Governor Safeguarding Briefing

2023-2024 Academic Year

HILLINGDON
LONDON

Michael Hawkins – Head of Education & Lifelong Learning

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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 is everybody's responsibility

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

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 2023

Statutory guidance for schools and colleges

The 2022 version of the guidance is currently in force. The 2023 version will come into force on 1 September 2023.

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

February 2022

Safer Recruitment Consortium

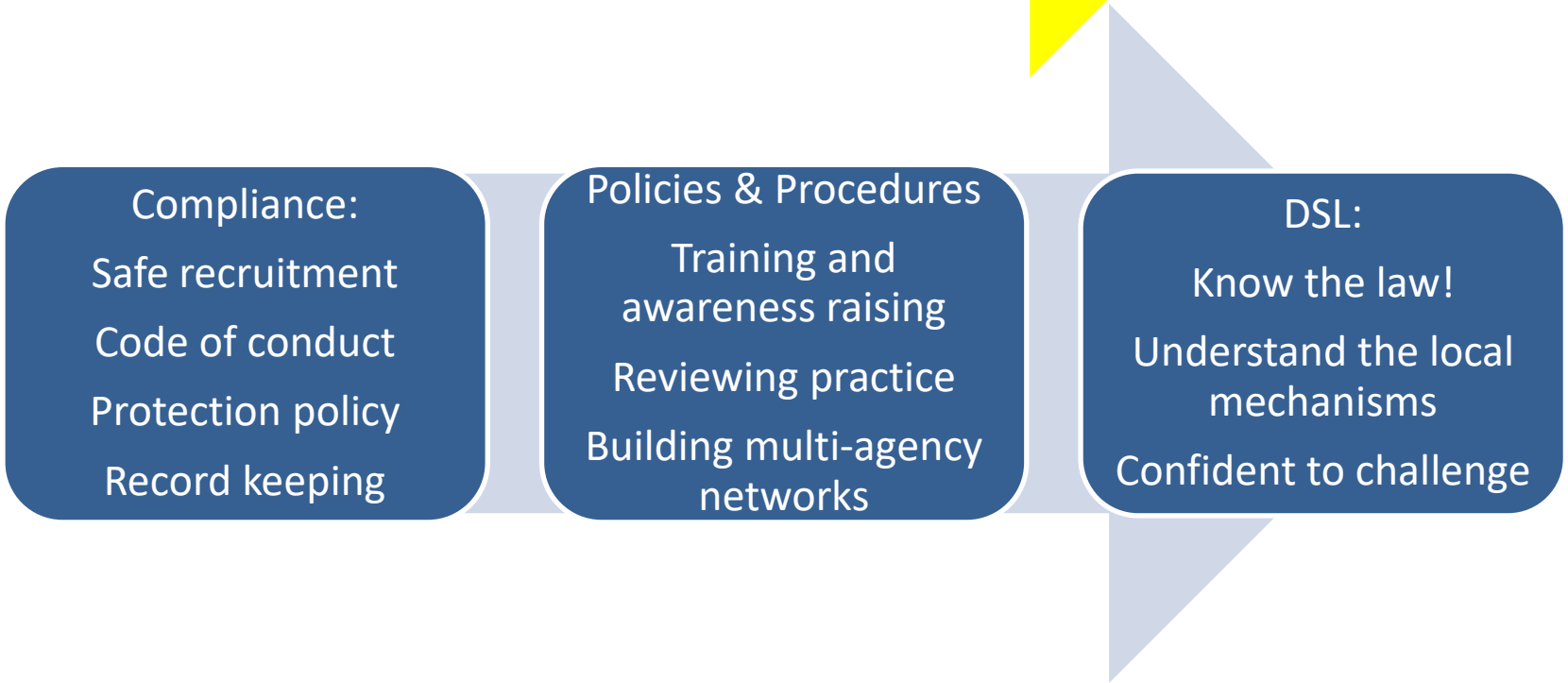
Acknowledgments: Adapted and updated by the Safer Recruitment Consortium from an original IRSC / DfE document and with thanks to CAPE (Child Protection in Education) and NASS (National Association of Independent Schools and Non-Maintained Special Schools)

Keeping Children Safe in Education

5 Parts

- Pt1: Role & responsibility of staff in safeguarding
- Pt2: Management of safeguarding
- Pt3: Safe recruitment
- Pt4: Managing allegations against members of staff
- Pt5: Child on child sexual violence & sexual harassment

Safeguarding in practice



Role of the Safeguarding Team

- Manage concerns
- Liaise with head teacher/ principle
- Keep accurate records
- Support and advice to staff
- Raise awareness
- Understanding the views of children

Was the DSL right?

The mother of a 14 girl asks to speak to the DSL. She tells him that she is concerned about her daughter, Jenny, and hoped he could help. Jenny told her mum that Jenny's ex-boyfriend (same age as Jenny) had sexually assaulted her. This happened when she was in year 9 but she only told her mum about it 3 weeks ago. She said Jenny didn't want to make a fuss about it but hoped she could see a counsellor or something.

The DSL consults with the headteacher. They decide to abide by the family wishes and refer Jenny to the school counsellor.

Role of Safeguarding Governor & all Governors

Role of the DSL

- 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

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example sexting
- relationship abuse
- mental health related issues
- child on child abuse
- substance misuse
- issues that may be specific to a local area or population, e.g. gang activity, youth violence, county lines
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

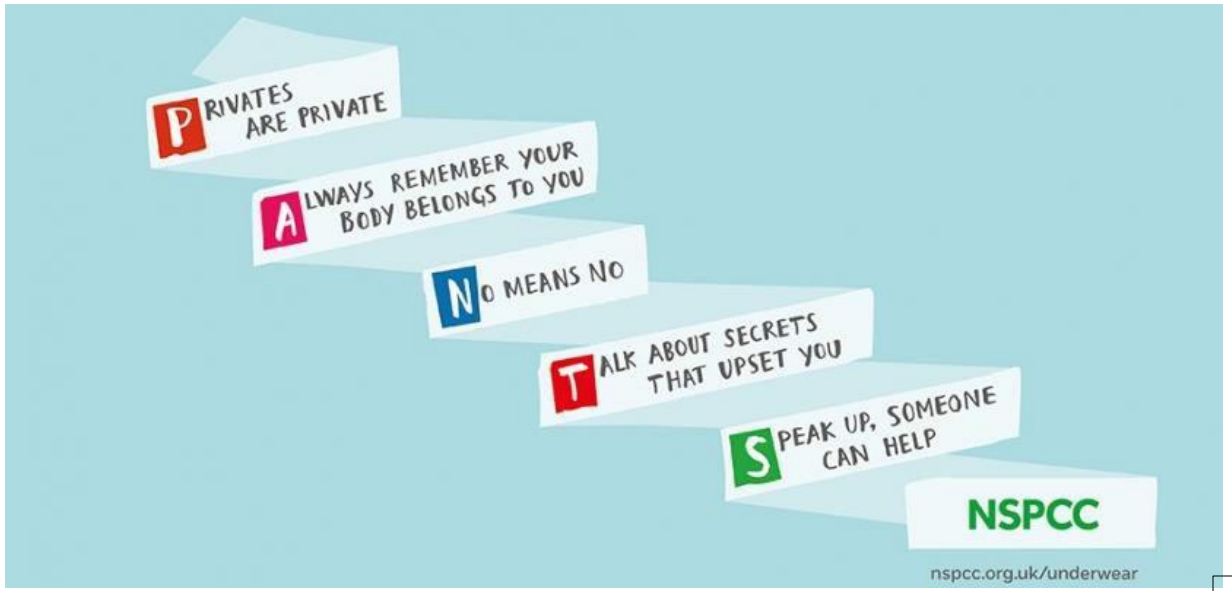
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development

