Working Together to Safeguard Children

St Edmund's Catholic Primary School

October 2017

* Safeguarding children- the action we take to promote the welfare of children and protect them from harm.
* Effective safeguarding systems are child centred.

(Working together to safeguard children 2015)

Aims of the training:

* To provide participants with the opportunity to develop an awareness of what to do if they have concerns about the safety and welfare of children.

Working Together to Safeguard Children

Children protection is part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering or are likely to suffer significant harm.

Safeguarding and promoting the welfare of children is defined as:

* Protecting children from maltreatment
* Preventing impairment of children's health or development
* Ensuring the children are growing up in circumstances consistent with the provision of safe and affective care
* Taking action to enable all children to have the best outcome

Key Guidance and Legistlation

* What to do if you're worried a child is being abused 2015

* Keeping Children Safe in Education 2016

* Working Together to safeguard children 2015

Who Are Our Designated Safeguarding Lead? (DSLs)

Lead: Elizabeth Higgins

Deputies:
Claire Shorten and Cath Patrick
(training this term)

Designated Safeguarding Lead –Role

* Co-ordinate and refer suspected cases (allegation to Assessment Team/Police

* Act as a source of expertise and advice to school staff

* Provide induction and training for all school staff

* Ensure Child Protection policy and procedures are updated annually by the Governing Body and made known to all staff, students, volunteers, governors and parents

* Attend and contribute to case conferences as required

* Liaise with HT/Chair/Nominated governor our CP matters

* Keep <u>clear</u> child protection records and copy confidentially to the next establishment when child moves

* Attend relevant or refresher training at least every two years

What is abuse?

* A form of maltreatment of a child.
* Someone may abuse or neglect a child by inflicting harm or failing to prevent harm.
* Children may be abused:
* In a family
* An institution
* A community setting
* By a stranger
* Via the internet
* By an adult or another child

Who presents a risk to children?

Parents

celebrities

staff

strangers

Anyone?

Other children

Categories of Abuse & Neglect

* Physical Abuse
* Emotional Abuse
* Sexual Abuse and Child Sexual Expolitation
* Neglect

Recognising Abuse

* In your groups, list the physical signs and behaviours= indicators that may make you think a child or young person could be experiencing abuse or neglect

* If the child was being abused, what behaviours might you expect parents /carers to show and how might they respond?

Signs Of Abuse

The following 'may' indicate something is wrong:

* Significant change in behaviour
* Extreme anger or sadness
* Aggressive and attention-seeking behaviour
* Suspicious bruises with unsatisfactory explanations
* Lack of self esteem
* Self injury
* Depression
* Age inappropriate sexual behaviour

Other factors causing concern

* Parent or child misusing alcohol or drugs
* Domestic abuse
* Parents with learning difficulties or mental health problems
* Children with disabilities
* Grooming and sexual exploitation (including online)
* Teenage pregnancy and parenthood
* Child trafficking and modern day slavery
* Witchcraft

Other factors causing concern

* Highly mobile families
* Female Genital Mutilation
* Honour based violence
* Forced marriage
* Self harming behaviours inkling suicidal behaviours
* Peer on peer abuse
* Radicalisation and extremism
* Online safety

Child Sexual Exploitation

* Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.

* Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online.

* Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

* Child sexual exploitation is a hidden crime. Young people often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening.

* It can involve violent, humiliating and degrading sexual assaults, including oral and anal rape. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Child sexual exploitation doesn't always involve physical contact and can happen online.

Recurring themes

* Domestic abuse, mental ill health and substance misuse have been identified as common features of families where harm has occurred. They are viewed as indicators of increased risk of harm to children and young people.

Non accidental injuries and bruising

* Possible indicators:
* Injuries to both sides of the body
* Injuries to soft tissue
* Injuries with particular patterns
* An injury that doesn't fit the explanation given
* Delays in presentation
* Untreated injuries
* Bruising on non mobile babies or children (**must be recorded on body map and referred in all cases.**)

New body map shows hands and feet
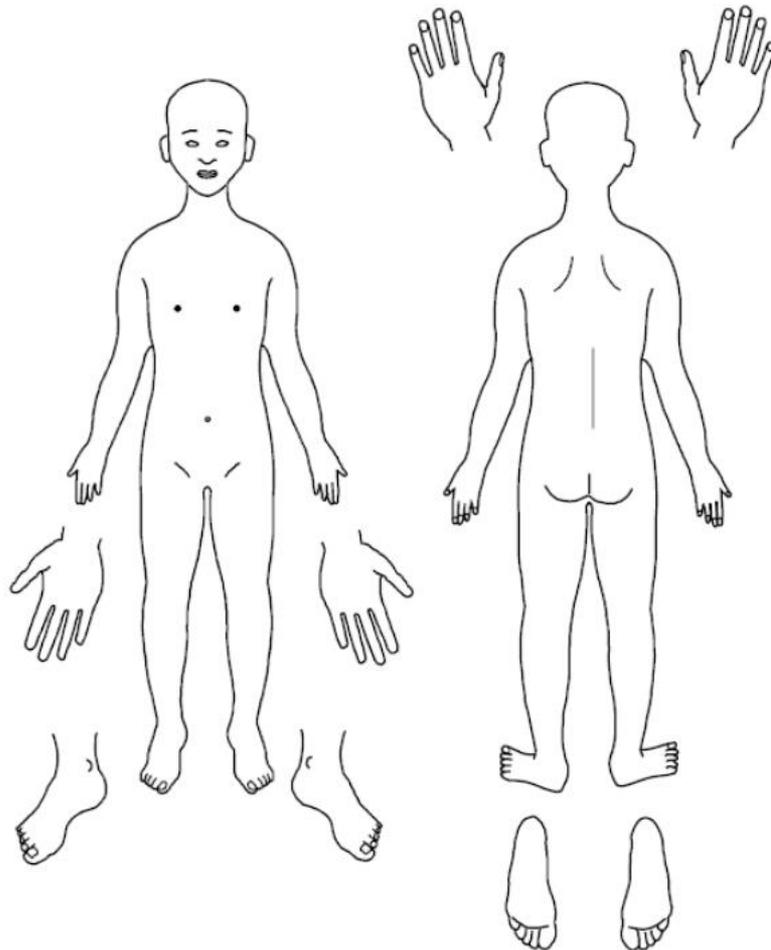
Vulnerability

