

Governor Safeguarding Briefing

2022-2023 Academic Year



HILLINGDON
LONDON

Hannah Ives - LADO (Local Authority
Designated Officer)

Nicole Diamond - Child Protection Adviser for
schools & deputy LADO




HILLINGDON
LONDON

Learning Outcomes:

- Provide an awareness of safeguarding and different types of abuse
- Raise awareness of the statutory role of Governors & good practice in supporting schools in safeguarding
- Increase understanding about how to create a safe culture in your school



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.



Safeguarding and promoting the welfare of children includes:

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

Safeguarding is everybody's responsibility

A young child with a joyful expression is holding several red wooden blocks that spell out the word 'STATE'. The child's hands are visible on either side of the blocks. The background is a soft-focus green field. Overlaid on the image is a diagram consisting of four colored circles connected by curved lines. The circles are yellow, grey, blue, and green, each containing a different text label. The lines connecting the circles are also colored to match their respective circles.

Safe Learning Environment

Safeguarding for all Children

Educating children

Support & Early Intervention



HM Government

Working Together to Safeguard Children

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

July 2018



Department
for Education

Keeping children safe in education 2022

Statutory guidance for schools and colleges

For information

Guidance for safer working practice for those working with children and young people in education settings

May 2019



Acknowledgments: Adapted and updated by the Safer Recruitment Consortium from an original PRSC / DfE document and with thanks to CAPE (Child Protection in Education) and NAIIS (National Association of Independent, non-maintained and residential Special Schools).

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





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.



Sexual Abuse

Forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.



A poster with a light blue background featuring five white speech bubbles arranged in a descending staircase pattern. Each bubble contains a letter and a safety message. The NSPCC logo is in the bottom right corner, and the website address is at the bottom.

P RIVATES ARE PRIVATE

A LWAYS REMEMBER YOUR BODY BELONGS TO YOU

N O MEANS NO

T ALK ABOUT SECRETS THAT UPSET YOU

S PEAK UP, SOMEONE CAN HELP

NSPCC

nspcc.org.uk/underwear



A logo for 'CLICK CEOP Internet Safety'. It features a red rounded square on the left containing a white stylized figure with large eyes. To the right, the text 'CLICK CEOP' is in white on a dark blue background, and 'Internet Safety' is in black on a white background below it.

CLICK CEOP

Internet Safety

The ChildLine logo, which includes the name 'ChildLine' in a large, bold, black font inside a green speech bubble. Below it, the phone number '0800 1111' is written in black inside another green speech bubble, followed by a small icon of a telephone handset.

ChildLine

0800 1111

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

Types of Abuse

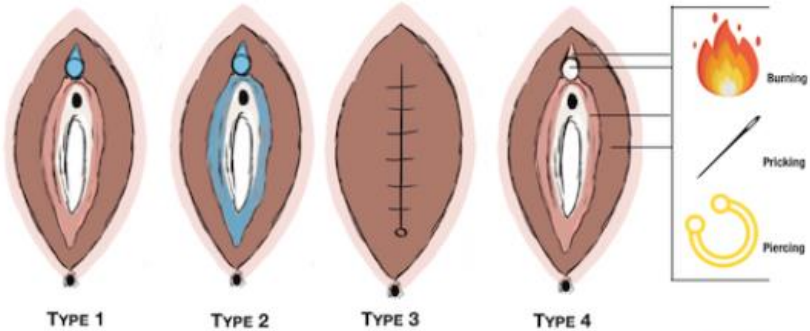
Harmful Practices

Domestic Abuse



Types of FGM

■ Parts removed + Stitches



Believe in children
Barnardo's

Funded by
Department
for Education

Local
Government
Association

NATIONAL
FGM
CENTRE
Developing excellence
in response to FGM and
other harmful practices

