

## Solihull MBC: Education and Skills

**Awareness of Child Protection in the  
broader context of Safeguarding in  
Education:  
Training for staff working in education  
provisions in Solihull**

29<sup>th</sup> August 2018



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- Introduction and Session Agreement
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- Managing Concerns and Dealing with Disclosure
- Specific Safeguarding Issues
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- Developing knowledge and learning from serious case reviews
- Safer Working Practice and allegations against staff
- Plenary and evaluation



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## Session Agreement

During the training it is expected our agreement with each other will be to:

- Respect each other and our individual experiences
- Keep any personal matter shared today private unless by doing so will be detrimental to a child
- Be sensitive talking about our professional experiences as the subject often raises personal as well as professional issues for ourselves and each other



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## Learning Outcomes

- Describe what safeguarding is and the different ways in which children can be harmed.
- Recognise and describe indicators of child abuse and neglect.
- Understand your role and responsibilities and those of others in safeguarding and promoting the welfare of children.
- Outline what to do if you have concerns about a child in line with the provision's Child Protection Policy.
- Understand the need to work with families and other agencies and understand issues of lack of co-operation and non-compliance.
- Describe areas of working practice that can make children and staff vulnerable.
- Identify the procedures for sharing concerns about another adult's behaviour in line with your provision's policy (code of conduct, managing allegations and Whistleblowing Policy).



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## Section 1

### Attitudes and Values Exercise

What do you think?

Discuss how our personal beliefs and views influence decision making



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## Section 2: Context

Children and young people spend a large part of their time in education and for some it is the only safe place in their daily lives.

Staff are in a position to identify concerns early and provide help to children to prevent things escalating.

They may be the first people that children tell about their experiences of abuse.

Staff need to work with colleagues in other agencies to promote the welfare of children and young people in order to protect them from harm



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## Education Act 2002

- Section 175: "A governing body of a maintained school shall make arrangements for ensuring that the functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school."
- Section 157 places the same requirement on Academies and Independent schools.



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## Keeping Children Safe in Education (September 2018)

- Child protection (Part 1)
  - Management of Safeguarding (Part 2)
  - Safer recruitment (Part 3)
  - Managing allegations (Part 4)
  - Child on child sexual violence and harassment
- In addition:
- Health and safety



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## The Role of School & College Staff

- Everyone who comes into contact with children and their families has a role to play in safeguarding children.
- All school and college staff have a responsibility to provide a safe environment in which children can learn.
- Each school has a designated safeguarding lead.
- All school and college staff should identify children that may benefit from early help.
- Anyone who has a concern about a child's welfare should ensure a referral is made to children's social care.
- Teachers including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties



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## Teacher's Standards 2012

- Responsibility to provide a safe environment in which children can learn
- Have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm
- Then have a responsibility to take appropriate action, working with other services as needed.



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## A safe environment ..... Children Talk About Their Concerns When . . .

- School feels a safe place to be
- Children's views and contributions are respected
- Adults and children are respectful of each other
- There is a culture of openness, honesty and trust
- Staff allow children to be heard
- There is space for privacy
- Self-esteem is high



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## Safeguarding and Promoting Welfare

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

Children includes everyone under the age of 18.

*Working Together to Safeguard Children (2018)*



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### Child Protection

- Child protection is part of safeguarding and promoting the welfare of children.
- It is activity undertaken to protect specific children who are suffering or at risk of suffering significant harm.
- Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.
- Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.



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### Culture of vigilance ....

- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.



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### Solihull Multi-Agency Thresholds Criteria

- Threshold 1
- Threshold 2
- Threshold 3
- Threshold 4



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### Section 3

#### Definitions and possible signs of abuse



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#### What is abuse?

