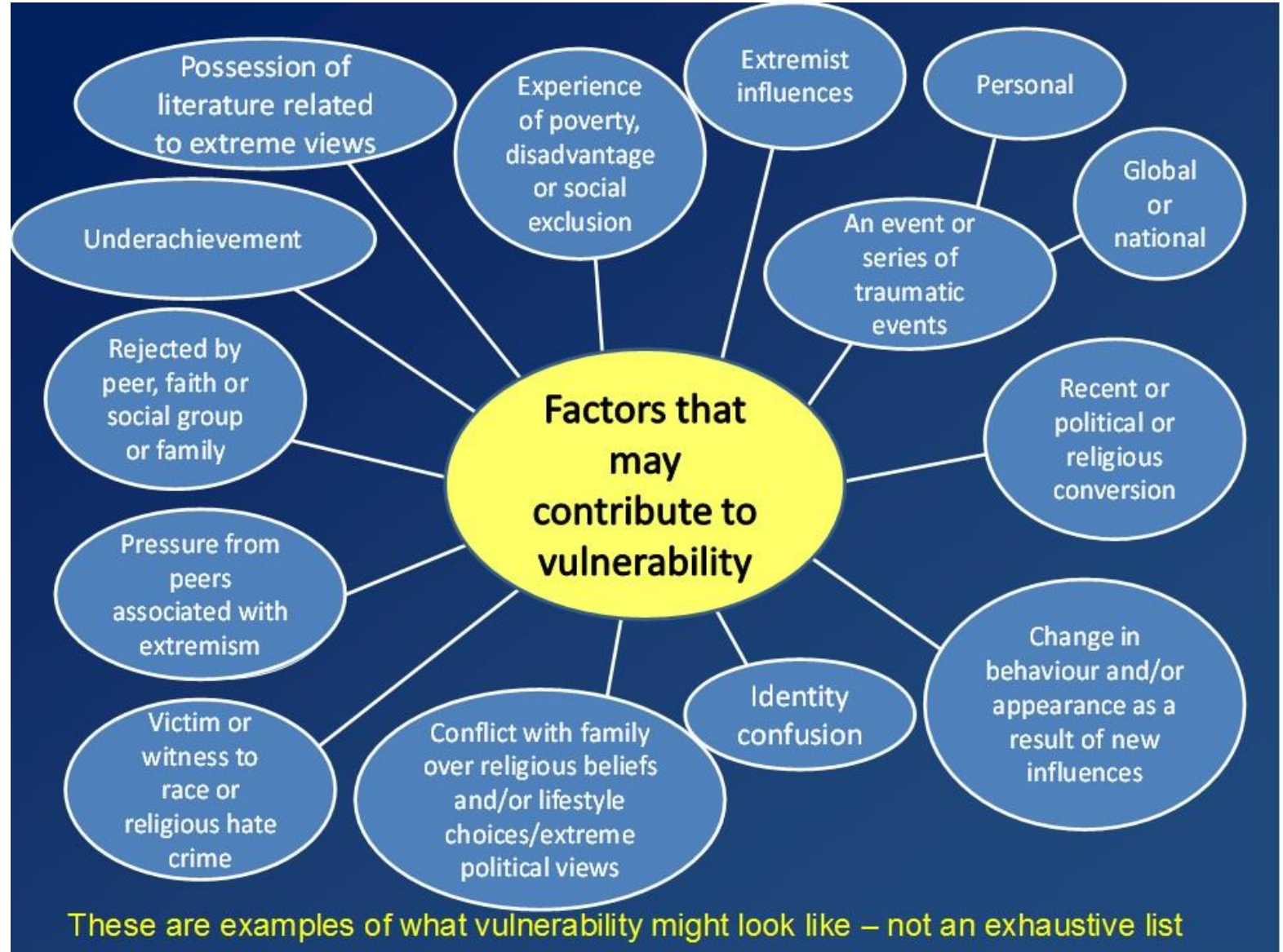


# Radicalisation/Extremism

The Prevent Duty Guidance places a duty on schools, and child care providers, to have 'due regard to the need to prevent people from being drawn into terrorism'.

Radicalisation is usually a process not an event.