Forced Marriage

Breast
Flattening

Honour Based
Violence

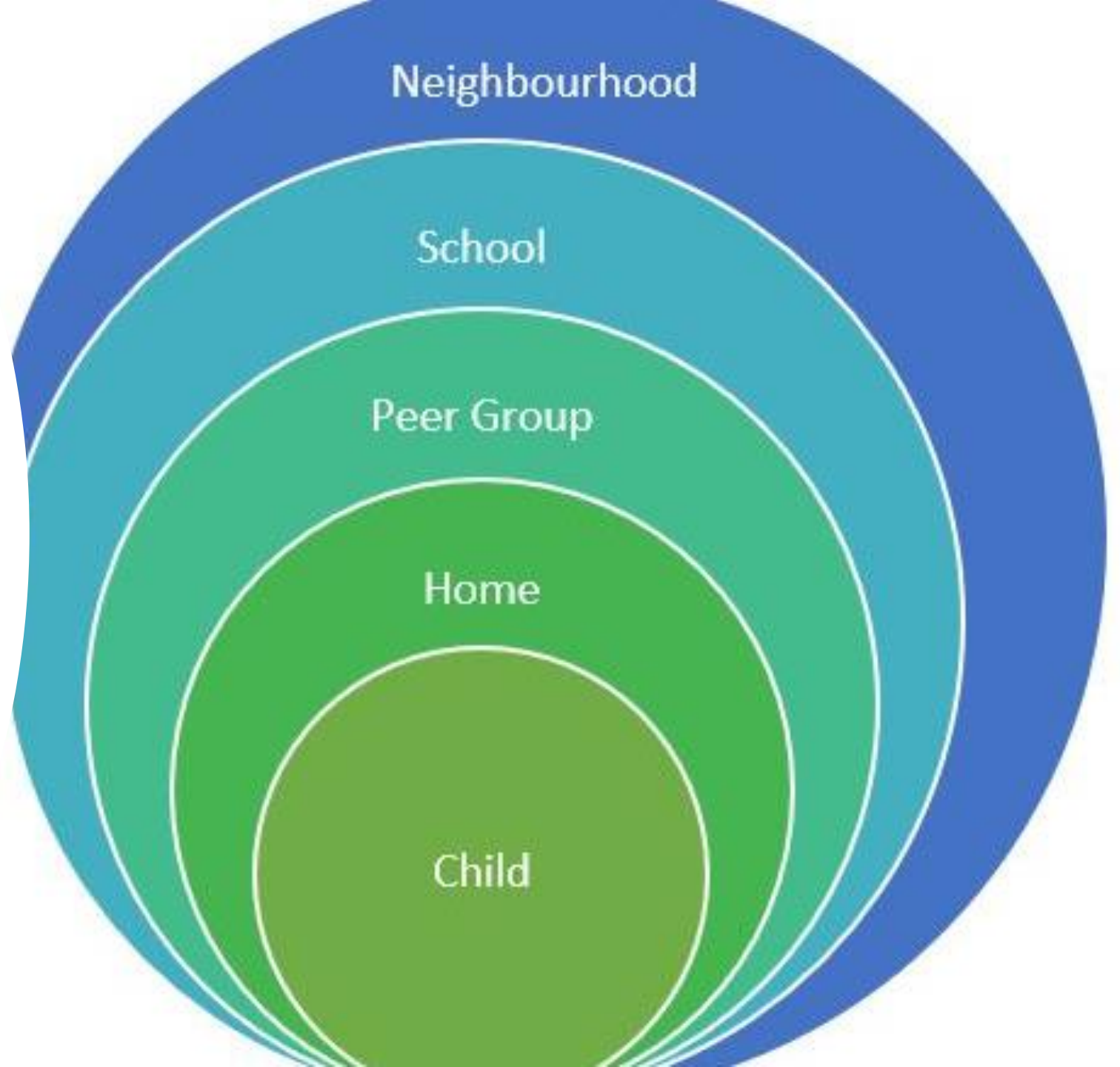
Female Genital
Mutilation

FGM Home
Office E-
learning

Mandatory
reporting

Contextual Safeguarding

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





Can you help?

#KnowTheSigns #CountyLines

- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Serious Youth Violence



Axis

A child is a child Not a criminal

What might be the reason behind the behaviour?

What are we doing to support?

How is your school trying to change the narrative?



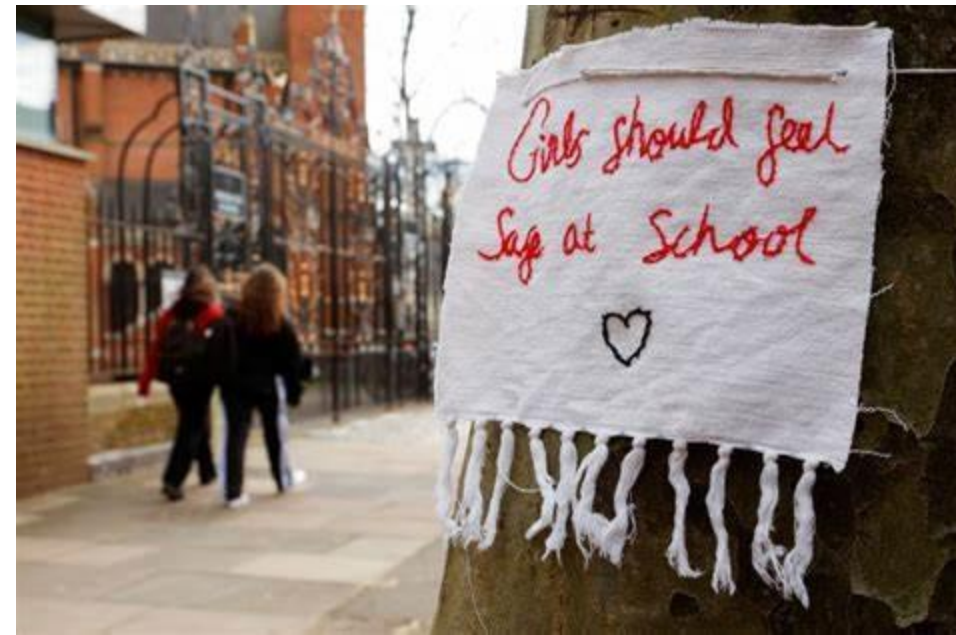
DIDN'T KNOW
THAT YOUNG PEOPLE
COULD BE ABUSERS.



