

Working Together to Safeguard Children

Level One

2024-2025 Academic Year



HILLINGDON
LONDON

Learning Outcomes:

- Provide an overview of different types of abuse and neglect
- Think about signs & indicators to look out for
- Explore good practice in responding to concerns



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.

**Keeping
children safe
is everyone'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



HM Government

Working Together to Safeguard Children 2023

A guide to multi-agency working to help, protect and promote the welfare of children

December 2023



Keeping children safe in education 2024

Statutory guidance for schools and colleges

May 2024 (for information) version, pending publication of final version which does not come into force until September 2024.

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

February 2022




Acknowledgements: Adapted and updated by the Safer Recruitment Consortium from an original (RSC / SRE) document and with thanks to CfE (Child Protection in Education) and NASS (National Association of Independent Schools and Non-Maintained Special Schools).

Keeping Children Safe in Education 2024

Updates





The draft of Keeping Children Safe in Education 2024 does not contain major systemic changes – these have been deferred to next year and the Government began a call for evidence on safeguarding in schools and colleges which is planned to close on 20th June 2024. Ministers decided this year’s guidance should contain only “technical changes ... with a view to providing a more substantively updated document, encompassing wider changes, to be delivered in 2025”.

Part 1 – Safeguarding information for all staff

- Annex F, a sentence has been added in para 2 reminding all staff that “‘Children’ includes everyone under the age of 18”.
- The definition of safeguarding in Working Together has been updated to include the responsibility on staff for **“providing help and support to meet the needs of children as soon as problems emerge”** (para 3) and adds emphasis to staff child protection duties **“whether that is within or outside the home, including online”**.

Continued.....

- The triggers for early help in para 18 also has been revised to align with Working Together:
- Missing to include **education**, home and care
- Where students have “**experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit**”

Continued.....

- Paragraph 19 (and then throughout the document) has a focus now on exploitation as well as abuse and neglect.
- The indicators of abuse and neglect in Paragraph 24 now include a specific mention of the impact on children seeing, hearing or experiencing the effects of domestic abuse.
- ‘Deliberately missing education’ is now more appropriately framed as “unexplainable and/or persistent absences from education” in paragraph 29, in line with the more safeguarding-oriented Working Together to improve school attendance

Role of the DSL

Child Protection Policy

Behaviour Policy

Code of Conduct

Children Missing Education (CME)

Part One/Annex B

KCSIE 2024

Statements about child abuse:




1. Children are more likely to be sexually abused by someone they don't know
2. Children from wealthy backgrounds won't experience neglect
3. Injuries on the face and neck are common for children who are mobile
4. Most perpetrators of sexual abuse are old men
5. Children with disabilities are more likely to experience abuse than other children
6. A high percentage of children make false disclosures of sexual abuse, for attention seeking purposes
7. Online abuse is less harmful to victims than face to face abuse.
8. Teachers have a legal duty to report a disclosure of Female Genital Mutilation to the police
9. If children don't directly witness domestic abuse it is less harmful to them than if they witness it
10. The definition of child sexual abuse does not include 16/17 year olds because they can legally consent to having sex.
11. Children who have suffered abuse or neglect are more likely to be at risk of exploitation
12. As professionals it is important not to make judgments about what may be happening to children



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





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.



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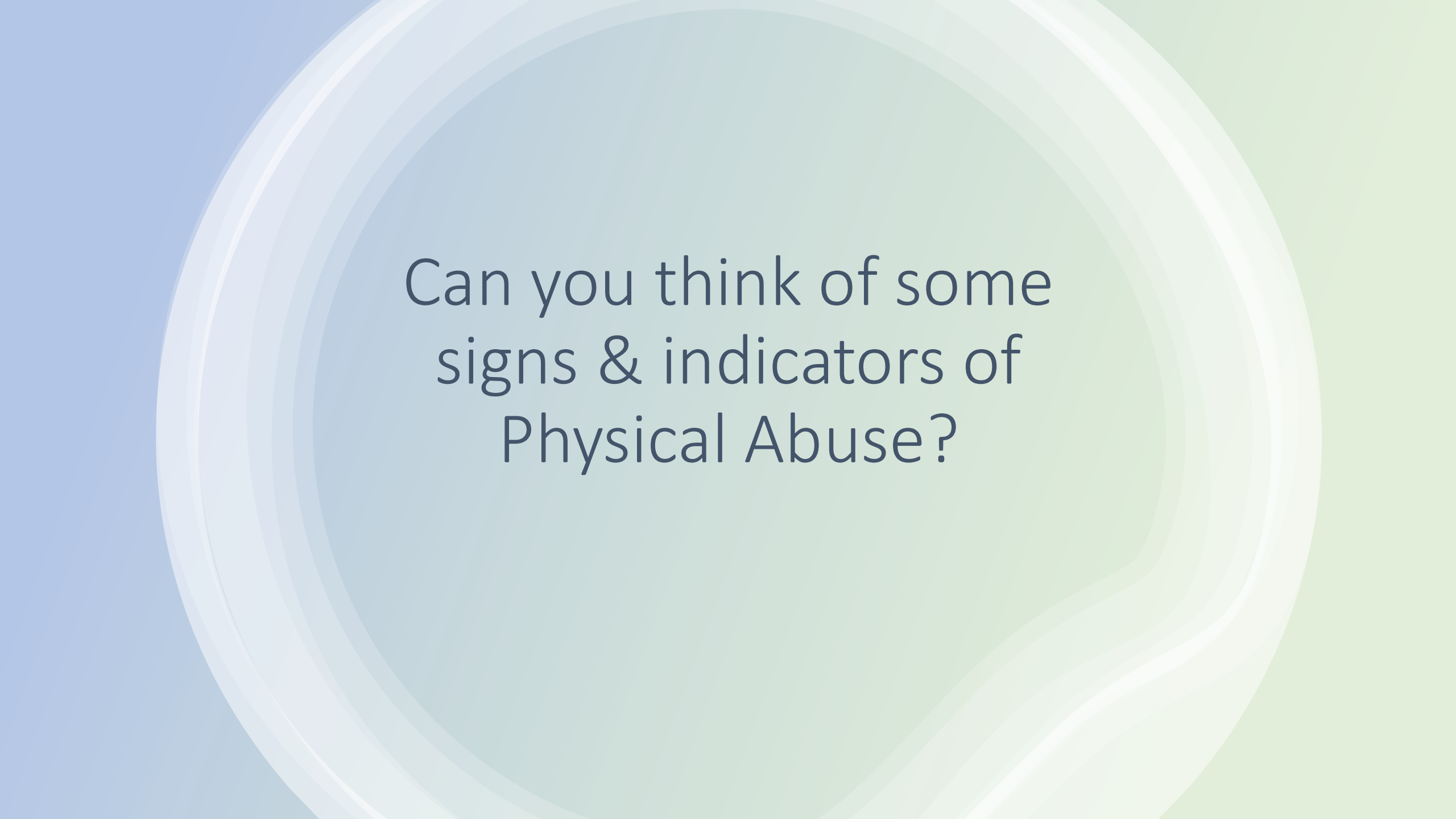