Physical Abuse

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.



CLICK CEOP
Internet Safety

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

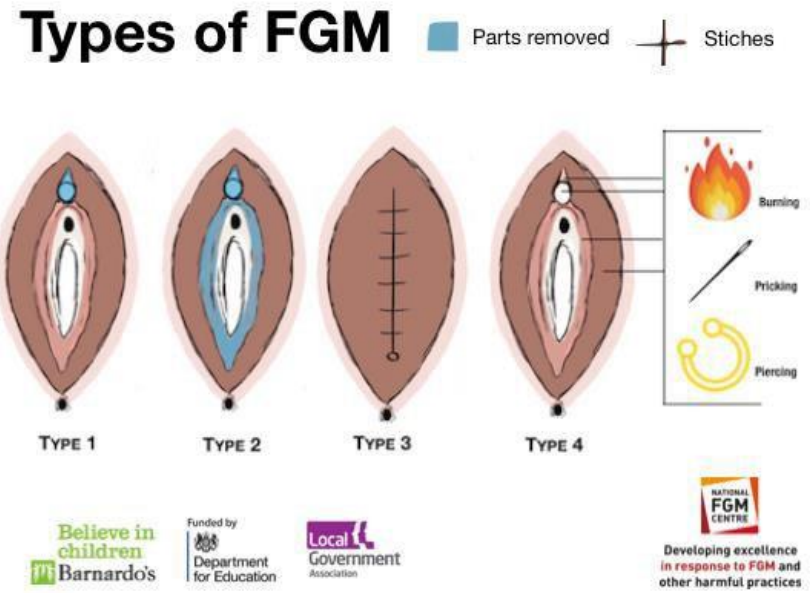
Causing them to feel frightened, or in danger