Children may be more vulnerable to being harmed if they are:

* Unborn children
* Babies
* Disabled children and those with SEN
* Children who are perceived as being different
* Children who are already thought of as a problem by professionals
* Children who are looked after or returned from care
* Children in secure or residential settings
* Young carers (intimate care)
* Children engaged in antisocial behaviour or criminal activity

Additional Indicators for Disabled Children

* Force feeding

* Unjustified or excessive physical restraint

* Rough handling

* Extreme behaviour modification
(Deprivation of liquid, medication, food or clothing)

* Misuse of medication, sedation, tranquillisation.

What to Do If A Child Tells

DO

* Listen carefully
* Provide support
* Record the conversation in the child's words as well as your part in the discussion
* Sign, date and time of the conversation
* Take it seriously
* Reassure they are right to tell
* Explain what will happen next

What to Do If A Child Tells

DON'T

* Ask leading questions
* Make promises that you cannot keep
* Jump to conclusions
* Speculate or accuse anybody
* Display disbelief shock or disgust
* Never delay immediate response to protect a child

It is not your responsibility to decide if the allegation is true or not

What Factors Stop Children Reporting Abuse?

Fear of not being listened to Fear of not being believed	Embarrassment Unable to communicate the abuse	Adults not sympathetic Adults may tell someone else
Fear of consequences Care for the abuser	Not knowing who to tell Scared	Unable to understand or recognise abuse Believing it's their own fault

In groups consider what is happening at school to encourage and enable children and young people (or their parents) to talk about their concerns.

Activity: Sharing Best Practice

Serious Case Review Child J 2017

Four key steps to follow to help you identify and respond to abuse or neglect

* Be alert
* Question Behaviours
* Ask for help
* Refer

It may not always be appropriate to go through all steps. If a child is in immediate danger or at risk of harm you should refer to social care / police

(What to do if…. 2015)

Prevent

* Preventing Radicalisation:

The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. While it remains rare for children and young people to become involved in terrorist activity, young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable. Schools, working with other local partners, families and communities, play a key role in ensuring young people and their communities are safe from the threat of terrorism.

Prevent

* Channel Training

http://course.ncalt.com/Channel_General_Awareness/01/index.html

* Prevent

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

Disguised compliance

* Disguised compliance involves parents giving the appearance of co-operating with child welfare agencies to avoid raising suspicions and allay concerns. Published case reviews highlight that professionals sometimes delay or avoid interventions due to parental disguised compliance.

* The learning from these reviews highlights that professionals need to establish the facts and gather evidence about what is actually happening, rather than accepting parent's presenting behaviour and assertions. By focussing on outcomes rather than processes professionals can keep the focus of their work on the child.

Female Genital Mutilation FGM introduction

* http://www.nhs.uk/Conditions/female-genital-mutilation/Pages/Introduction.aspx

FGM: Female Genital Mutilation

* It is now an Ofsted requirement that staff receive training on identifying 'pupils at risk of FGM'

* FGM is the collective term for procedures which include the partial or total removal of the external female genital organs for cultural or non therapeutic reasons. It is an extremely harmful and illegal practice.

* The World Health Organisation estimates that between 100 and 140 million girls / women worldwide have experienced FGM and around 3 million undergo some form of the procedure each year in Africa alone. Also documented in India, Malaysia, Pakistan, Iraq, Israel, Oman and UAE

Cultural underpinnings and motives of FGM

It brings status and respect to the girl

It preserves virginity / chastity

Provides social acceptance, especially for marriage

Upholds family honour

Fulfils a religious requirement believed to exist

Perpetuates a custom / tradition

Believed mistakenly to make childbirth safer for the infant

Deeply rooted in African culture

Common age 3-8 but can be older 11-13 years

Whistleblowing

* Whistleblowing is an important aspect of Safeguarding whereby staff and volunteers are genuinely concerned about a colleagues' behaviour

* The behaviour may not be child abuse but it may be transgressing the code of conduct or pushing boundaries beyond normal limits

* How to refer:
  * Speak to your Safeguarding lead
  * Speak to your Head teacher
  * Speak to the Chair of Governors if concern relate to Headteacher
  * www.surreycc.gov.uk/safeguarding

Key Features of a Safer Culture at St Edmund's Catholic Primary School

* Open/no secrets
* Belief that 'it could happen here'
* Clear procedures for reporting concerns
* Support in raising concerns and commitment to take action
* Code of Conduct
* Polices and procedures put into practice
* Constant review and update of how we operate to ensure a safer environment

* You may only have one small piece of the jigsaw

* Remember: It's easy to think, "What if I'm wrong?", but most importantly "What if I'm right?"