- **In the UK what is the law regarding physical chastisement?**

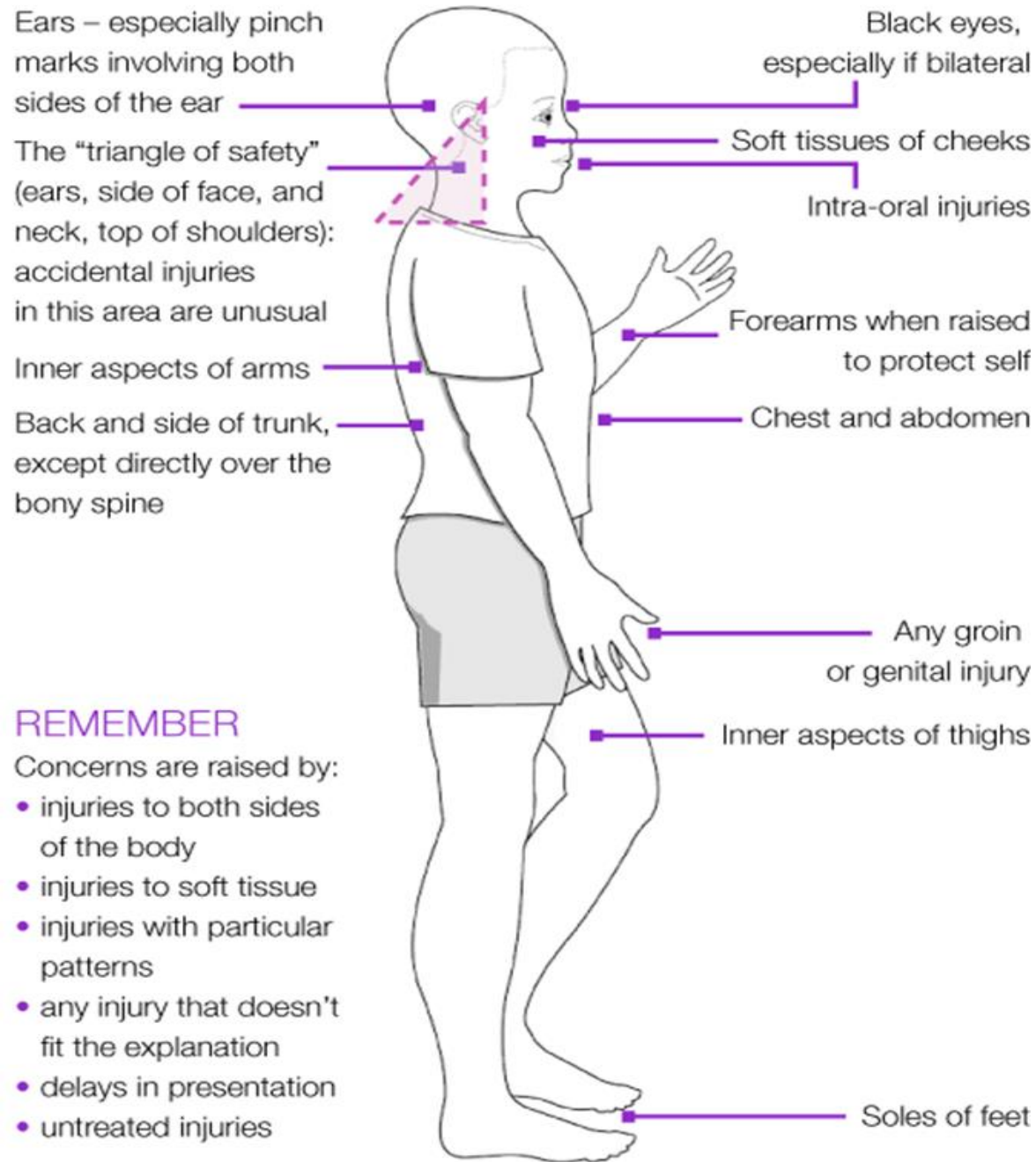
- **A:** It is illegal for a parent to smack, or otherwise physically chastise a child unless it is 'reasonable punishment'

- **B:** It is legal to smack or physically chastise a child if you are their parent