Exploiting or corrupting them

Types of Abuse

Domestic Abuse

Harmful Practices



Forced Marriage

Breast Flattening

Honour Based Violence

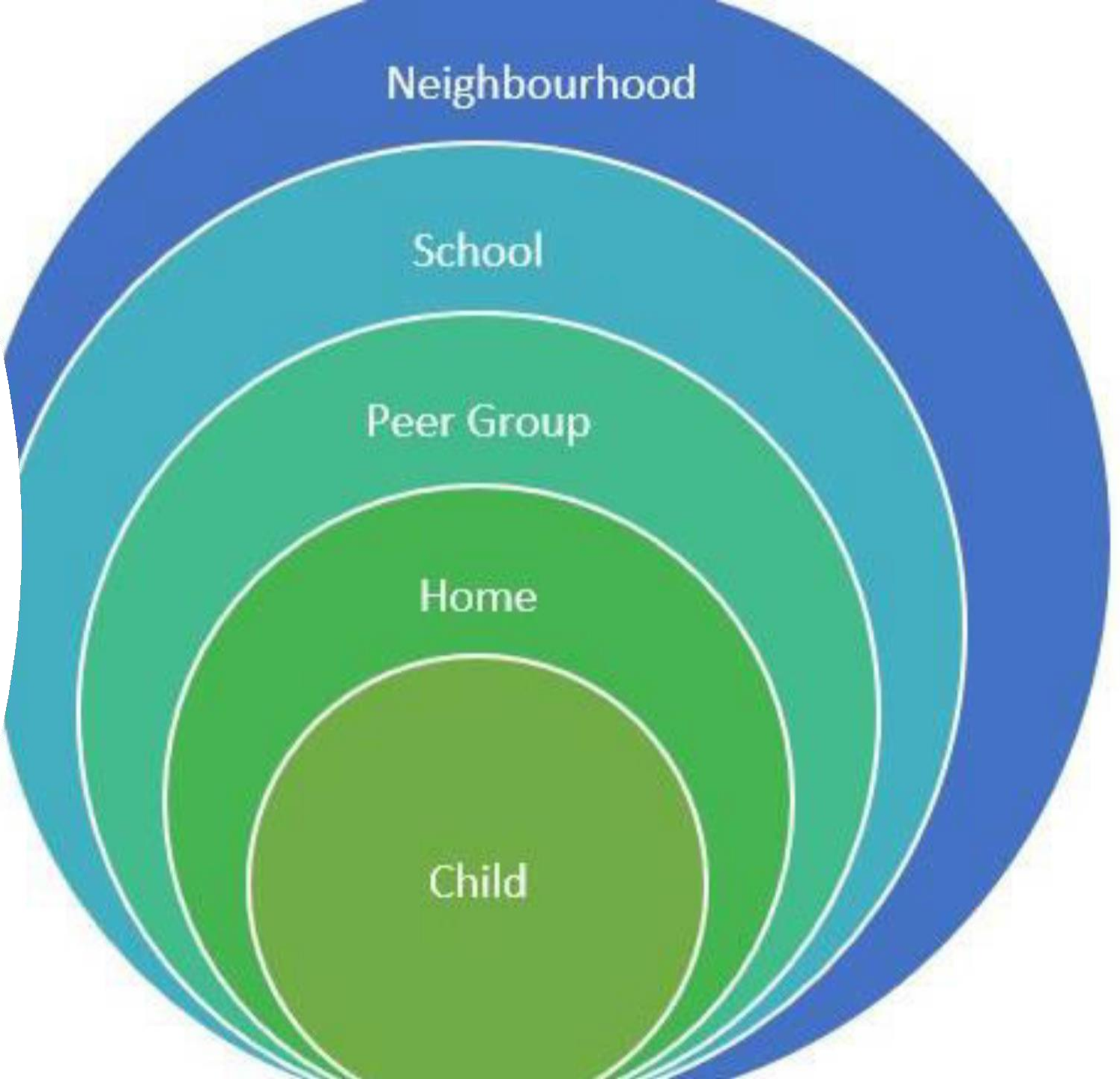
Female Genital Mutilation

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



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

Axis

A child is a child
Not a criminal

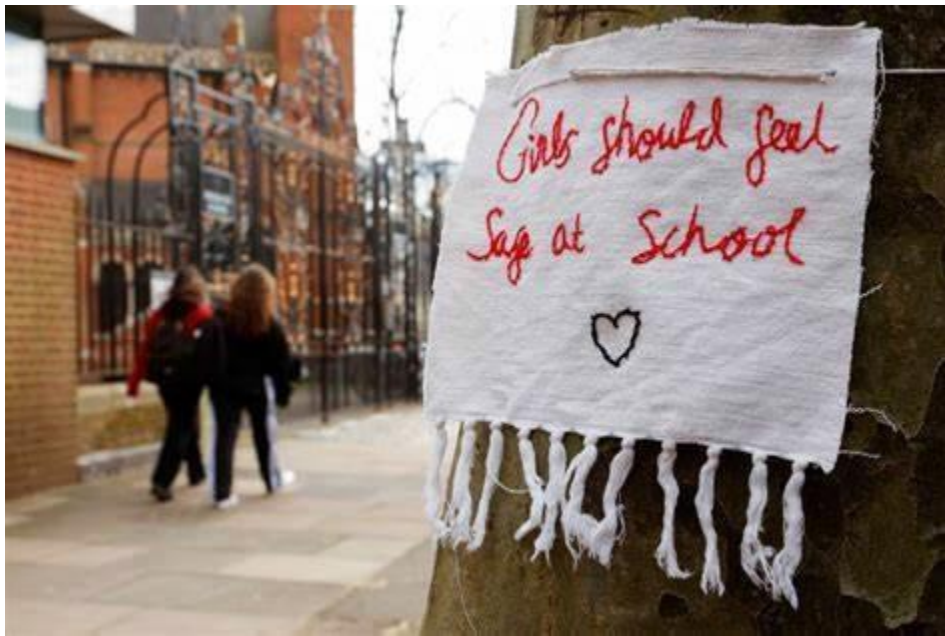
What might be the reason behind the behaviour?

What are we doing to support?

How is your school trying to change the narrative?

Child on Child Abuse

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



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

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%)

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Technology

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

By Cristina Criddle
Technology reporter

15 March

GETTY IMAGES

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?

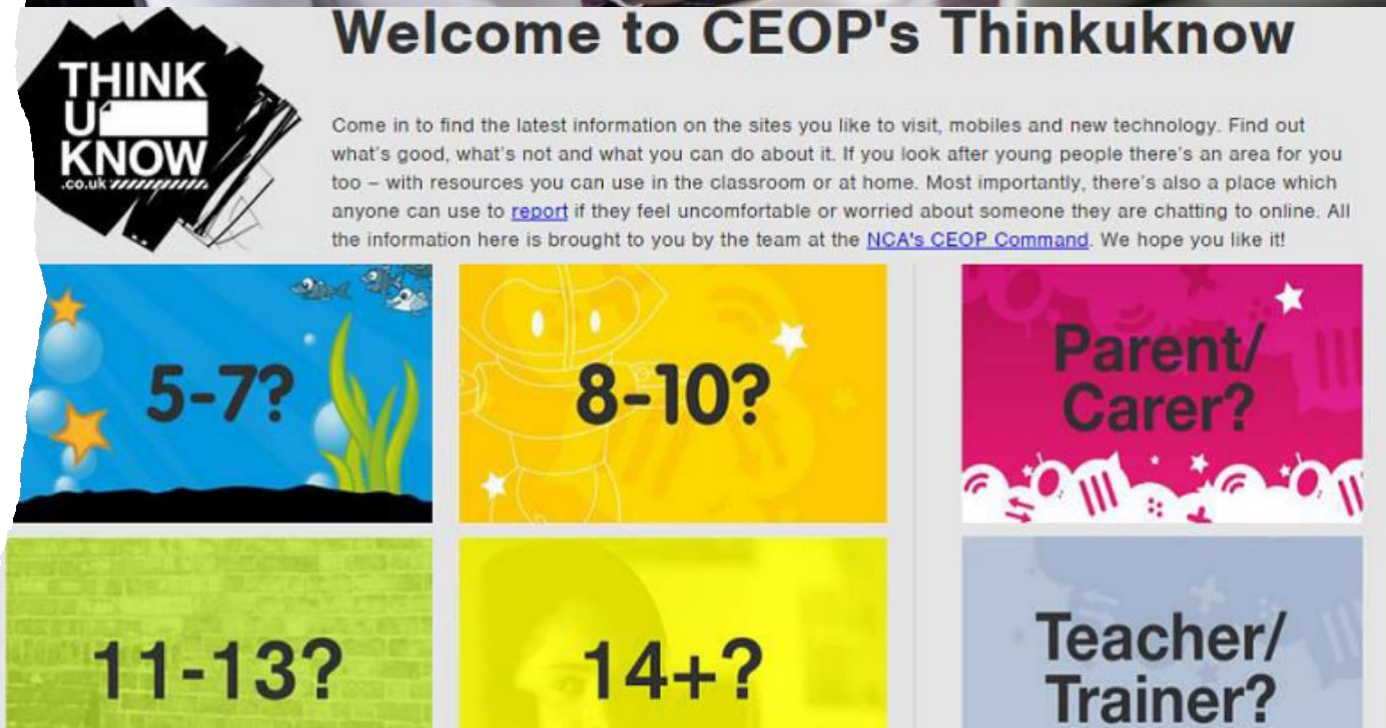
- **Grooming**
- **Cyber-bulling**
- **Radicalisation**
- **Sexual Image sharing/Sexting**
- **Exploitation**
- **Emotional abuse**
- **Exposure to adult/ inappropriate material**