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

*Working Together to Safeguard Children (2015)*



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#### 4 Categories of abuse

- Physical
- Emotional
- Sexual
- Neglect



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## Physical Abuse

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

*Working Together to Safeguard Children 2018*




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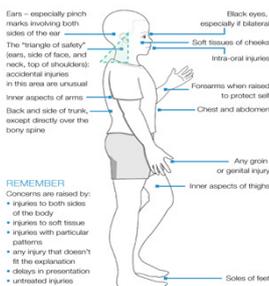
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## Emotional Abuse

- Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on the child. These may include interactions that are beyond the child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction.




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## Emotional Abuse (cont.)

- It may involve seeing or hearing the ill-treatment of another.
- It may involve serious bullying (including cyber-bullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children.
- Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

*Working Together to Safeguard Children 2018*




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## Sexual Abuse

- Involves 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.
- The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- They may include non-contact activities, such as involving children in looking at or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

*Working Together to Safeguard Children 2018*




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## Neglect

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. Neglect may occur during pregnancy as a result of maternal substance abuse.

- Once a child is born, neglect may involve a parent or carer failing to:
- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
  - failing to protect a child from physical and emotional harm or danger;
  - failure to ensure adequate supervision (including the use of inadequate care-givers); or
  - failure to ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

*Working Together to Safeguard Children 2018*




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## Exercise: Identifying Possible Indicators of Abuse

In your groups consider the four categories of abuse and identify:

- **Physical indicators** - things that can be seen from the child's appearance
- **Behavioural indicators** - what the child does
- **Parental indicators** – responses and behaviours exhibited by a parent/carer that may cause concern.




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## SIGNS AND INDICATORS

Neglect	Emotional	Physical	Sexual
<ul style="list-style-type: none"> <li>• Tired/listless</li> <li>• Unkempt</li> <li>• Poor hygiene</li> <li>• Untreated medical conditions</li> <li>• Medical appointments missed</li> <li>• Constantly hungry or stealing food</li> <li>• Over eats when food is available</li> <li>• Poor growth</li> <li>• Poor/late attendance</li> <li>• Being regularly left alone or unsupervised</li> <li>• Dressed inappropriately for the weather condition</li> <li>• Having few friends and/or being withdrawn</li> <li>• Ill equipped for school</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to thrive</li> <li>• Attention seeking</li> <li>• Over ready to relate to others</li> <li>• Low self esteem</li> <li>• Apathy</li> <li>• Depression/self harm</li> <li>• Drink/drug/solvent abuse</li> <li>• Persistently being over protective</li> <li>• Constantly shouting at, threatening or demeaning a child</li> <li>• Withholding love and affection</li> <li>• Regularly humiliating a child</li> </ul>	<ul style="list-style-type: none"> <li>• Unexplained injuries</li> <li>• Injuries on certain parts of the body</li> <li>• Injuries in various stages of healing</li> <li>• Injuries that reflect an article used</li> <li>• Flinching when approached</li> <li>• Reluctant to change</li> <li>• Crying/ instability</li> <li>• Afraid of home</li> <li>• Behavioural extremes</li> <li>• Apathy/depression</li> <li>• Wanting arms and legs covered even in very hot weather</li> </ul>	<ul style="list-style-type: none"> <li>• Age inappropriate sexual behaviour/knowledge/promiscuity</li> <li>• Wary of adults/ running away from home</li> <li>• Eating disorders/depression/ self harm</li> <li>• Unexplained gifts/ money</li> <li>• Stomach pains when walking or sitting</li> <li>• Bedwetting</li> <li>• Recurrent genital discharge</li> <li>• Sexually transmitted diseases</li> </ul>




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## Section 4

### Managing concerns and dealing with disclosure




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## Disclosures

School staff are well placed to receive information from children. Where a child is able (and willing) to give a free-flowing account of an abusive event, it is not necessary to ask questions, other than for clarification. However children, and especially very young children, often may only give staff little snippets of information making the asking of questions unavoidable. In fact children often need the help of an adult to steer them through a process of telling, even when they are telling about enjoyable non-abusive events.