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

Child on Child Abuse

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



Girls indicated that the following types of Harmful Sexual Behaviour happened 'a lot'

- sexist name-calling (92%)
- rumours about their sexual activity (81%)
- unwanted or inappropriate comments of a sexual nature (80%)
- being sent pictures or videos they did not want to see (88%)
- being put under pressure to provide sexual images of themselves (80%)
- having pictures or videos that they sent being shared more widely without their knowledge or consent (73%)
- being photographed or videoed without their knowledge or consent (59%)
- having pictures or videos of themselves that they did not know about being circulated (51%)
- sexual assault of any kind (79%)
- feeling pressured to do sexual things that they did not want to (68%)
- unwanted touching (64%)

Technology

Everyone's Invited: Children recount 'rape culture' experiences

By Cristina Criddle
Technology reporter

15 March



An online campaign inviting users to post anonymous testimonies of sexual assault and harassment has been growing in popularity.

The collection of more than 4,100 testimonies include accounts from girls aged as young as nine.

The youngsters have written personal accounts of "rape culture", identifying the school or university the alleged perpetrators attended.

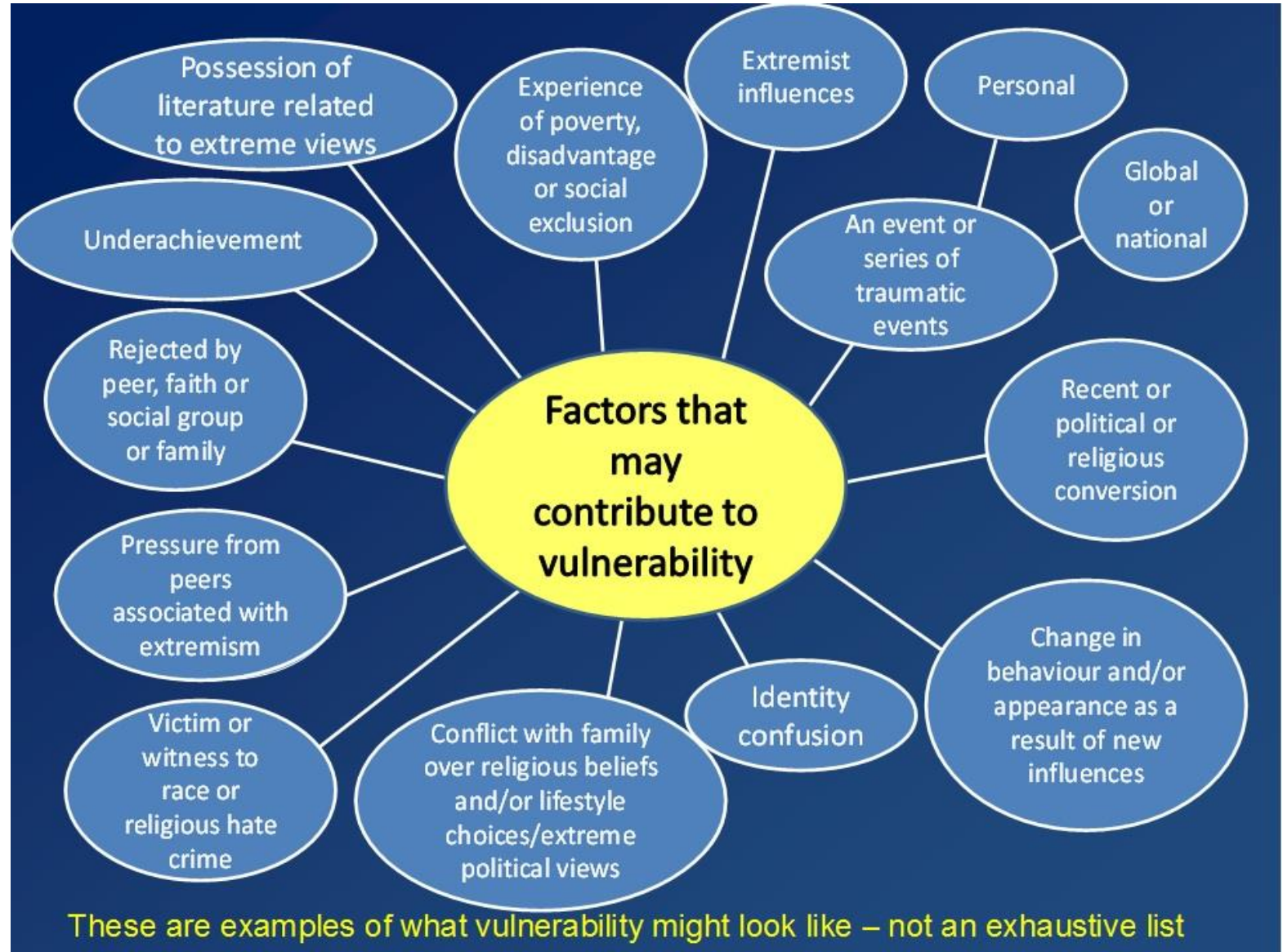
Eton, St Paul's and Latymer Upper School are among those referenced.