- **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



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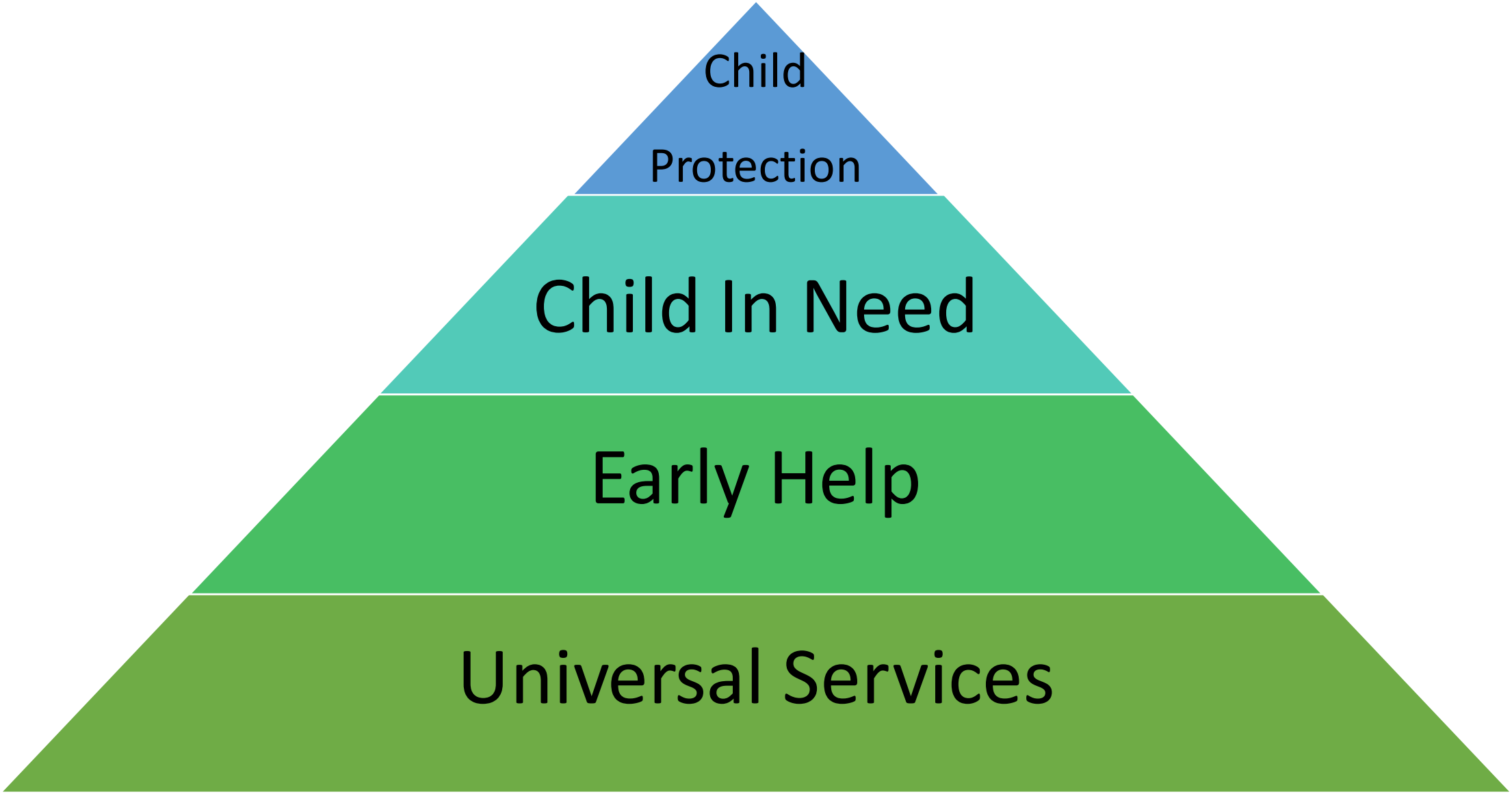
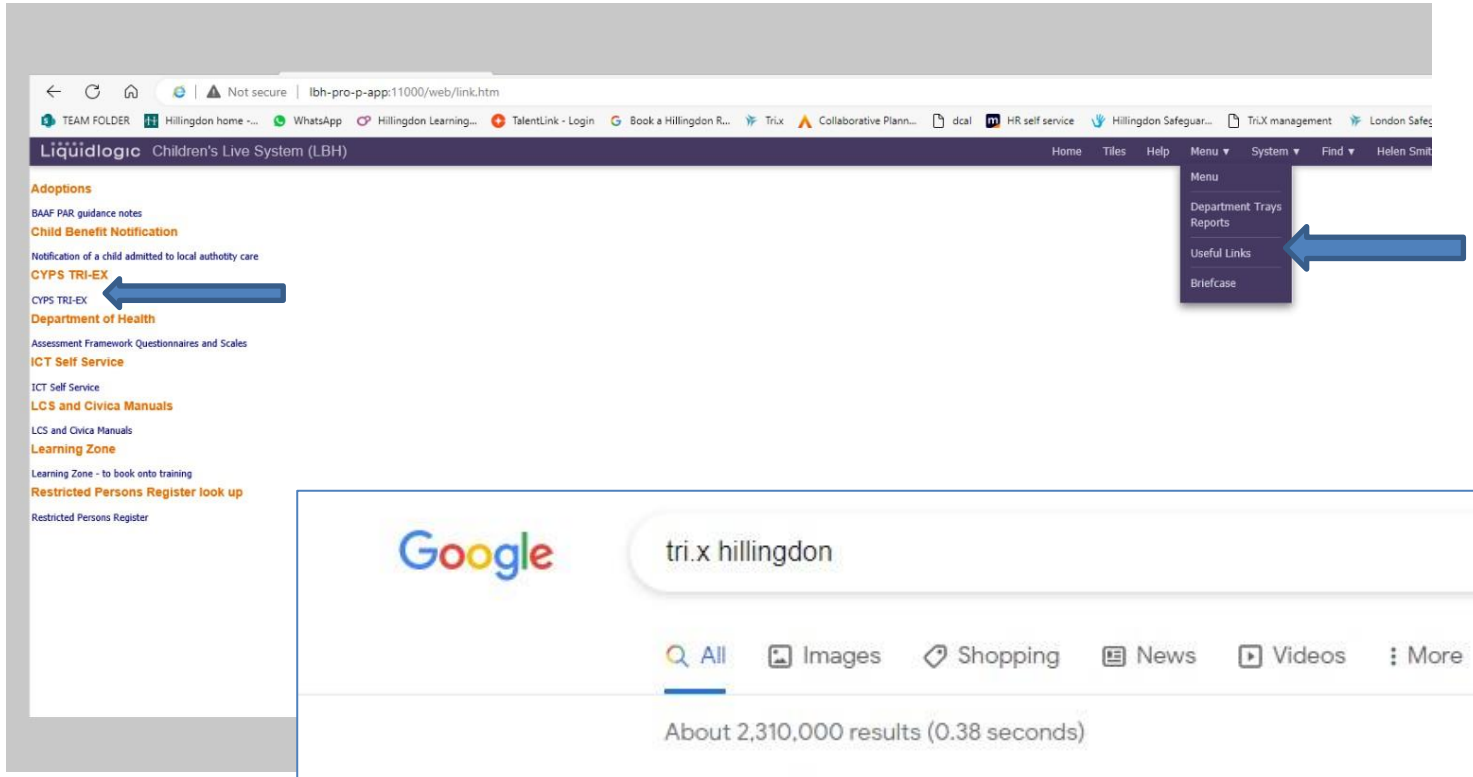
OUR FIVE PRIORITIES