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## What Stops Children From Telling?

- Being blamed
- Threats and fear
- Awareness of the implications
- Lack of communication or vocabulary
- Not recognising the experience as abuse
- Lack of trust
- Feeling responsible
- Lack of opportunity to be heard




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### Helpful ideas

- Take what you are being told seriously
- Listen carefully – do not interrupt
- Acknowledge what you have been told
- Remain calm
- Reassure – tell them they have done the right thing
- Tell them you will have to pass the information on and who you will be telling and why
- Pass to your DSL in writing on agreed school form
- Seek support for yourself

### What to avoid

- Do not investigate
- Do not look shocked
- Do not probe
- Do not speculate
- Do not pass an opinion about or criticise the alleged perpetrator
- Do not make negative comments
- Do not promise to keep a secret
- Do not display disbelief
- Never delay getting help
- Do not dismiss what the child is telling you
- Do not ask any leading questions.




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### The Role of Staff in Safeguarding Children

	
<ul style="list-style-type: none"><li>• Receive</li><li>• Reassure</li><li>• Respond</li><li>• Report</li><li>• Record</li><li>• Remember</li><li>• Review</li></ul>	<ul style="list-style-type: none"><li>• Ignore</li><li>• Dismiss</li><li>• Investigate</li><li>• Ask leading questions</li><li>• Examine a child</li><li>• Take photographs of injuries</li><li>• Attempt to resolve in isolation</li></ul>



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### Remember:

Do not delay in passing your concerns to the DSL

Do not investigate or seek to resolve the matter yourself

Seek advice and support from the Designated Safeguarding Lead

Make a clear and accurate record of the concerns and pass the information on without delay



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### Dealing with disclosure & managing concerns: case study scenario



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## I Think I Should Act Now

### What will stop me?

- What if I'm wrong?
- I'm not very confident
- I don't know the child very well
- I've reported before and had a bad experience
- I don't know who to talk to
- It's not my job
- Someone else will pass it on
- I will do it tomorrow
- I have not got the time
- It doesn't happen to families here
- Over-identifying with the parent/carer
- Someone else must already know this!

### Why I will pass it on?

- At this school we take safeguarding seriously
- I know our school procedure
- I know who to pass it to
- I know what is expected of me
- It is my responsibility
- This is serious and important
- Children spend more time in school than any other place
- After parents, school staff are often the next adults a child will respond to
- The indicators of abuse are present
- Abuse investigations often highlight a failure to act




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## Duty to Refer

- All professionals have a duty to refer cases where abuse is known to have occurred or is suspected.
- No professional has the right or responsibility to withhold information or to respect a child's/young person's wish for confidentiality.




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## Key Themes for Education Providers

Poor practice includes:

- failing to act on and refer the early signs of abuse and neglect,
- poor record keeping, particularly around decision making
- failing to listen to the views of the child and concentrated of the needs of the parents,
- failing to re-assess concerns when situations do not improve, regularly reviewing against the thresholds
- sharing information too slowly, timelines of referrals
- a lack of challenge to those who appear not to be taking action (escalation/professional disagreement).




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## Section 5 – Specific Safeguarding Issues

It is important that we as education providers are able to:

- Raise concerns in order to protect children and young people
- Teach children and young people how to recognise risk and keep themselves safe (PSHE curriculum) - preventative work.




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## Specific Safeguarding Issues

- Children and the court system
- Children with family members in prison
- Child Exploitation: Child sexual exploitation, County Lines Child (and vulnerable adult) criminal exploitation, trafficking and modern slavery
- Homelessness
- Peer on peer abuse
  - Sexual violence and sexual harassment between children in schools and colleges
  - bullying including cyber-bullying
  - Initiation/hazing type rituals
- child missing from education
- Drug and alcohol abuse
- Online safety and sexting
- So-called 'honour-based' violence




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## Specific Safeguarding Issues

- Child abduction
- child exploitation: child sexual exploitation (CSE), trafficking and modern slavery, child criminal exploitation: county lines
- Health and well-being: mental health and behaviour, medical conditions, fabricated or induced illness
- faith abuse
- gangs and youth violence
- gender-based violence/violence against women and girls: domestic abuse, female genital mutilation (FGM), forced marriage
- Hate crime
- private fostering
- preventing radicalisation
- (Teenage) relationship abuse




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### Children missing from education

A child going missing from education is a potential indicator of abuse or neglect. Staff in education provision should follow the provision's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in the future.