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



Online Safety

What are the risks?

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

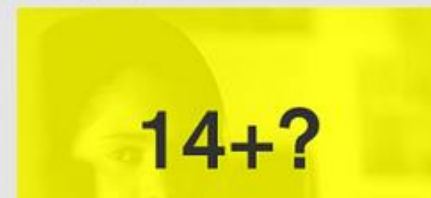


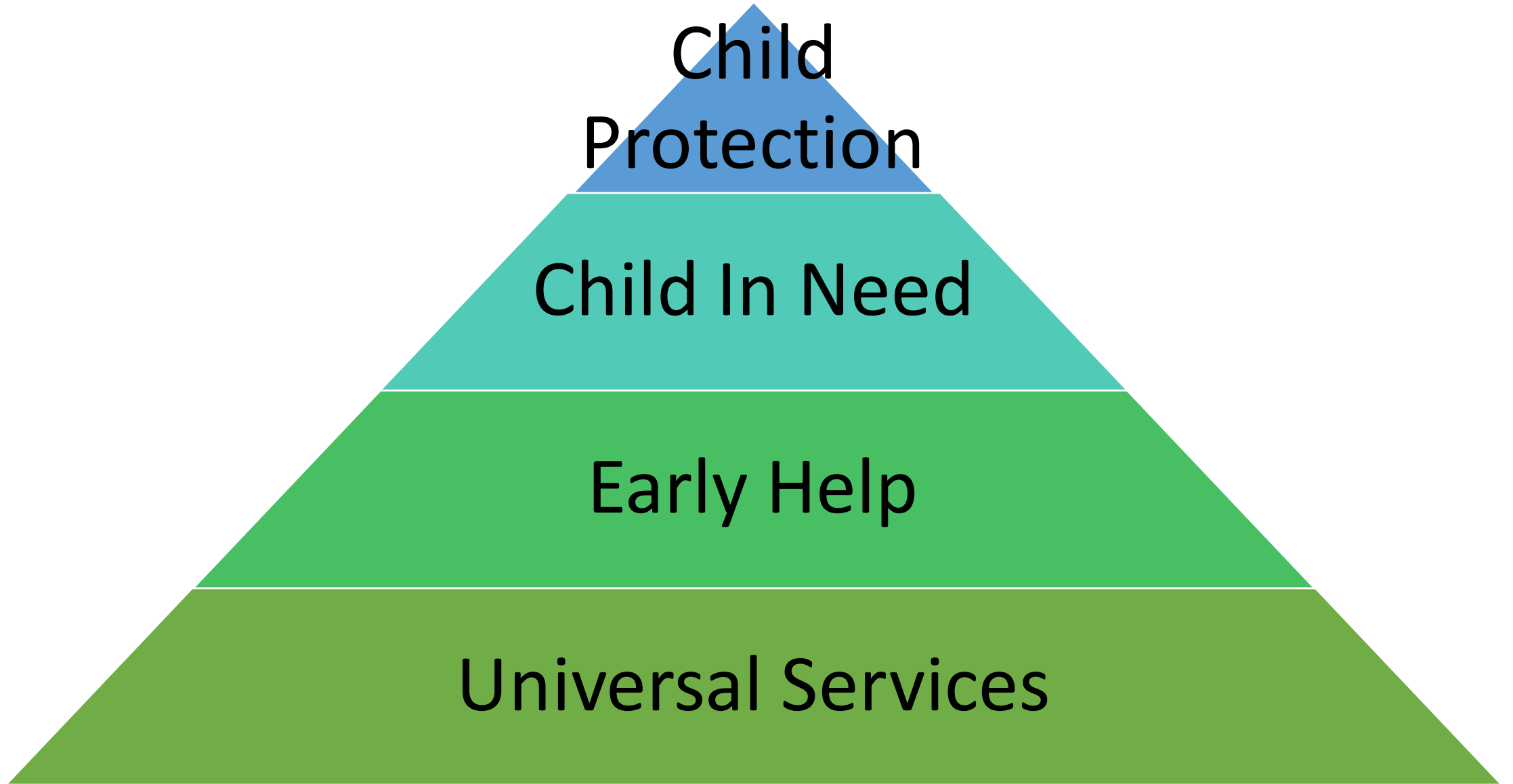
- **What can help?**
- Open and honest discussions around positives and negatives of the online world
- Use of resources (ThinkUknow) to enable children to seek help when needed
- Informing parents