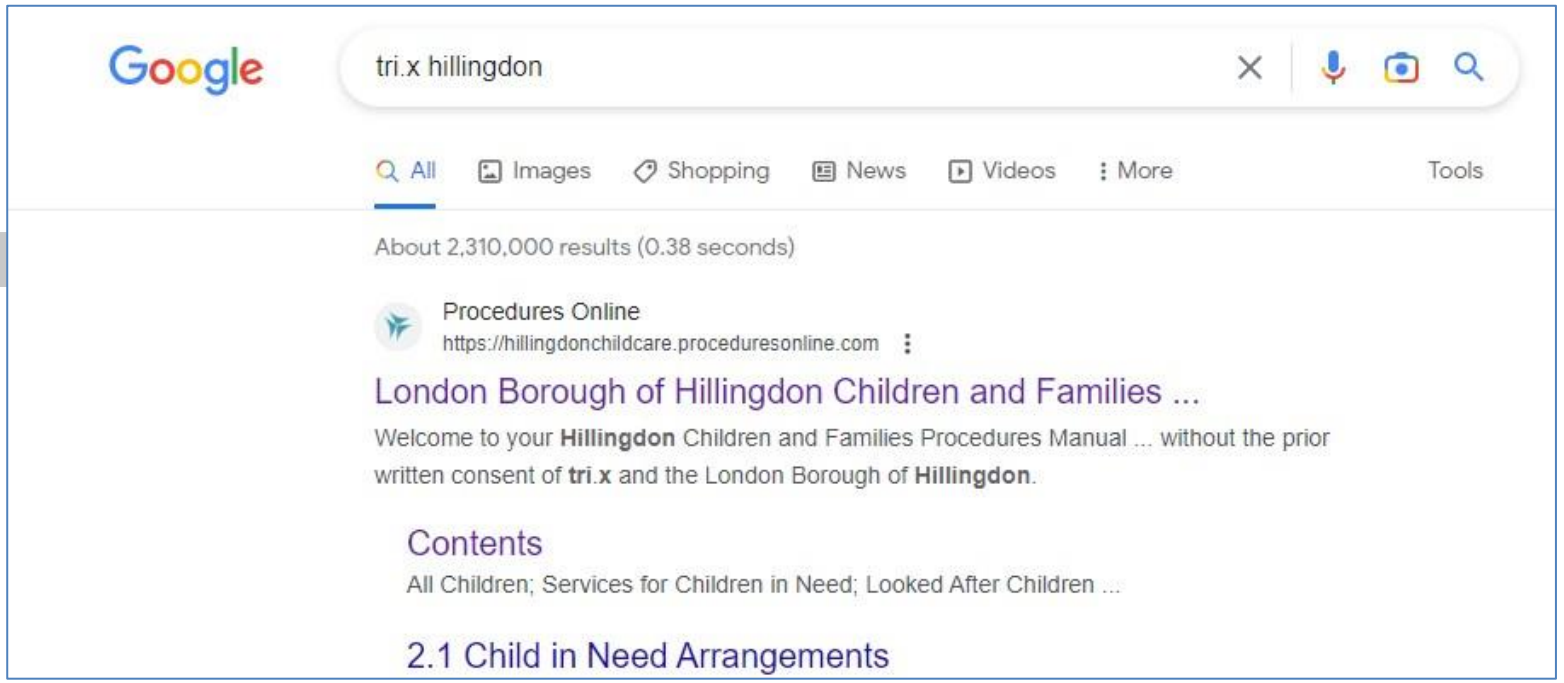
- Contextual Safeguarding
- Neglect
- Where Our Children Live
- Innovative Targeted Help
- Our People


Child
Protection
Child In Need
Early Help
Universal Services

Policies and procedures

Welcome (proceduresonline.com)