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### Child Criminal Exploitation: County lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

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## Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.



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## On line Safety

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved

3 areas of risk:

content      contact      conduct



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## Sexting

The NSPCC defines 'sexting' as the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet.

- DSL handbook pathway on sexting (also in revised child protection policy guidance)
- Sexting in schools and colleges: responding to incidents and safeguarding young people, UK Centre for Child Internet Safety, Aug 2016

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/545997/Sexting\\_in\\_schools\\_and\\_colleges\\_UKCCIS\\_\\_4\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKCCIS__4_.pdf)



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### Homelessness

- Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.
- Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, anti-social behaviour, the family being asked to leave the property
- In some cases 16 and 17 year olds could be living independently for their parents or guardians, for example through their exclusion from the family home



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### Child with family members in prison

- Approximately 200,000 children have a parent sent to prison each year.
- These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.



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### Children and the Court System

- Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.
- Making child arrangements via the family court following separation can be stressful and entrench conflict in families. This can be stressful for children.



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## Peer on Peer Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse, most likely to include:

- Bullying, including cyberbullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (youth produced sexual imagery)
- Initiation/hazing type violence rituals




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## Trafficking and Modern Slavery

- Modern slavery is an umbrella term encompassing slavery, servitude, forced or compulsory labour and human trafficking
- Victims of modern slavery are unable to leave their situation of exploitation, controlled by threats, punishment, violence, coercion and deception
- Slavery violates human rights, denying people of their right to life




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## Female Genital Mutilation

All procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

- Illegal operation in the UK for almost 20 years.
- Female Mutilation Act 2003.
- Replaced Prohibition of Female Circumcision Act 1985.
- Offence to arrange for a child to be taken abroad for FGM
- Fine, imprisonment up to 14 years or both.
- Form of child abuse and is illegal.
- Most common infancy - 15
- **Child Protection referral to Social Services.**
- Referral to Police.
- FGM places a child at significant harm.
- Section 47 of Children Act 1989.
- Case Strategy Meeting.
- Mandatory reporting duty




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## Radicalisation and Extremism

**Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

**Extremism** is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calls for the death of members of the British armed forces, whether in this country or overseas.




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## Increased Safeguarding Vulnerabilities

- Children with disabilities or learning difficulties
- Parents with learning difficulties
- Parents with mental health illness
- Substance misuse
- Domestic abuse
- Previous abuse within the family
- Children under 1
- Looked-after children/being in care
- Chaotic, unsettled or transient lifestyles
- Lack of parental control




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## Vulnerabilities of aged 14 years+

- Complexity and range of risk factors
- Alienation from families
- Educational difficulties
- Accommodation issues
- Abuse /exploitation by adults
- Unemployment
- Drug/alcohol misuse
- Emotional & mental health difficulties
- Domestic abuse in the home
- Reactions to bereavement




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## Teaching about consent

**You cannot consent to your own abuse.**

<http://www.thamesvalley.police.uk/crime-prevention/keeping-safe/consent-is-everything.htm> (UK)

- The Sexual Offences Act 2003 definition:  
**‘A person consents if she/he agrees by choice and has the freedom and capacity to make that choice’**

(KCSIE 2018, page 84-85 for further information.)