Welcome to CEOP's Thinkuknow

Come in to find the latest information on the sites you like to visit, mobiles and new technology. Find out what's good, what's not and what you can do about it. If you look after young people there's an area for you too – with resources you can use in the classroom or at home. Most importantly, there's also a place which anyone can use to [report](#) if they feel uncomfortable or worried about someone they are chatting to online. All the information here is brought to you by the team at the [NCA's CEOP Command](#). We hope you like it!





Child
Protection

Child In Need

Early Help

Universal Services

Low level neglect concerns

Has a disability or additional needs

Is frequently missing / goes missing from care or home

Young Carer

Showing signs of being drawn into anti-social or criminal behaviour

Challenging family circumstances for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse

Is at risk of being radicalised or exploited

Is persistently absent from school at risk of exclusion

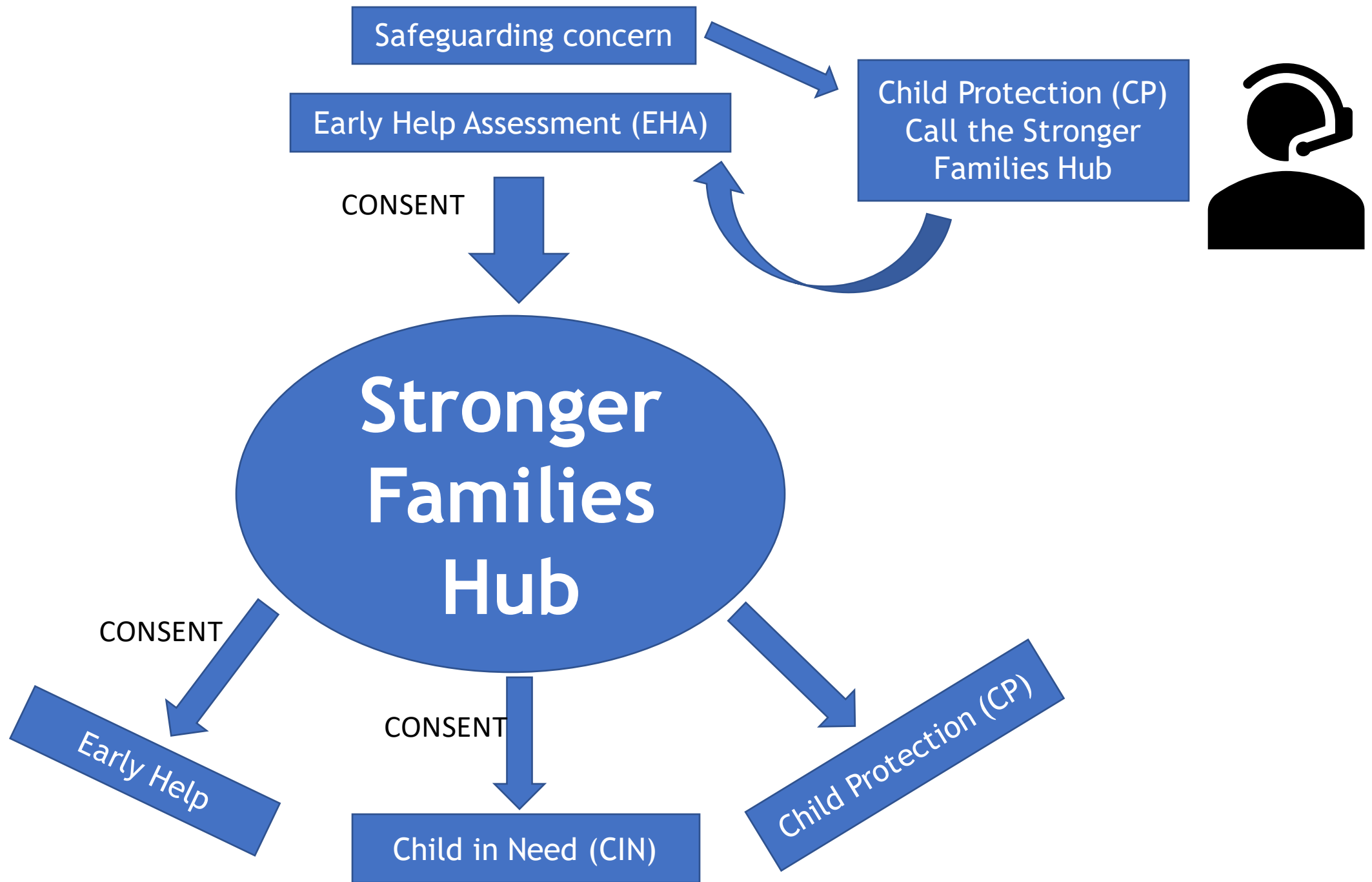
Has a mental health need

Privately fostered

Has a family member in prison or is effected by parental offending

Early Help





Governor Responsibilities

- Dedicated governor responsible for safeguarding
- Consider Deputy, any other link governors?
- Governors are responsible for ensuring your school has and implements safeguarding and child protection policies
- Annual training for staff
- All governors have safeguarding and online safety training at induction and receive regular updates
- Working with SLT to ensure the school promotes safeguarding – being a critical friend
- Being involved in the recruitment process
- Contributing to the schools annual safeguarding report

What do you consider the key elements of a child Protection/Safeguarding policy?

- Is it written in plain English and easy to understand
- Updated annually
- Is it cross referenced to other policies anti-bullying, behaviour online, whistle-blowing
- On school website
- Shows key contact, name of DSL, name of LADO
- Easy for children and parents to understand who they can speak to

Role of Safeguarding Governor & all Governors

Child Protection Policy (include child on child abuse and online safety)

Children Missing Education (CME)

Behaviour Policy (include bullying prevention)

Code of Conduct & Acceptable Use Policy

Policy for handling allegations against staff & volunteers

Role of the DSL





How well do you know your school community & local area?