**All school staff** should complete the Home Office e learning module: Introduction to Prevent. Senior Leaders and DSLs should complete the additional module around making referrals.



# Here are some potential signs of radicalisation in children:

- Drawings or mark making showing extremist symbols etc. Acting out in the home corner
- Change in their friendship groups
- Family breakups
- Feeling isolated
- Children already in the care system
- Using negative derogatory names for children linked to their skin colour or racial group
- Exposed to too much inappropriate literature
- Aggressive and/or violent behavior outburst
- Travel



14

18

28

88

318



# Online Safety

## What are the risks?

- **Grooming**
- **Cyber-bulling**
- **Radicalisation**
- **Sexual Image sharing/Sexting**
- **Exploitation**
- **Emotional abuse**
- **Exposure to adult/ inappropriate material**





# Keeping children safe on line

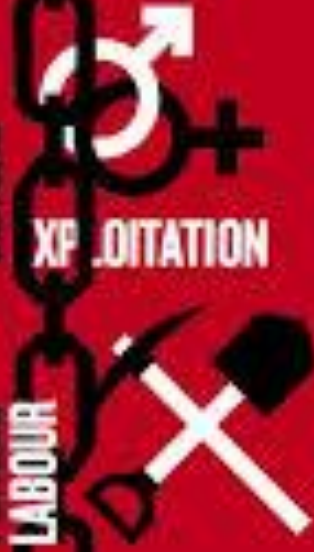
- **You play an essential role in helping young children learn the foundations of safe online behaviour.** Even if children don't have access to technology within your setting, they will may be using it at home, with their friends or in other public spaces. Children are naturally curious in understanding the world we live in; it is our responsibility to enable them to do so, including helping them to recognise the value of technology and use it safely. Role modelling safe use of the internet should become part of our everyday practice.
- Online safety is also highlighted within the Early Years Foundation Stage (EYFS) and Early Years Inspection Handbook.
- Early Years settings are increasingly using devices, such as tablets, directly with children. This can be a great way of role modelling positive use of technology; however, if the activity isn't suitably planned it can cause issues.

# MODERN SLAVERY INCLUDES:

SEXUAL

EXPLOITATION

FORCED  
LABOUR



CRIMINAL

EXPLOITATION



DOMESTIC  
SERVITUDE



# Young Carers

- A young carer is a person under 18 who provides or intends to provide unpaid care for another person of any age,
- If a local authority considers that a young carer may have support needs, or a parent/young carer requests assessment, it must carry out an assessment that considers the needs of the whole family
- The assessment must consider whether the caring task is appropriate or excessive

# Private Fostering

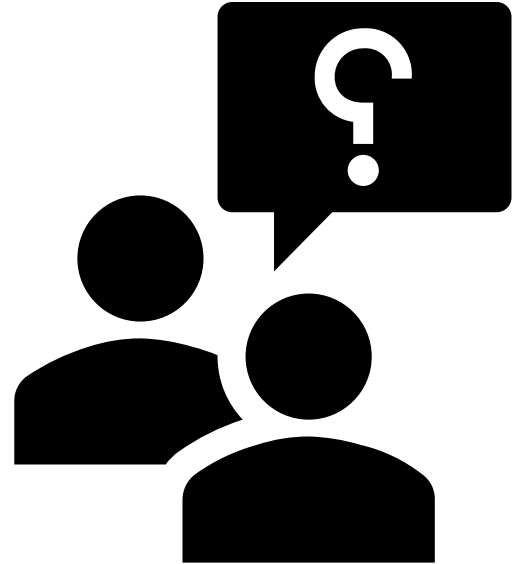
A private fostering arrangement is:

- an arrangement between families or households, without the involvement of a local authority,
- for the care of a child under the age of 16 (under 18 if disabled)
- by someone other than a parent or immediate family member
- for 28 days or more.





**What do you think  
might be barriers to  
children disclosing  
abuse?**



# Leading questions

Child/young person's statement	Leading question	Open question
I don't like my uncle looking after me.	Does he make you afraid?	How does he make you feel?
I don't want to work, my hand hurts.	Is that a cigarette burn on your hand? Did mum or dad do that to you?	Your hand looks sore: how did it happen?
I'm scared to go on the camp with my class.	Has someone in the class been hurting you?	What's making you feel scared?
He filmed us doing it	Your boyfriend filmed you having sex?	What did he film you doing? Who was it?