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## Section 6

Local Solihull LSCB Priorities

<http://socialsolihull.org.uk/lscb/>

- Neglect
- Child Sexual Exploitation
- Early Help

<http://socialsolihull.org.uk/earlyhelp>



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## Section 7

Developing knowledge and learning from when things have gone wrong



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- Marie Colwell - died in 1973, aged 7
- Victoria Climbié – died in 2000, aged 8
- Lauren Wright – died in 2000, aged 6
- Hollie Marie Wells and Jessica Chapman – died August 2002, aged 10
- Peter Connelly – died in 2007, aged 1
  - Khyra Ishaq – died in 2008, aged 7
  - Daniel Pelka – died in 2012, aged 4



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### What have we learnt from Serious Case Reviews?

- Family?
- Child?
- Professionals?



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### Family

- Domestic Violence/ mental health problems/substance misuse (drugs and alcohol)
- Parent(s)/carer(s) often have convictions for violence
- Parents were reluctant to work with agencies or were hostile and aggressive to staff
- Some parents were very 'needy' and dependent on staff to get their own needs met
- Parents refused access to the child
- Parents/family frequently moved house/area, changed GP, health visitor etc
- Family refused to let professionals into the family home
- Explanations for injury implausible or do not 'fit' the pattern of the injury



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## Child

- Missing from school
- Minor injuries or apparently accidental injuries noted
- Indicators of abuse present
- Not seen by anyone for weeks prior to serious injury/death
- Friends/neighbours express concerns to agencies but are not always heard




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## Professionals

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes:

- failing to act on and refer the early signs of abuse and neglect,
- poor record keeping,
- failing to listen to the views of the child and concentrated of the needs of the parents,
- failing to re-assess concerns when situations do not improve,
- sharing information too slowly
- a lack of challenge to those who appear not to be taking action.




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## Contextual Safeguarding

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual exploitation and the influences of extremism leading to radicalisation. (Working Together 2018)




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### What does this all mean for me?

Do not think concerns that you have about a child are insignificant or unimportant.

Always make a written record of the information and pass this to the Designated Safeguarding Lead without delay.



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### Activity 5 - Building the Picture



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When faced with significant and complex concerns about a child's welfare, it is essential that professionals think the unthinkable and always give some consideration to child abuse as a potential cause of the presenting problems. Not to do so would be a disservice to the child involved and potentially leave him or her at increasing levels of risk.



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### Key Messages

- Be alert to the potential indicators of abuse and always discuss your concerns with your designated person.
- Know where and how to report and record concerns about children.
- Listen to what children have to say and make time to speak to them when there are concerns.
- Be aware of the 'rule of optimism' (things are getting better) when the evidence is to the contrary.
- Maintain a 'respectful uncertainty' about explanations given by parents who may seem plausible if the concerns continue. Discuss with the designated professional who can check out information and consult with others.
- Ensure information is shared and passed on to the DSL quickly.



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### Section 8

**Safer Working Practice and Allegations against Adults**  
**(Staff Code of Conduct policy, Managing Allegations policy, Safer Recruitment policy)**



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### Our responsibility

- To promote the safest learning and working environments for the children in our care
- Remember that any one who has contact with children is in a position of trust
- We all have a personal responsibility to act properly and professionally
- We all have a responsibility to safeguard and promote the welfare of children and young people



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### When might you be vulnerable & why?

- Alone with a child
- Administering first aid
- Restraining a child
- When a child seeks affection
- Providing intimate personal care
- Lack of training or support
- When you are unclear about guidance and/ or procedures
- When you fail to report or seek advice / poor lines of communication
- When you fail to record
- Ethos and culture




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### The Sexual Offences Act (2003)

Under the Sexual Offences Act 2003 it is an offence for a person over 18 (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if s/he does not teach the child.