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



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

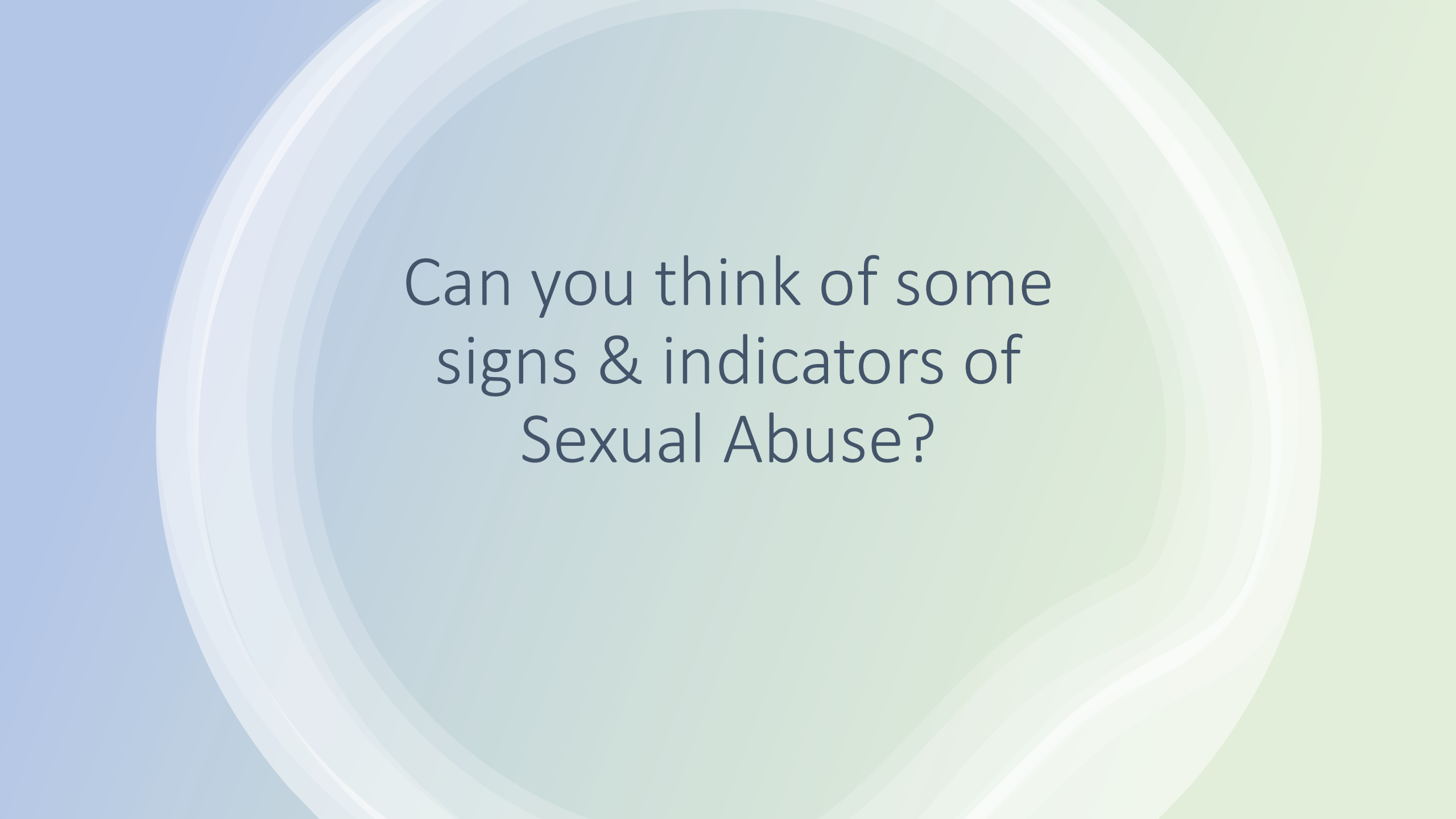
Sexual Abuse

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.

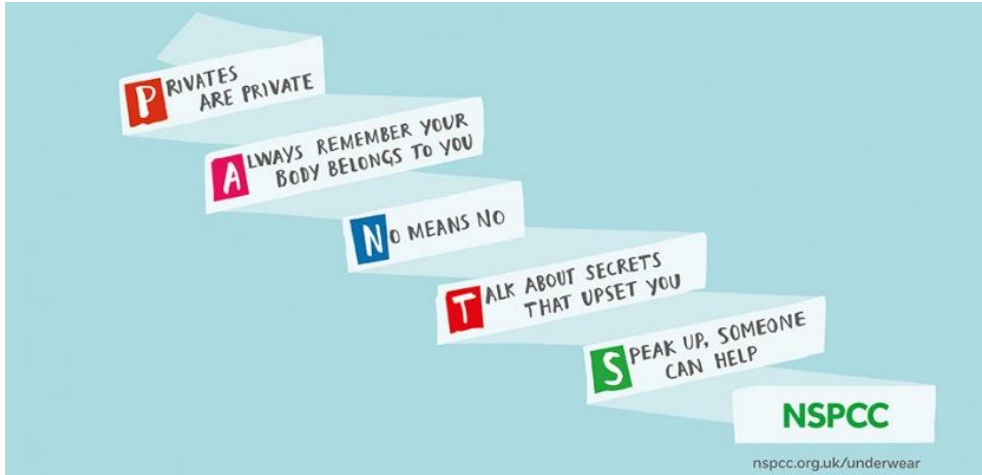
- Sexual Abuse includes both physical contact and non-contact behaviours, for example showing a child sexual images or grooming
- It can occur online, online grooming can facilitate 'real world' offences
- Women can commit sexual offences
- Children can be sexually abused by other children