Use the child's words to check understanding

And then what happened?

tell me more  
.....

Mmm  
..  
hmm  
mm



T

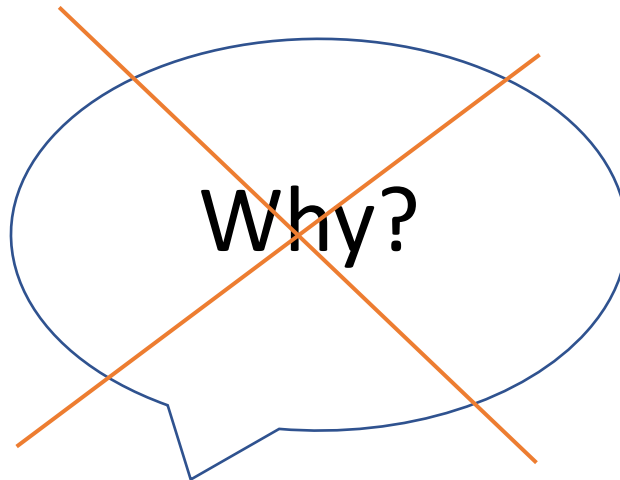
Tell

E

Explain

D

Describe



Use child's words to check understanding



I'm scared going to grandads



What's making you scared?

# Managing disclosures The 5 R's



# Records should be:

- Accurate
- Based on fact
- Record what the child actually said
- Jargon free
- Abbreviation free
- Inclusive of relevant information
- Write in permanent ink (Not pencil)
- Sign, Date, Time and print your full name
- Your current position within the Company
- Don't cross out mistakes, put a line through and correct it.

# When NOT to talk to parents first.

Always call mash for advice if:

- There is suspected sexual abuse
- There is a concern that parents could destroy evidence or hinder police investigation
- It is possible the parents could put pressure on the child to be silent
- There is a physical injury and the parent is named as the abuser

Do not put a child, or yourself, at risk.





# At a glance reminders (All Safeguarding concerns)

Always remember the child and look beyond their behaviour and consider why they are behaving like this.

Always listen to what the child is telling you.

Make a record of what the child has said (as soon as possible)

Don't dismiss what a child tells you.

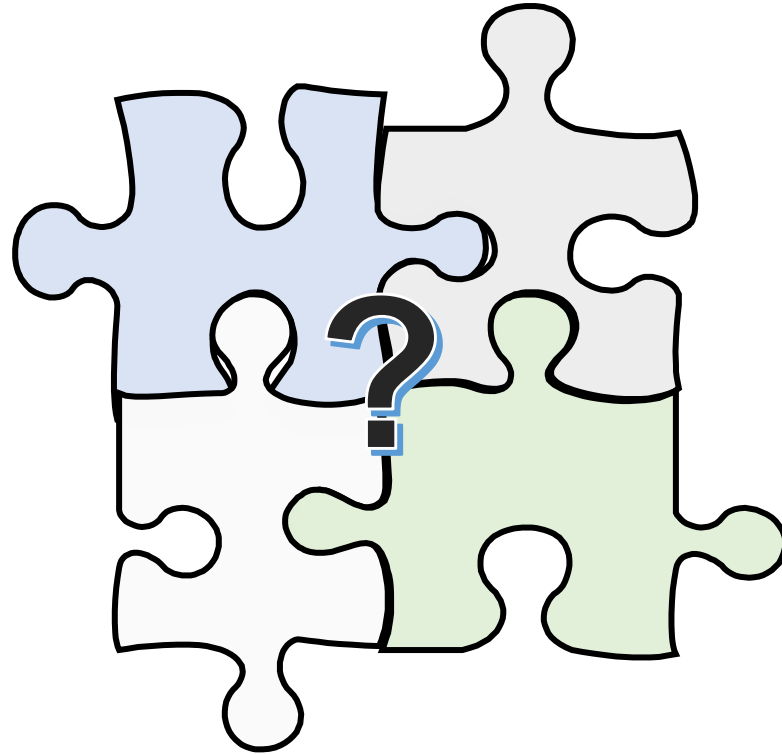
Be professionally curious if the situation doesn't look or feel right to you then it probably isn't right.