Policies and procedures

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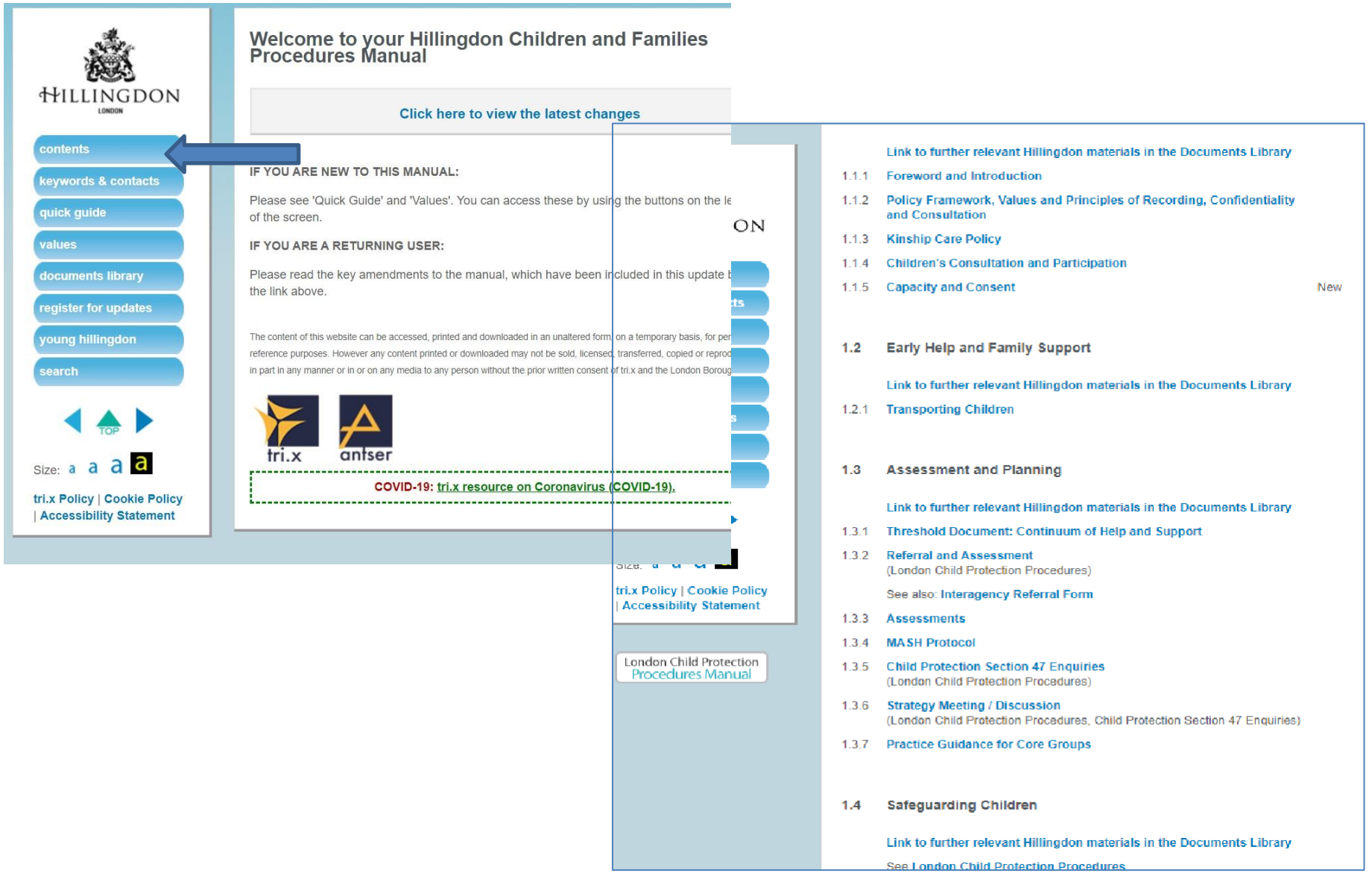
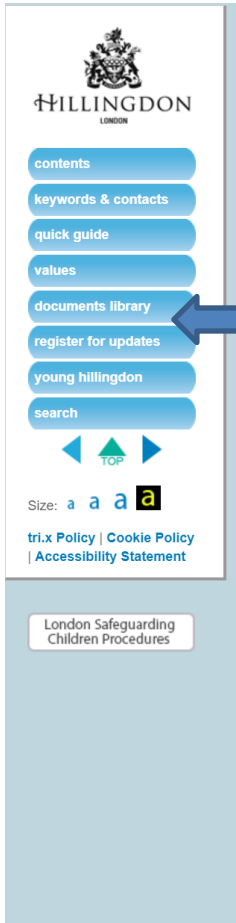
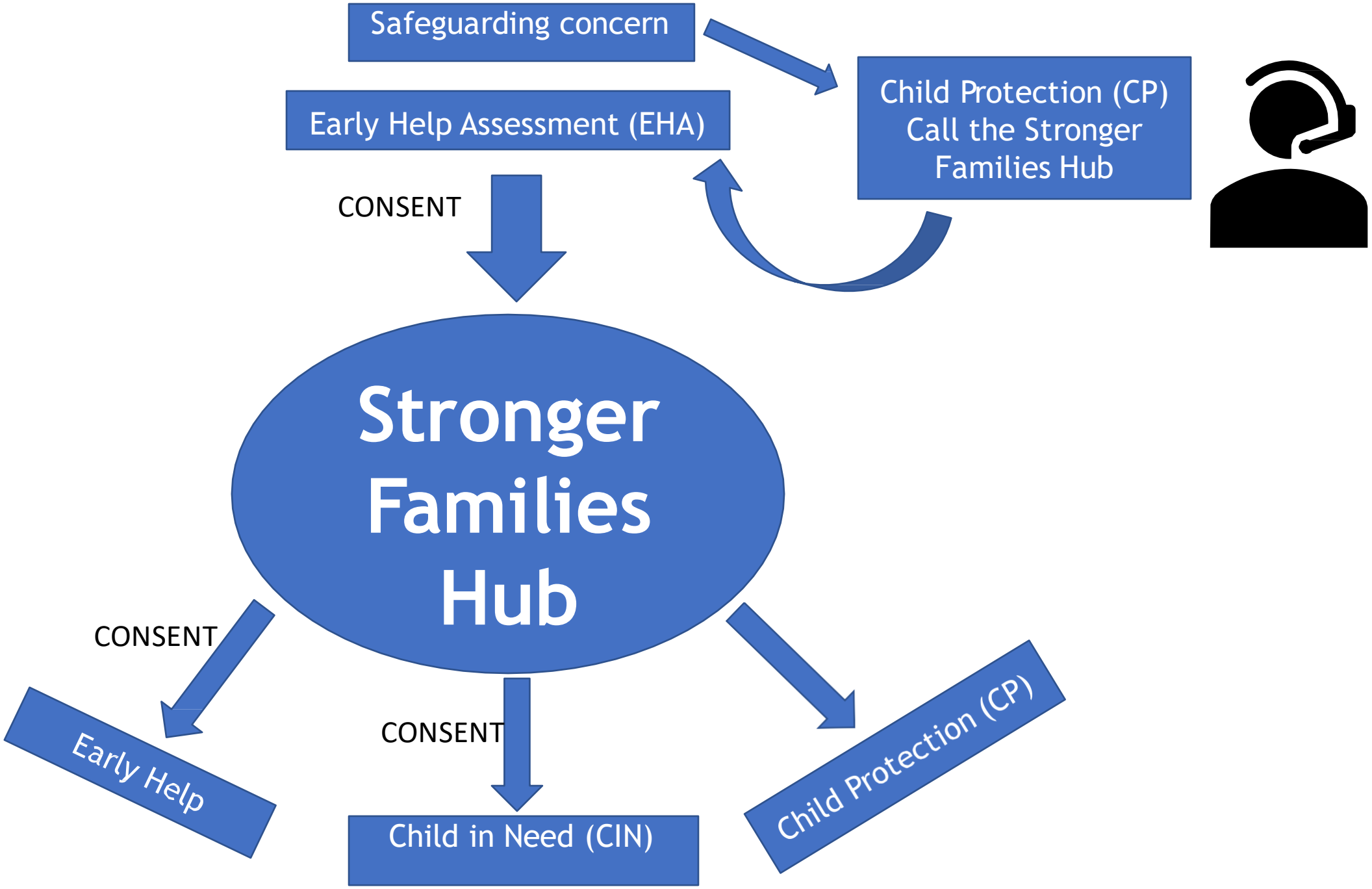




Domestic abuse practice approach (under review)	October 2017
Modern Slavery Resource Guide	August 2023
87A - Referral to Police form	August 2023
Safelives DASH form & guidance	Jan 2023
Hillingdon domestic abuse support	Jan 2023
Hillingdon domestic abuse advocacy service referral form	August 2023
MARAC referral form	August 2023
Introduction and Policy Framework	
Title:	**When Inserted:**
ion checklist August 2023	August 2023
Supervision Policy	Jan 2023
Quality Assurance Framework (under review)	July 2021
Guide to managers monthly audits (under review)	Oct 2020
useful websites for social workers	Jan 2023
Early Help and Family Support	
Title:	**When Inserted:**
Separated parents guidance (under review)	May 2021
FGC & mediation referral form	May 2023
Mediation leaflet	May 2023
FGC leaflet	May 2023
Assessment and Planning	
Title:	**When Inserted:**
There are currently no forms in this category.	N.A.
Safeguarding Children	
Title:	**When Inserted:**
Child protection advocacy leaflet	Dec 2022
Child protection advocacy referral form	Dec 2022
CP Conference Feedback form for Professionals (under review)	June 2016

Education and SEND	
Title:	**When Inserted:**
There are currently no forms in this category.	N.A.
Educational Psychology	
Title:	**When Inserted:**
Critical Incident Policy Sept 2021	Sept 2023
EPS Safeguarding Protocol	Sept 2023
EPS Lone Working Protocol	Sept 2023
Hillingdon EPS CPD Policy	Sept 2023
EPS Supervision & Line Management Policy Sept 2021	Sept 2023
Adult Education	
Title:	**When Inserted:**
Access arrangements and reasonable adjustments policy	Sept 2023
Conflict of Interest Policy 2022 to 2023	Sept 2023
Conflict of Interest Policy 2022 to 2023 with staff identified	Sept 2023
EDI Policy	Sept 2023
Exams Policy	Sept 2023
Exams Policy Registration and Certification	Sept 2023
GDPR Data Protection Policy	Sept 2023
CCC Procedure	Sept 2023


Safeguarding concern
Early Help Assessment (EHA)
CONSENT
Child Protection (CP)
Call the Stronger
Families Hub
Stronger
Families
Hub
CONSENT
Early Help
CONSENT
Child in Need (CIN)
Child Protection (CP)

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

Safeguarding arrangements in any organisation

In school, what is the difference between…?