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



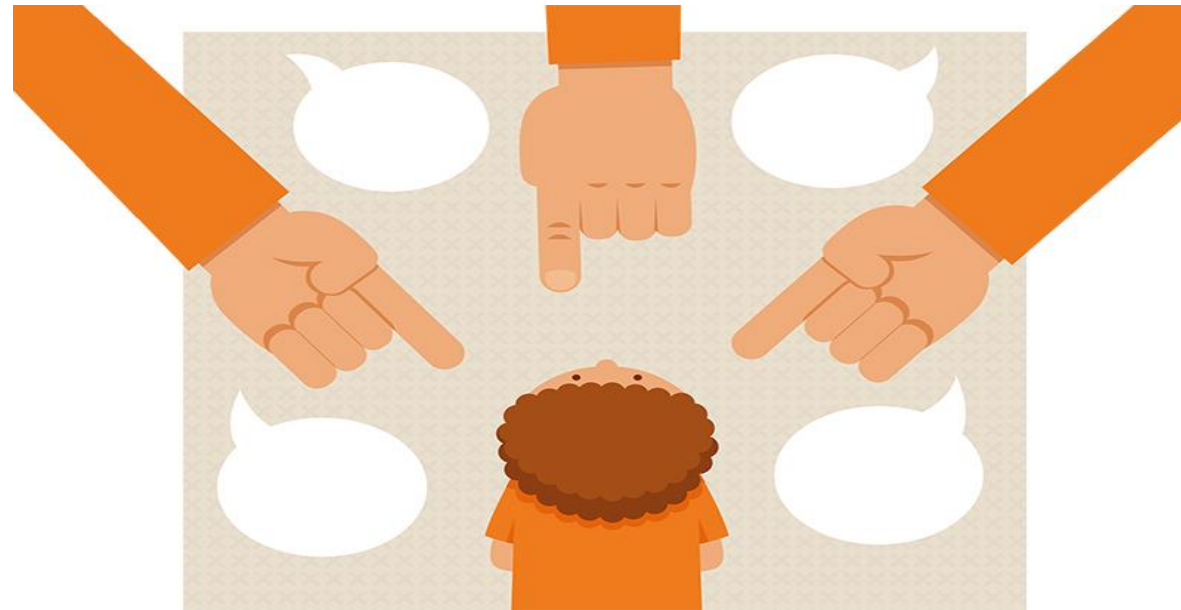
IWF
Internet
Watch
Foundation



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

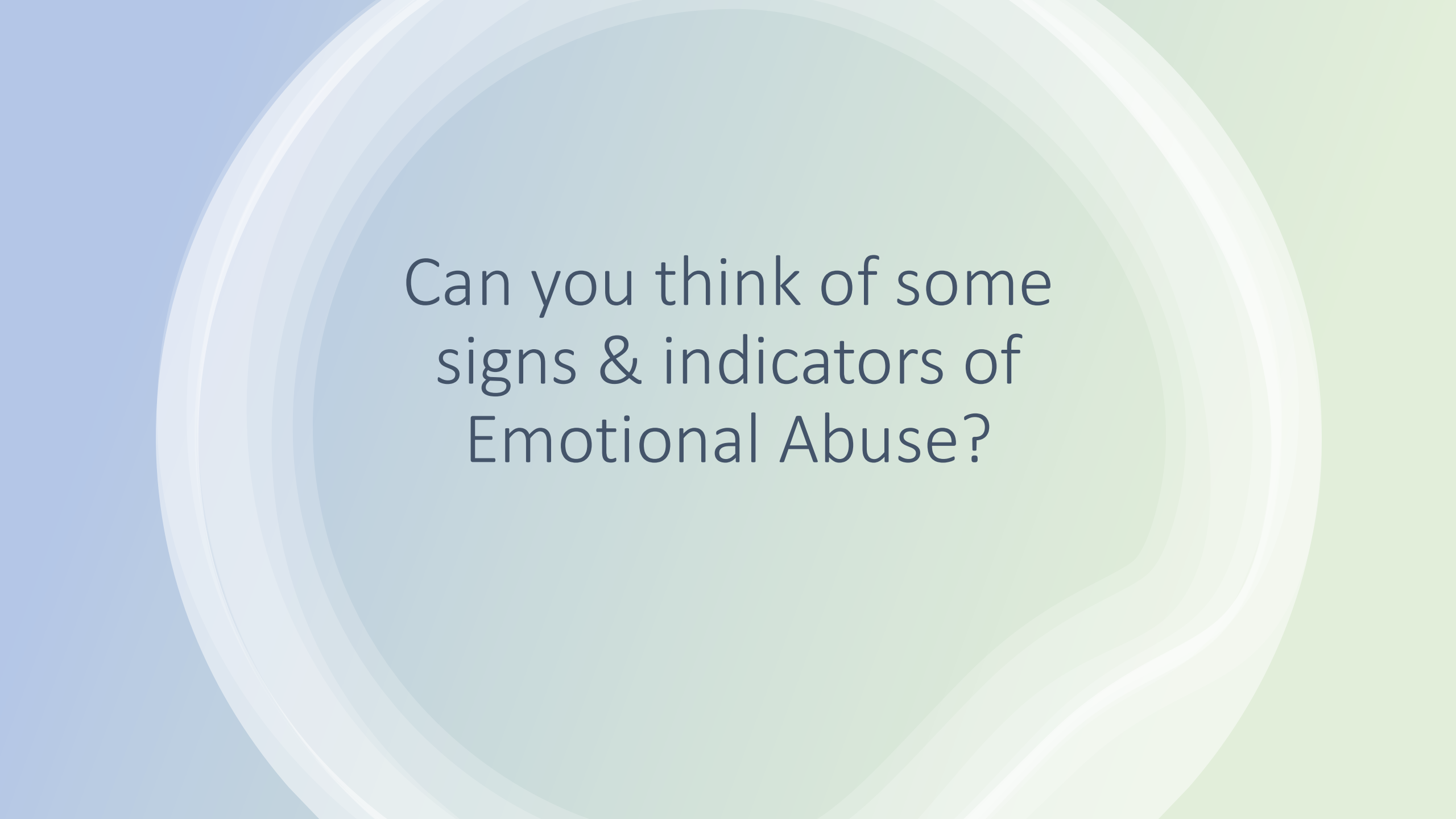
Serious bullying, including cyber bullying

Making fun of them, or silencing their views

Having unrealistic expectations

Causing them to feel frightened, or in danger

Exploiting or corrupting them

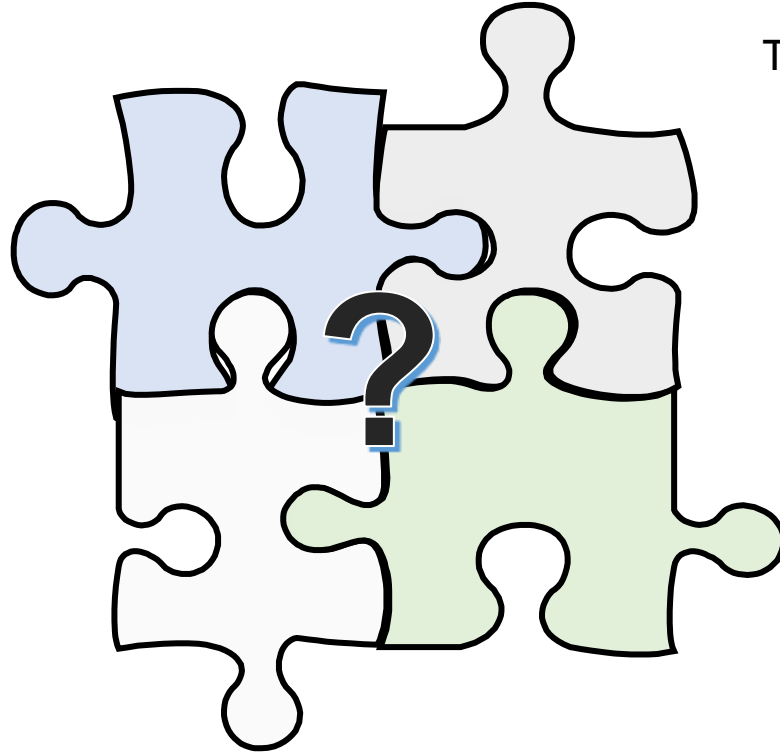


Can you think of some
signs & indicators of
Emotional Abuse?