If in doubt always seek advice and support.

Always share with your manager if you have a concern regarding a colleague's behaviour towards a child.

# Sharing Information

Key worker notices  
young persons is  
withdrawn

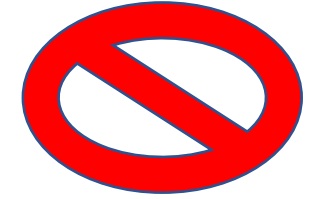


Parent of another child  
tells you they saw both  
parents  
fighting/swearing  
outside

Lunch Supervisor  
overhears the child  
talking to friends  
about daddy hitting  
mummy

Manager notices  
a sudden  
increase in  
lateness to  
nursery

What do you do to  
keep yourself safe  
as a professional?



Allowing a child to be treated badly or pretending not to know what's happening

Gossiping or sharing information inappropriately

Showing inappropriate discriminatory behaviour or using inappropriate language

Not treating children fairly-showing favouritism to a child

Showing a lack of understanding about personal and professional boundaries

Using their position of trust to intimidate, threaten, coerce or undermine

Having secrets with a child or encouraging the child not to share information about activities with others

Finding opportunities to be alone with a child

## RED FLAG BEHAVIOURS

# Managing allegations: we all have a responsibility to report

Where it is alleged that a member of staff has:

- Behaved in a way that has harmed a child, or may have harmed a child;
  - Possibly committed a criminal offence against or related to a child;
  - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
  - Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- 
- The DSL/Manager will contact the Local Authority Designated Officer (LADO) who has overall responsibility for oversight of the procedures for dealing with allegations.
- 
- The LADO will provide advice and guidance, in addition to liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process.



# What does it mean to work in a position of trust and a notifiable profession?

- Make sure you know the policy for dealing with allegations made against staff or volunteers who work with children. Know your obligations if someone brings an allegation to you about a colleague or you witness a colleague cause harm to a child
- If you break the law or get in trouble with the police especially if it is in relation to harming, or being at risk of harming, children then your employer will be informed and this will be also referred to the LADO by the police and your employer. If you do break the law - make sure you tell your employer first.
- If your family experiences DA and Children Services become involved to safeguard the children this could meet the threshold to also be reported to the LADO. (Not in every case)
- If your own children are made subject to a child protection plan - you must inform your employer

# Local Authority Designated Officer

- Every Local Authority has a designated team/officer that deals specifically with allegations made against members of the children's workforce, whether they are staff or volunteers.
- Allegations against members of the children's workforce, in a paid or volunteering capacity, must be taken seriously
- Any concerns you have about a colleagues' conduct must be reported to the LADO.



How do you look after yourselves!!!  
*"It is okay to think about yourself for a little bit. If we are feeling good about ourselves then we are better equipped to help others."*



**Eat well**



**Sleep well**



**Spend time outside**



**Be kind to yourself**



**Do something that makes you happy**




**Experience some silence**



**Be thankful at the end of the day**

## Key messages for all staff

- **REMEMBER 'it could happen here'**
- **Always act in the best interest of the child**

The background of the slide features two hands held up, palms facing forward. The words 'STOP IT' are written in blue marker on the palms of both hands. The hand on the left is partially obscured by a white circular overlay containing the title and list. The hand on the right is fully visible.

# Key Points to take away

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- **Recognise** the signs – be alert to indicators of safeguarding concerns, abuse could happen here, be curious about the child's experiences.
- **Respond** to the child if they disclose – let the child know they have been heard, and understood
- **Report** to Safeguarding Lead/ MASH – do not delay
- **Record** – Know and follow your safeguarding policy and procedure





Any  
Questions?



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# Key Contacts

## MASH/Early Help

[strongerfamilieshub@hillington.gov.uk](mailto:strongerfamilieshub@hillington.gov.uk) / 01895 556006

## Zelda Parker

Childcare Development Adviser

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## Phil Skidmore

Axis

[Axis@hillington.gov.uk](mailto:Axis@hillington.gov.uk) / 01895277 177

- National Domestic Abuse 24 hour Helpline: 0808 2000 247



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