CRITICS

- FIND YOUR FLAWS
- WANT TO WIN
- HOLD YOU BACK
- WILL CHANGE YOUR MOOD
- WILL MAKE YOU SWEAR

DARK CLOUD

CRITICAL FRIENDS

- SEE YOUR STRENGTHS
- WANT TO HELP
- MOVE YOU FORWARD
- CAN CHANGE YOUR MIND.
- CAN MAKE YOU SMILE

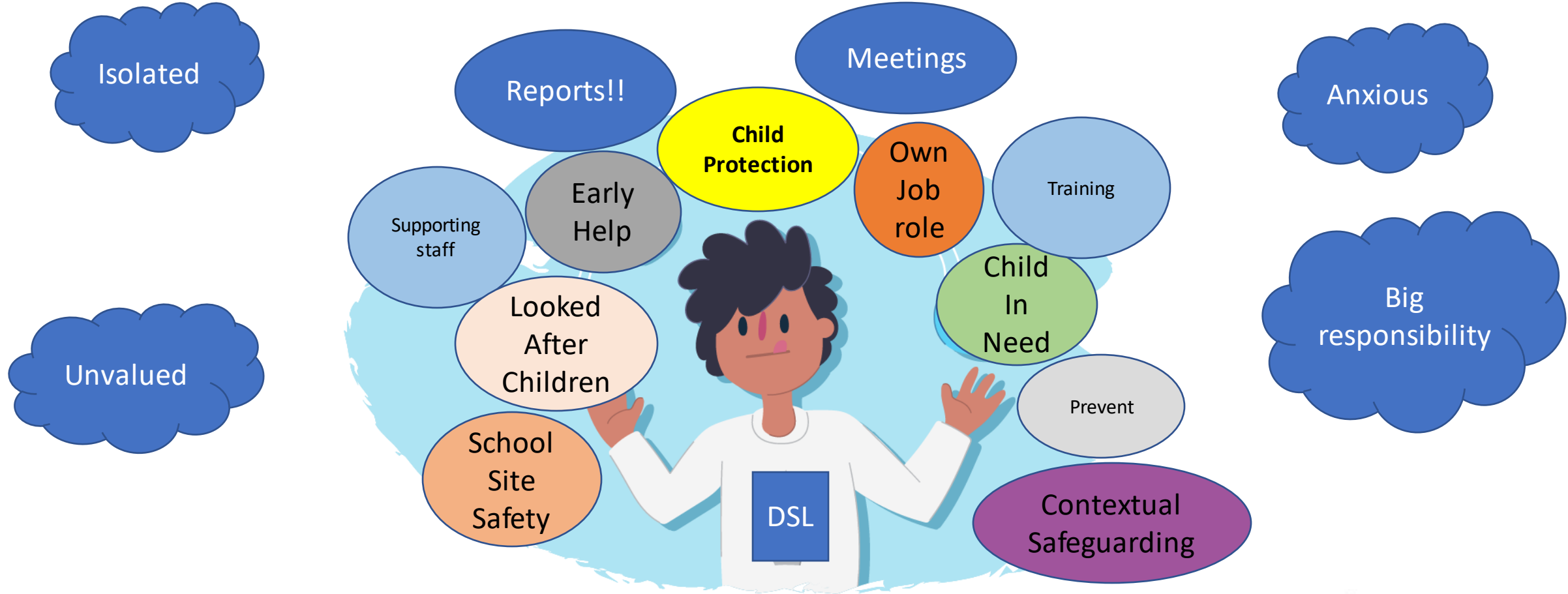
SILVER LINING

- BY: @PLUGUSIN -



- Build relationships
- Have consistent open communication including regular meetings
- Challenging in a positive and constructive way
- Respect their expertise – question and be prepared to learn
- Be prepared to have challenging conversations
- ... but also know when to support
- Plan ahead
- Understand school policies and procedures