1 Governance

2 Leadership

3 Management

Governor Responsibilities

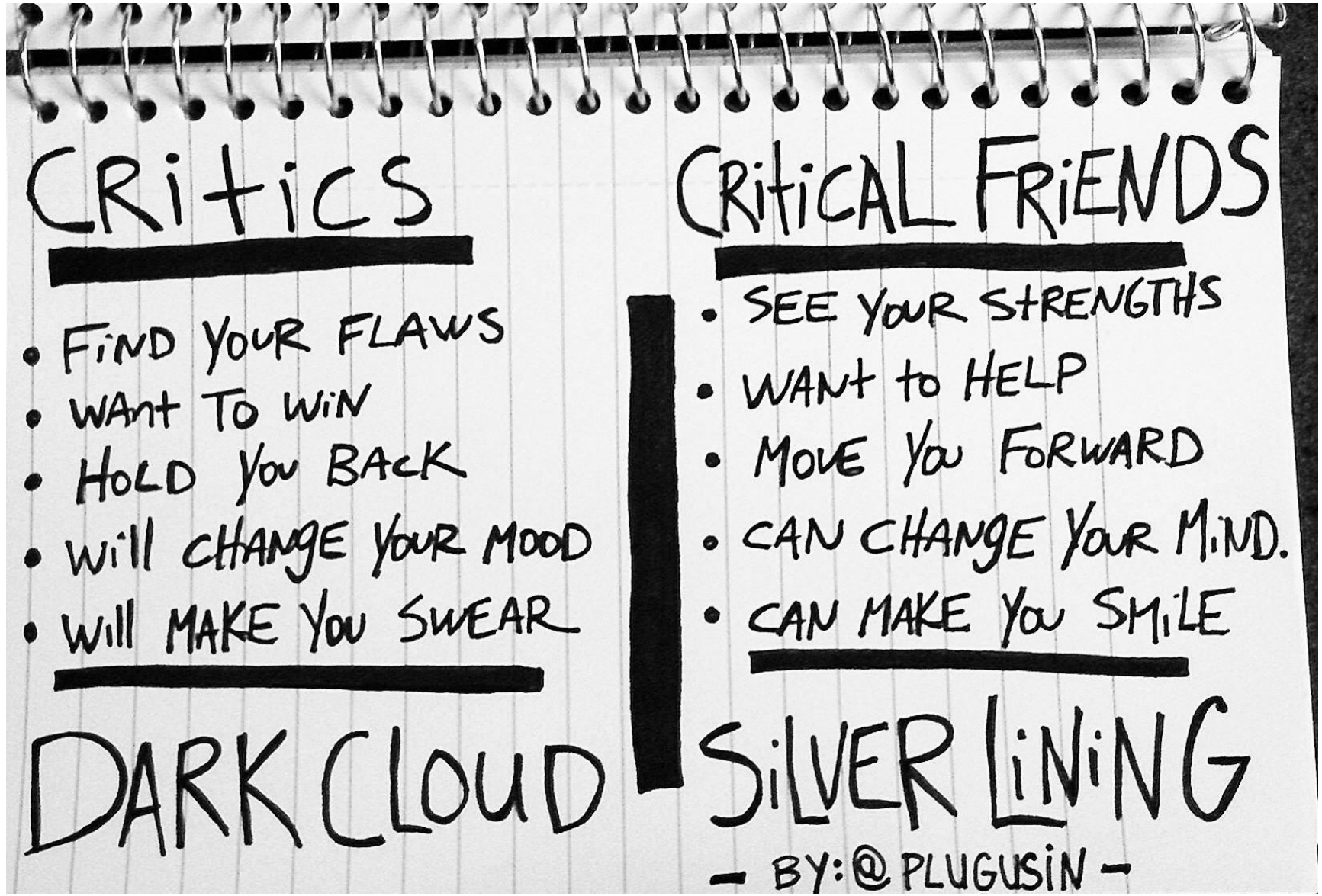
- Dedicated governor responsible for safeguarding
- Consider Deputy, any other link governors?
- Governors are responsible for ensuring your school has and implements safeguarding and child protection policies
- Annual training for staff
- All governors have safeguarding and online safety training at 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

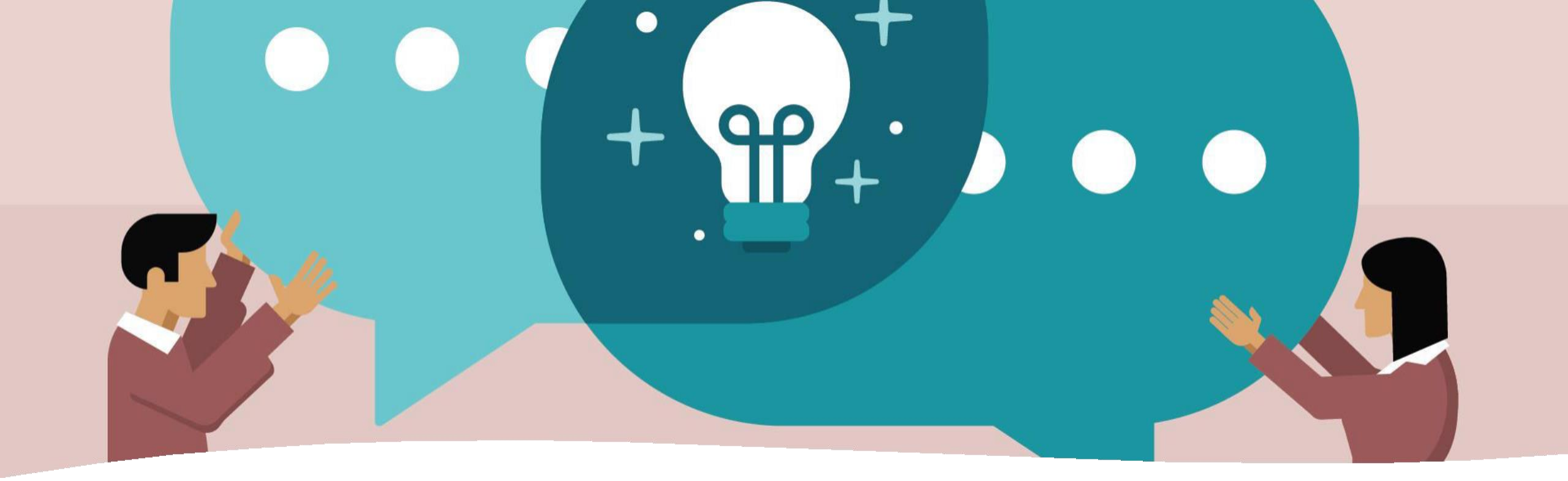
Governor Responsibilities

- 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 compliantwith procedures
- Identifies improvements