Sharing Information

Child tells teacher
they feel sad

TA sees child appears tired



Lunch Supervisor
overhears the child
talking to friends
about being hungry

Attendance officer
notes a sudden
increase in
lateness to school

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



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,



Social Difficulties

‘Acting out,’ truancy, isolated from friends

Harmful Practices

Forced Marriage

Breast Flattening/Ironing

'Honour' Based Violence

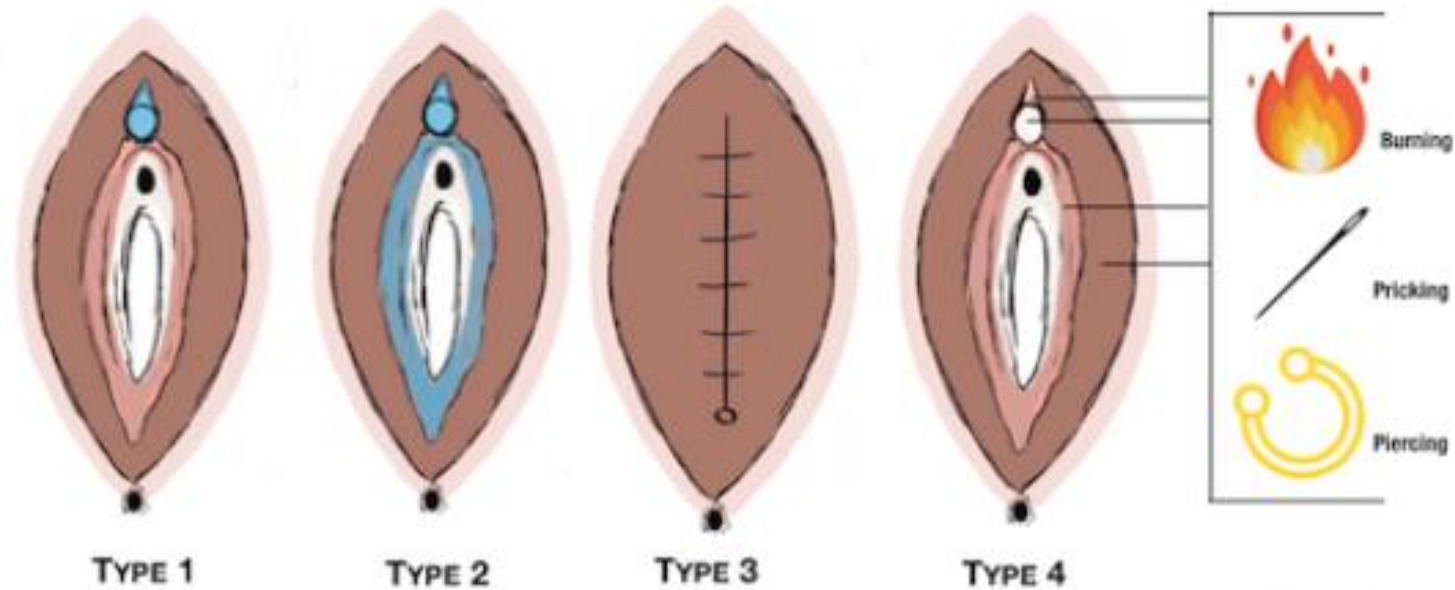
What is a harmful practice?

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

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

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/>

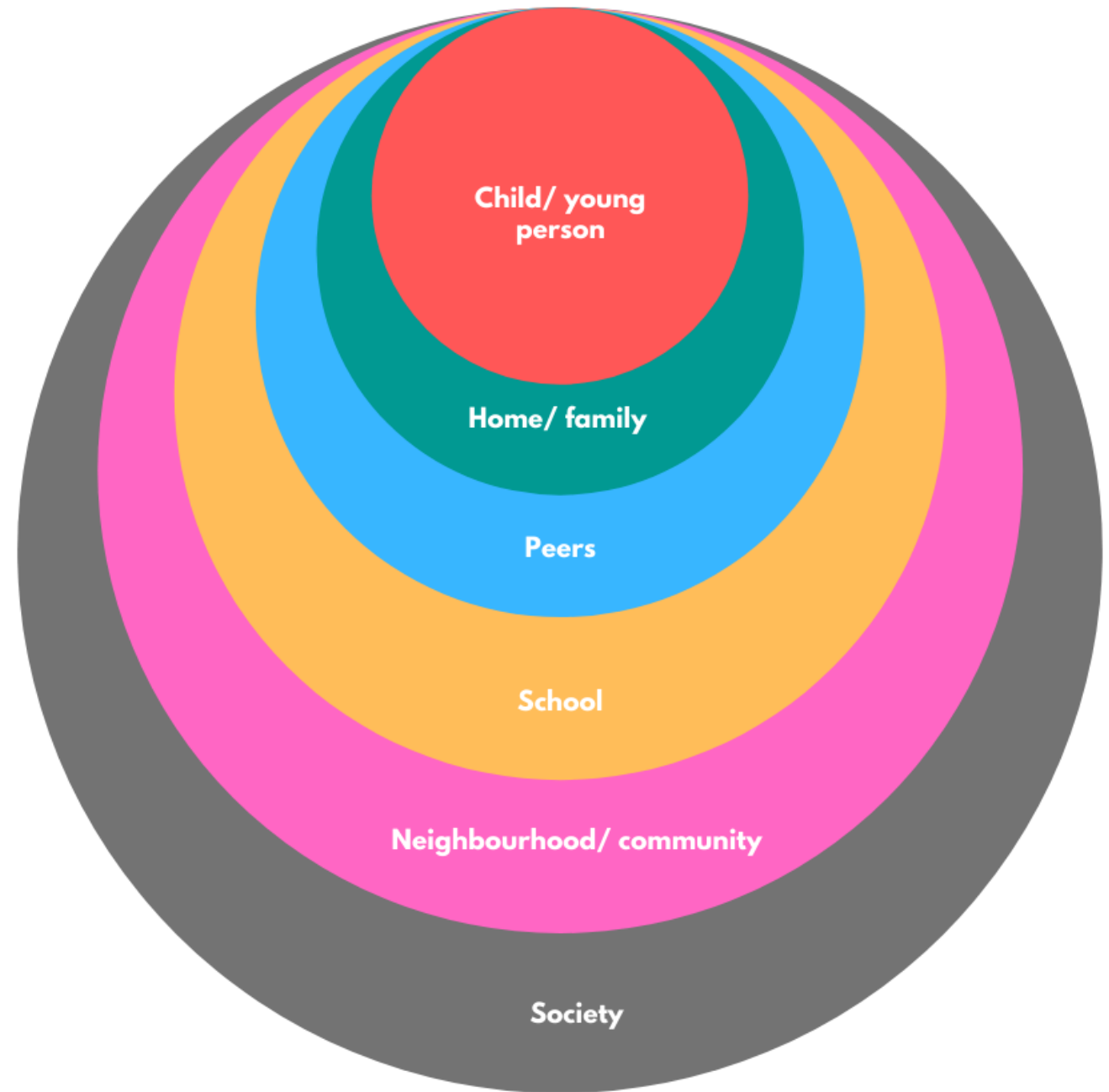
Teaching, Health and Social Care Professionals have a personal mandatory reporting duty to report **'known'** cases of FGM in Girls under 18 years **to the police (101) in the area where the child lives.** A 'known' case is one where the professional is **given a verbal disclosure by the girl and / or the professional physically sees what they believe to be FGM.**

What is contextual
Safeguarding?



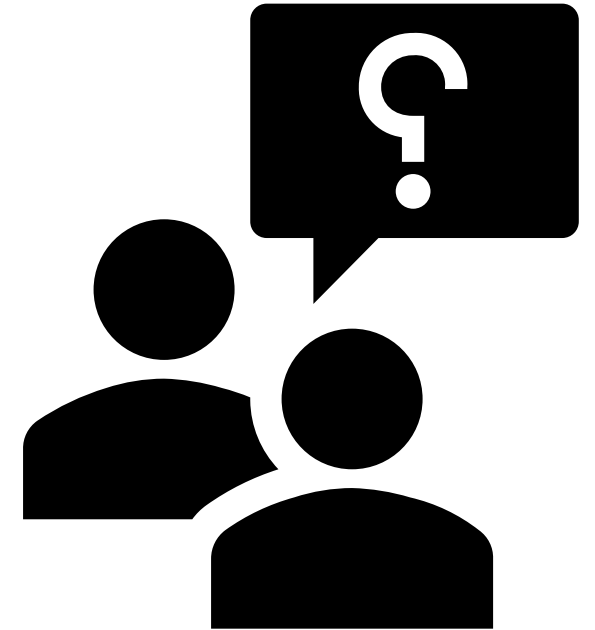
Contextual Safeguarding

- 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?