Governors & the DSL/SIT





Team
Structure

Clear Job
Descriptions

Time &
resources to
do job

Training

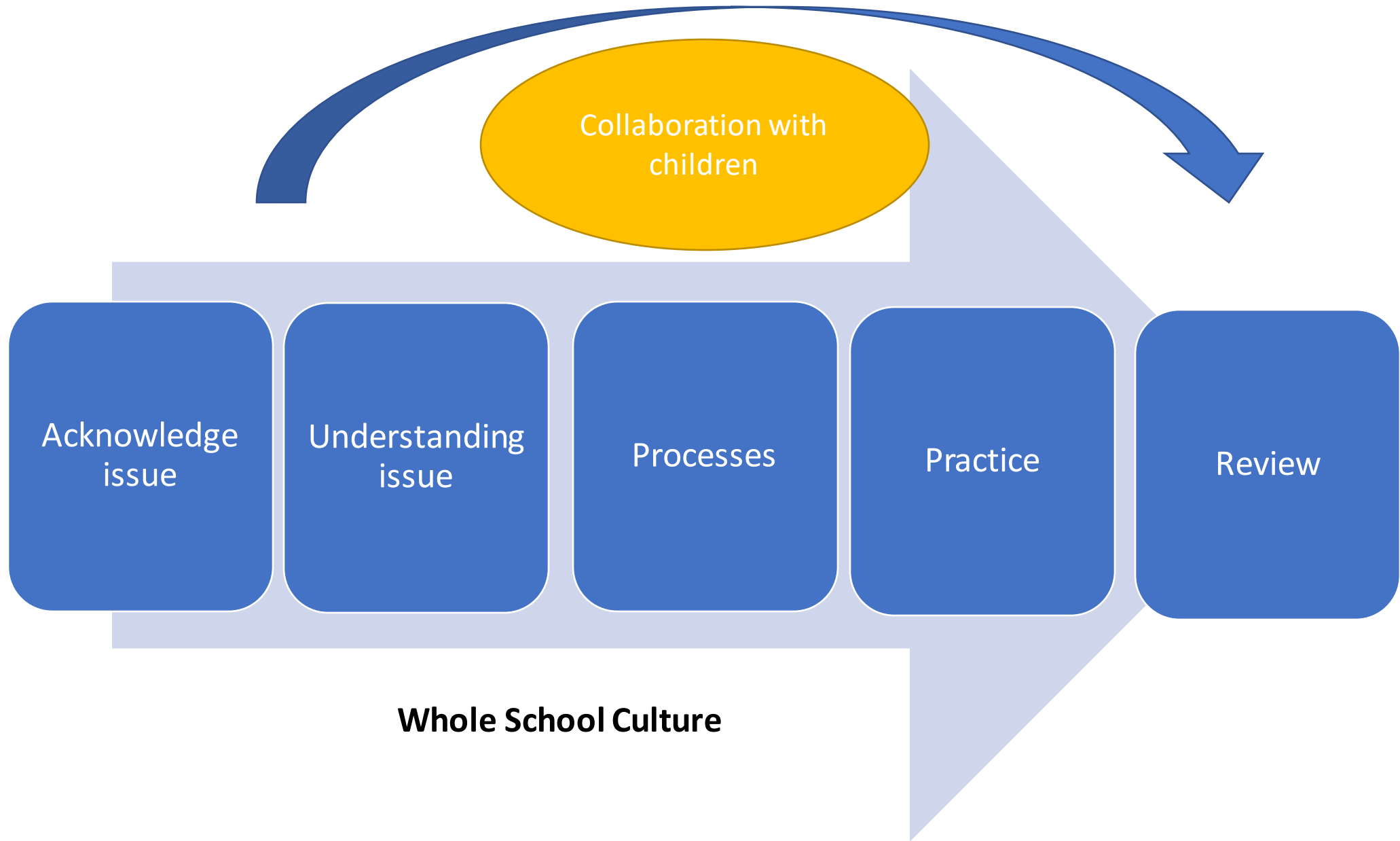
Support from
Safeguarding
Governor

Supervision

Value

What kind of questions would you ask your DSL?

What if they tell you no incidents of concern in school, for example no child on child abuse?



Further governor responsibilities:

- Staff training and updates on safeguarding
- Safeguarding in the curriculum
- Systems for record keeping should be secure, records should be clear, where and how are they records
- Data should be analysed to look at trends and to help schools respond, i.e. attendance, bullying, child protection issues
- Safeguarding audit
- Confirms safeguarding practice is compliant with procedures
- Identifies improvements

Questions to think about

How would you respond to these questions?
For example, Online Safety

Are your staff trained? Including governors?

How is it covered in the curriculum?

What help is provided to parents and carers?

Is everyone aware that children with
additional vulnerabilities are more at risk?

Safe workforce – Starts with Safer Recruitment

Safer recruitment is one of the most important elements of safeguarding. It is the first opportunity to minimise the risk of any harm happening to children.

It is more than a criminal record check

Includes all school staff – caretakers, managers, governors, volunteers, agency workers



Perpetrators of abuse may deliberately target settings that give them access to children.

Being confident the people you are bringing into your setting are the right people and are safe people who will keep children & young people safe from harm.

Assessing candidates have the right attitudes, values and behaviours to work with children & young people

Applying a safeguarding mindset to every stage of the employment journey with an aim to deter, reject or identify people who might abuse children (KCSIE)

What Next?

Safe Culture