Hillingdon SCP
safeguarding children partnership

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/SLT

Isolated

Unvalued

Anxious

Big responsibility

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- Team Structure
- Clear Job Descriptions
- Time & resources to do job
- Training
- Support from Safeguarding Governor
- Supervision
- Value

What Next?

Safe Culture

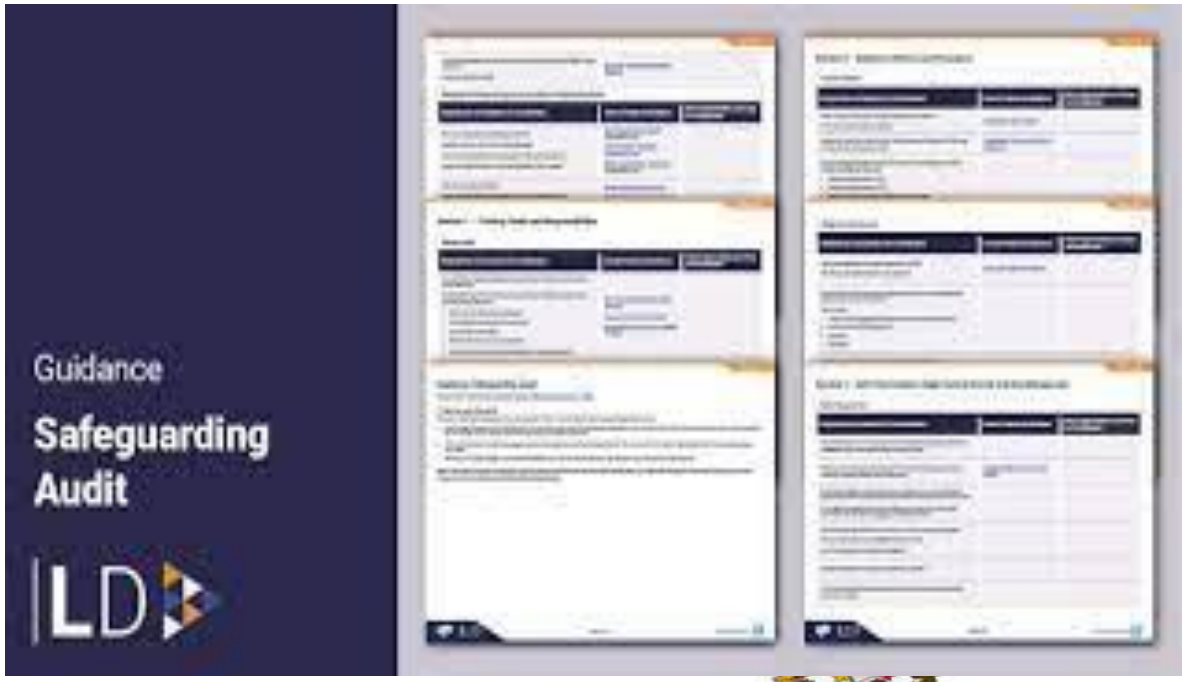
Demonstrating courageous leadership – attitude of '**it does happen here**' and taking action if it does

- 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

What kind of questions would you ask your DSL?

Hillingdon QA process

1. Safeguarding audit tool
2. DSL development day
3. Safeguarding action plan
4. Sample QA of plans
5. Yr 2 Action plan update
6. Sample QA of updated plans



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Policies & procedures

3 cornerstones of effective practice:

Review policies

When do policies fail?

1. They do not meet statutory guidance/Ofsted expectations
2. Poorly drafted, hard to follow
3. Ineffective dissemination
4. Staff knowledge not checked

Reviewing policies

1. Cover only what needs to be covered
2. Spin-out separate policies if needed
3. Critically assess and welcome challenge
4. Disseminate and train
5. Continuous improvement

Brownejacobson safeguarding legal advice

The 3 Ps: Policies, People, Practice are at the heart of developing a culture of vigilance.

- *The school's or college's safeguarding policies and procedures should be transparent, clear, and easy to understand for staff, pupils, students, parents, and carers.*

  Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report, any form of abuse or neglect, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

  Para 97. KCSIE 2023

  How do you achieve this? What does it look in your school?

- How are children involved in the creation of your child protection policy?
- How do you support EAL families to access the child protection policy and understand it?
- How do you support families who have SEND needs to access your child protection policy?

- How have you ensured that all governors understand safeguarding & child protection, your processes, record keeping and other aspects of the role?
- How do you ensure governors can provide support and challenge to you and effectively review your processes? What tools do you provide them (if any)?
- What is the vision and culture that you have tried to create with staff, pupils and parents regarding safeguarding? What are some of the risks/barriers to achieving this and how have you addressed it?
- How do you go about strategically assessing safeguarding risks/ threats in the local area?
- What risks or threats have you identified?
- How do you analyse trends and share these with staff, governors and other stakeholders?
- What safeguarding priorities have you identified and areas for development? Do you have a safeguarding development plan?
- Do you have an annual safeguarding timetable for CPD, key meetings or actions/reports during the year? What does this look like?

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)

- Who checks the Single Central Record is up-to-date?
- How often is it checked?
- What system do you use?
- What online checks do you do?
- Who has undertaken safer recruitment training?

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 does happen here'

- Any concerns staff have about a colleagues' conduct must be reported to the Head Teacher. If their concern is about the headteacher 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?

OFSTED: the 5 key areas

✓**Creation of a positive culture**, where ‘safeguarding is an important part of everyday life’, backed up by staff training at every level

✓**The effectiveness of safer recruitment**, vetting, and safeguarding policies and procedures

✓**Staff awareness** of the signs of harm from within the family and the wider community

✓**Timeliness of response** to safeguarding concerns

✓**Quality of the school’s contribution to multi-agency** plans for children

Any Questions?

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Key Contacts

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Nicole Diamond
Child Protection Adviser & Deputy LADO
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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**

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