- CSE
- CCE





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



Serious Youth Violence

Identification

Academic research & evidence identifies 5 shared risk factors for youth violence & gang involvement:

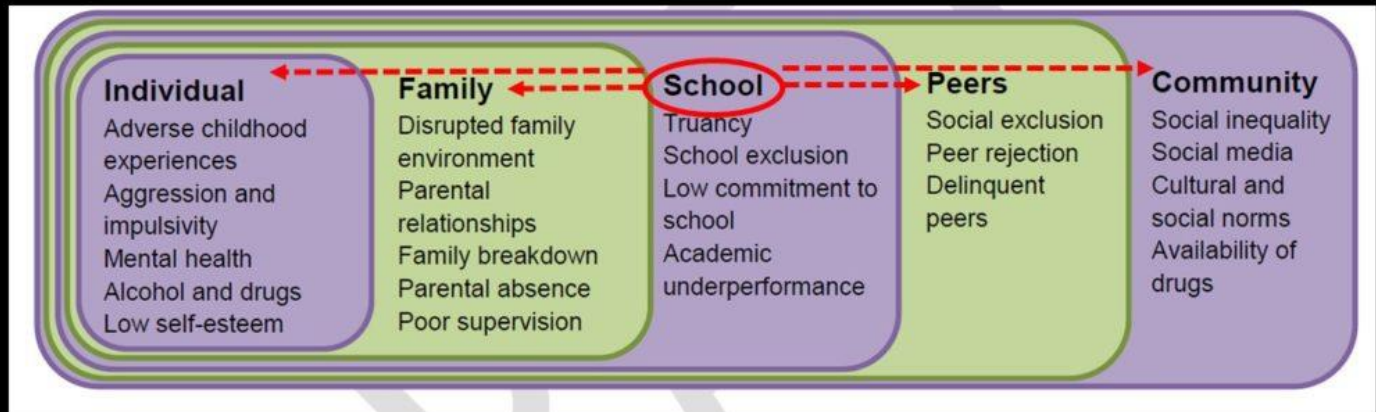


Table taken from Hertfordshire Serious Violent Crime Intelligence Analysis – September 2018

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

Persistently going missing, being found out of area

Parental concerns

unexplained money, clothes, or mobile phones

Suspicion of physical assault/unexplained injuries

Relationships with controlling / older individuals or groups

Significant decline in school results/performance

excessive text messages/ phone calls and/or having multiple handsets

Self-harm or significant changes in emotional well-being

gang association or isolation from peers or social networks

Change in appearance (perhaps in particular style or colour)

STI or pregnancy

Carrying weapons



A new nickname, hand signals or code to communicate with friends

Being secretive or vague about whereabouts or who spending time with

Tags or graffiti on books/possessions



Child on Child Abuse

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

- Sexual Violence/Harassment
- Up-skirting
- Sending of nude/semi nude images
- Hazing

Remember not to view or forward images of children

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%)



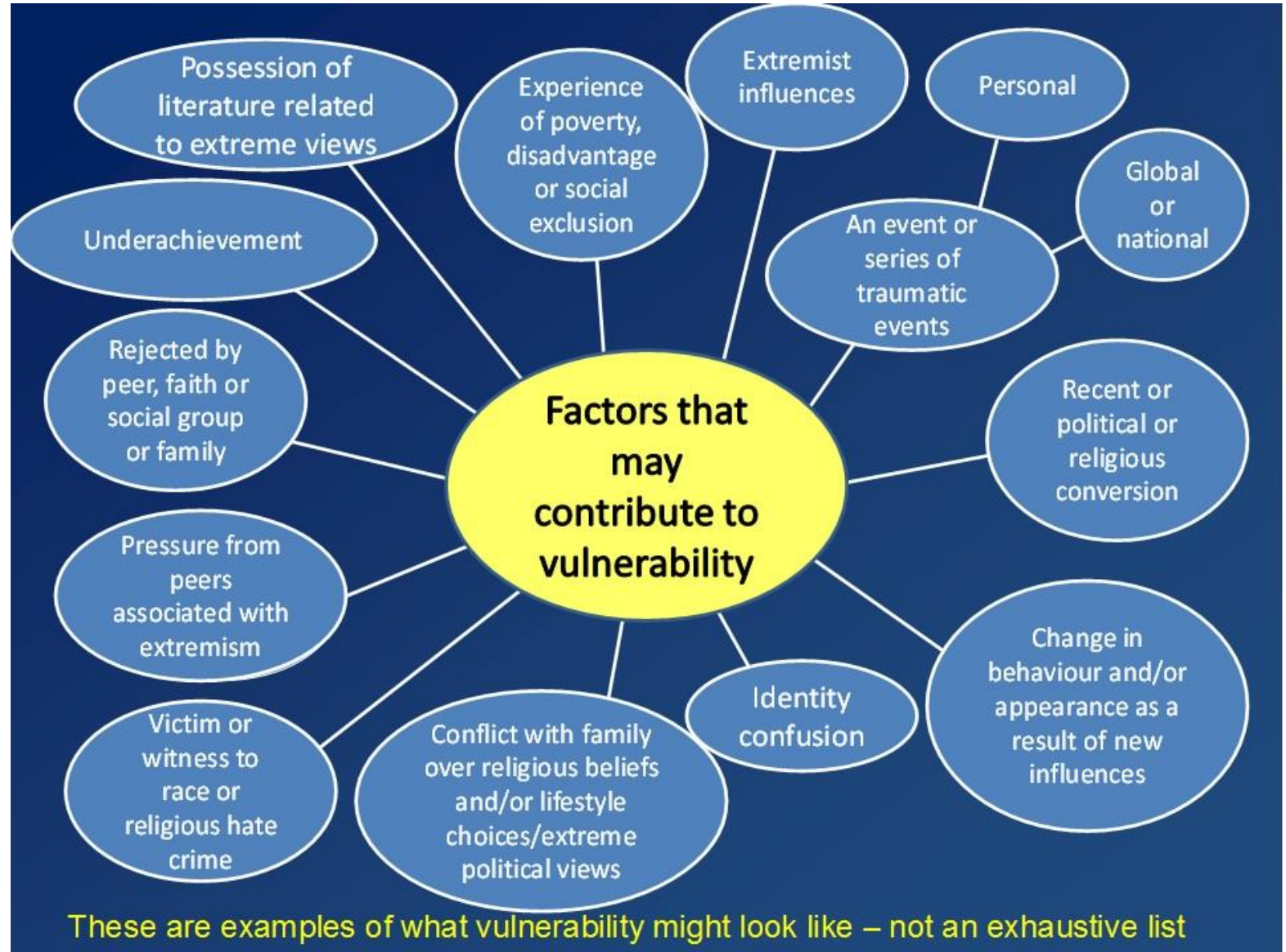
The image is a screenshot of a BBC News article. At the top, there is a navigation bar with the BBC logo, a 'Sign in' button, and links for Home, News, Sport, Weather, iPlayer, and Sound. Below this is a red banner with the word 'NEWS' in white. Underneath the banner is a secondary navigation bar with links for Home, Prince Philip, Coronavirus, Brexit, UK, World, Business, Politics, Tech, Science, and Health. The article title is 'Everyone's Invited: Children recount 'rape culture' experiences' in a large, bold, dark font. Below the title, it says 'By Cristina Criddle, Technology reporter' and '15 March'. There is a small red icon with a white arrow pointing left. Below the text is a photograph showing the backs of several children in a classroom, all with their right arms raised. The children are wearing white school uniforms. The photo is credited to 'GETTY IMAGES' in the bottom right corner. Below the photo, there is a short paragraph of text: '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 should complete the Home Office e learning module: Introduction to Prevent. Senior Leaders and DSLs should complete the additional module around making referrals.