Demonstrating courageous leadership – attitude of ‘it could happen here’ and taking action if it does

Induction; Safeguarding Training day 1, read & understood policy's & procedures

Probation; Setting standards, probationary periods, early identification of concern

Supervision & Management; Regular supervision, Observing, managing & recording conduct and performance information

Identifying & Managing concerns; allegations, low level concerns, risk assessments, whistle-blowing

Keep safeguarding high on everyone's agenda; ongoing training, monitoring

Managing leavers and referring information; recording exit information, referring concerns, giving references

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 – Remember 'it could happen here'
- Any concerns staff have about a colleagues' conduct must be reported to the Head Teacher. If their concern is about the head teacher they should contact the Chair of Governors
- If they remain concerned, they should follow the whistleblowing policy and can contact the LADO directly





Key Points

- It could be happening here, we must be **curious** about children's lived experiences
- School is **compliant** with safeguarding
- Procedures are **consistent** – is what is written happening in practice?
- Practice is **improving** – create a culture of learning rather than blame
- Safeguarding has **IMPACT.** – how do you know?

Any Questions?



HILLINGDON
LONDON

Key Contacts

Hillingdon Stronger Families Hub
strongerfamilieshub@hillingdon.gov.uk / 01895 556006

Hannah Ives
Local Authority Designated Officer (LADO)
hives@hillingdon.gov.uk / 07753431285

Nicole Diamond
Child Protection Adviser & Deputy LADO
ndiamond@hillingdon.gov.uk

Laura Clarke
Domestic Abuse Lead for Education
LClarke@hillingdon.gov.uk

Fiona Gibbs
Prevent Lead and Stronger Communities Manager
fgibbs@hillingdon.gov.uk

Pricilla Bani
Axis
Axis@hillingdon.gov.uk / 01895277 177

- National Domestic Abuse 24 hour Helpline: 0808 2000 247



HILLINGDON
LONDON