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### Safer Practice

- Your behaviour should be open and transparent
- You must adopt high standards of personal conduct
- Your behaviour in or out of school must not compromise your position within the school
- Avoid being alone with a student behind a closed, windowless door
- Never give an individual student a gift that is not part of the rewards in the school behaviour policy
- Never give your personal mobile number or personal e-mail address to a student
- Be aware of the dangers of social networking sites




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## Sexual Grooming

- A pupil receiving special attention or preferential treatment
- Excessive time spent alone with a pupil outside of the classroom
- Frequently spending time with a pupil in private or isolated areas
- Transporting a pupil possibly to or from school
- Making friends with a pupils parents and visiting their home
- Acting as a particular pupil's "listening ear"
- Giving small gifts, money, toys, cards, letters to a pupil
- Using texts, telephone calls, e-mails or social networking sites to inappropriately communicate with a pupil
- Overly affectionate behaviour with a pupil
- Inappropriate comments or lesson content of a sexual nature
- Other pupils are suspicious and make jokes or references




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## Hillside First School



- The sexual abuse of children took place in a first school over a number of years prior to disclosure by a child in December 2010. There was a total of 20 pupils who were witnesses to or possible victims of abuse by the teacher. Youngest victim aged 6.
- May 2011 Nigel Leat pleaded guilty to 36 sexual offences, including 22 counts of sexually assaulting a child under 13 and eight counts of sexual assault by penetration of a child under 13. The teacher also admitted one count of attempted rape, one charge of voyeurism, one charge of causing or inciting a child under 14 to commit sexual activity and two charges of possessing indecent images of children.




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## Jeremy Forrest Jailed for 5 and a half years for Child Abduction and Sexual Offences against a Child

Judge Michael Lawson told the Defendant:

*"Your behaviour over this period had been motivated by self interest and has hurt and damaged many people – her family, your family, staff and pupils at the school and respect for teachers everywhere. It has damaged you too, but that was something you were prepared to risk. You now have to pay that price."*




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**Findings of the Serious Case Review:  
What would stop this happening in your school?**

- Over a period of some seven months there were a number of missed opportunities by school staff to recognise or acknowledge that there was a significant problem arising from Mr K's conduct, and that child protection intervention was necessary.
- No records from the school – the records presented to the SCR were written after the abduction.
- Concerns raised by other students were repeatedly dismissed.
- There was, in the school, a "default position" of intuitively supporting a colleague with a corresponding reluctance to believe that the colleague might be an abuser.
- No evidence of any attempt by school staff to talk to Child G in a way that was supportive.
- A failure by the school to involve Child G's mother in responding to these events .



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**Challenging and reporting worrying behaviour and practice by adults**

- Self-report if you think you got it wrong or may be misinterpreted
- Voice your concerns, suspicions or uneasiness as soon as possible
- Pinpoint what practice is concerning you and why
- Don't think "What if I'm wrong?" think "What if I'm right?"
- Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors or does not feel that their concerns about a colleague have been taken seriously should contact the SMBC Local Authority Designated Officer directly: 0121 788 4310.



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**Activity 6 - Safer Working Practice**

You have received an anonymous letter telling you that the site manager was arrested at the weekend for a sex offence with a girl under 16. The letter said this is not the first time.



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## Section 9

### Whistle-blowing



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## Whistleblowing

- All staff and volunteers should be able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.



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## Section 10

### Plenary and Evaluation



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### What do I need to know?

1. Have you read and understood the provision's safeguarding, child protection policy, code of conduct policy and chapter one of keeping children safe in education (2018)?
2. Do you understand the categories of abuse and recognise the possible indicators of concern?
3. Do you know what the school's child protection procedures are and how to report any concerns?
4. Do you know who the Designated Safeguarding Lead(s) and alternate for safeguarding are that you should report any concerns to? What are their contact details?
5. How do you pass on concerns? Is there an agreed format to record any concerns on?
6. Do you know how to report a concern about another adult's behaviour?



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### Where Are We Now?

What we do well

Where we need to improve



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**'Safeguarding is everyone's responsibility'**

*Source: Children Act 2004*



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