MODERN SLAVERY INCLUDES:

SEXUAL



EXPLOITATION

FORCED
LABOUR



CRIMINAL



EXPLOITATION

DOMESTIC
SERVITUDE



14

18

28

88

318



Online Safety

What are the risks?

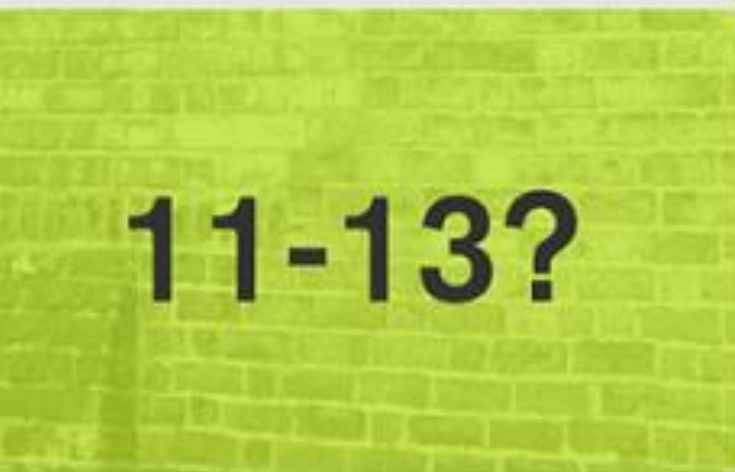


- Grooming
- Cyber-bullying
- Radicalisation
- Sexual Image sharing/Sexting
- Exploitation
- Emotional abuse
- Exposure to adult/ inappropriate material



Welcome to CEOP's Th

Come in to find the latest information on the sites you like to visit, mobile phones, what's good, what's not and what you can do about it. If you look after yourself too – with resources you can use in the classroom or at home. Most importantly anyone can use to [report](#) if they feel uncomfortable or worried about something. The information here is brought to you by the team at the [NCA's CEOP Centre](#)



- 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

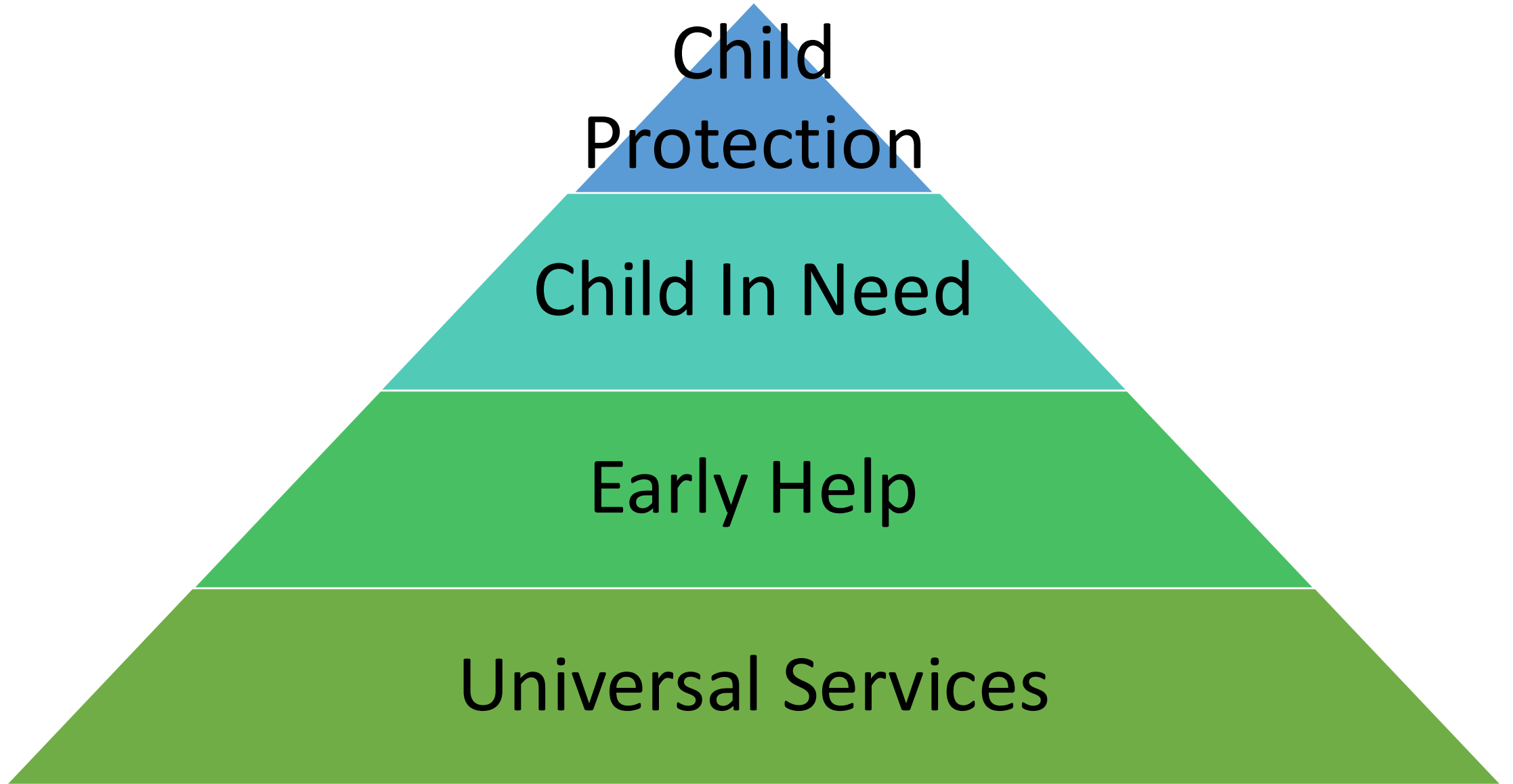
Young Carers

A young carer is a person under 18 who provides or intends to provide unpaid care for another person of any age

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.



Child
Protection

Child In Need

Early Help

Universal Services

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



Barriers to speaking out

...

Embarrassment

Shame

Fear

Don't know
it is abuse

Worried
won't be
believed

Judgement
from peers

Not
knowing
what will
happen
next

Worrying it will be
out of their
control when they
tell

Worry will be
blamed

Disabilities and
communication
needs

Responding to disclosures



T

Tell

E

Explain

D

Describe

~~Why?~~

Use child's words to check understanding



I'm scared going to grandads



What's making you scared?




Adam's Story: It Follows Me Around | Childline

- [Adam's Story: It Follows Me Around | Childline - YouTube](#)

- <https://www.youtube.com/watch?v=dYnLzSUQc6U&feature=youtu.be>





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

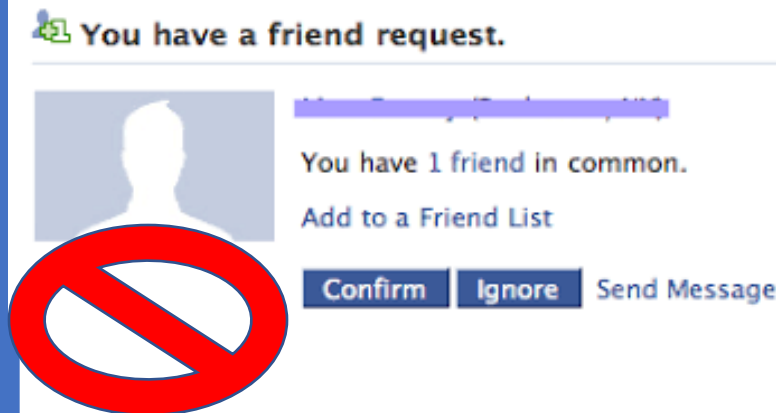
Professional Conduct

Safeguarding also includes keeping yourself, as a professional, safe

Ensure that you are familiar with, and abide by, your code of conduct and any behaviour management policies

If you make a mistake then report this yourself as soon as possible

Take care online, particularly on social media. Do not accept friend requests from children or parents. Maintain your professional boundaries.



Be mindful that what you post could be seen by vulnerable children/parents and be misinterpreted

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 - tell your Head Teacher. If your concern is about your head teacher you should contact the Chair of Governors



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 remain concerned you should follow the whistleblowing policy and can contact the LADO directly
- 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 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



Key Points to take away

- **Recognise** the signs – be curious about the child’s experiences.
- **Respond** - let the child know they have been heard, and understood
- **Report** to Safeguarding Lead – do not delay
- **Record** – Know and follow your safeguarding policy and procedure

Any Questions?



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Key Contacts

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Fiona Gibbs

Prevent Lead and Stronger Communities Manager

fgibbs@hillington.gov.uk

Axis

Axis@hillington.gov.uk / 01895277 177

- National Domestic Abuse 24 hour Helpline: 0808 2000 247



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Group Exercise

Read through the case study in your groups and consider the following questions:

- What is your initial response (thoughts & feelings) about the case study?
- What vulnerabilities & risk factors can you identify?
- What immediate steps would you take?
- If, the young person does not wish to talk to you about their experiences, what would you do to try and overcome this barrier?

Jessica (9) and Leo (5) often look a bit scruffy in school. Their uniform doesn't appear to be washed often and other children have commented on them being smelly. Recently they have started being late to school more often. A few times Jessica (5) has walked to school on her own and said that everyone at home was still asleep. Mum presents as a bit flustered, but she does appear caring and despite everything the children present as happy and sociable.

Jameela (9) is fairly new to your school having moved around a lot. She is quiet but appears to have withdrawn even more over the past few days. She has built up a good relationship and today she tells you that last night her stepdad hit her on the back and locked her in her bedroom. Jameela begs you not to tell anyone and says if you do she'll be in more trouble and life will be unbearable.

Anushka (5) tells you that last night daddy was shouting at mummy and mummy was crying. Anushka goes on to say that she saw mummy on the floor looking hurt but daddy said it was an accident. You know that dad is a well-respected doctor in the community and a school governor.

At school MC often hangs around with younger peers. There has been an allegation that MC has tried to kiss one of these peers and touch them on the bottom. MC has then disclosed that their foster carer has been making them feel uncomfortable. Recently the foster carer has started sitting next to MC when they watch TV, they have placed their hand on MC's leg near their private parts and also asked MC if they can massage each other. MC has been known to make disclosures previously which have turned out not to be true.

An older young person has been meeting Don (10) at the school gates. He calls him 'bro' but from your knowledge Don doesn't have any brothers. Don came into school today wearing some brand new trainers. You know Don lives with his gran and she has told you Don often won't tell her where has been after school.

Jamie is an 11-year-old student. He is usually a big joker in class and can be outspoken. He is very intelligent and consistently performs above the average for his age. One day you overhear Jamie saying that he is fed up with all the immigrants that come into the country and taking people's jobs. He feels the government are too soft. He also mentions wanting to make the world a better place. You notice he has been drawing strange symbols on his work book but you are unsure what they mean.

Anvir (13) joined the school on a manged move having been excluded from another provision. Anvir is challenging in class and seems angry and frustrated however, won't engage when people have tried to support him. Anvir is often late for school, when you speak to his grandmother, whom he lives with, she says he is often out late at night and won't tell her where he has been. Phones aren't allowed in school and Anvir has had this confiscated on a regular basis. You confiscated Anvir's phone in lesson today but then saw another phone in his bag.

Esmee (13) tells you she thinks she had sex with her boyfriend but she isn't sure if they actually did or not. She said that she wanted to and he didn't make her feel pressured.

Maya (12) says she is very worried about current events in Ghaza and doesn't like what is happening to people there. She watches the news and prays for them.

Jasmine (15) tells you that Isla (16) sent a naked image of herself to Tom (16) and Tom has then posted this on a snapchat. Jasmine says she can send you the picture so you can see this yourself.

Robin is 12 years old. She has some cognitive difficulties and struggles a little in class. However, she is very popular and has a large group of friends. One day you notice Robin showing the other girls in the class a picture of her 'boyfriend'. You make a mental note of it but this is fairly typical behaviour of the girls in your class at the moment so you continue with the lesson. Later that day, as you are leaving school, you see Robin kissing a boy at the school gates, she then gets into the car and he drives away.