

THE ST. MARY'S PARTNERSHIP

Safeguarding INSET

2024



A reminder:



As ever with safeguarding, you can take time out at any time, with no questions and no judgement



If you're affected by the topics discussed in this session,
speak to your line manager or call:

- Education Support on **08000 562 561**
- Samaritans on **116 123**



Video

Why safeguarding is so important





Today we'll learn about ...



What safeguarding is

What safeguarding means for you

How some pupils are more
vulnerable than others

How we can all act in our pupils' best interests

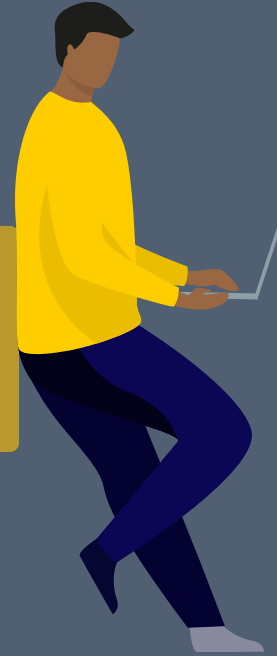
The 4 main types of abuse and signs
to look out for

Specific forms of abuse and safeguarding
issues you might see in our school



Section 1

What is safeguarding?





Safeguarding means ...

Providing help and support to meet the needs of children as **soon as problems emerge**

Protecting children from maltreatment within or outside the home, including online

Preventing impairment of children's mental and physical health or development

Making sure children receive **safe and effective care**

Taking action to enable all children to have the **best outcomes**



Abuse is more common than you may think

We don't know how many children experience abuse, and we may never know.

However, data suggests that:

1 in **20** children in the UK have been sexually abused

1 in **14** children in the UK have been physically abused

1 in **10** children in the UK have experienced neglect

Around **a third** of child sexual abuse cases involve a child or teen perpetrator





Our most common safeguarding issues

- **Domestic Violence** – witnessing abuse is now defined as abuse for the child
- **Physical chastisement** – parents hitting children
- **Neglect** – becoming more prevalent during cost-of-living-crisis

And in our local areas (SO14, SO16, SO19)

- **Sexual abuse of minors** – coercing girls in local community areas (parks)
- **Sexual exploitation of minors** – including online through social media
- **Gang and anti-social behaviour**





Reflection task

Reflect on the most common safeguarding issues across our schools that you've just heard.

Do they surprise you? Why/why not?

Discuss your thoughts with the person next to you.





Section 2

**What does safeguarding
mean for me?**





Changes to Keeping Children Safe in Education and what they mean for you

- This year's changes are mainly technical, so won't have too much impact on your role
- Some of the main changes for you include:
 - An updated definition of safeguarding
 - A revised list of early help indicators
- 2 sections are still 'under review'





Lesbian, gay, bisexual and gender questioning children

- The phrase 'gender questioning' has replaced the word 'trans'
- Schools should take a cautious approach to supporting a gender questioning child and:
 - Consider their needs
 - Work in partnership with parents
 - Take clinical advice and wider vulnerabilities into consideration
- We need to create a culture where children can speak out and share concerns



This section is still **under review**, so it may change



Changes to Working Together to Safeguard Children

All staff that work with children and families need to:

- Know when to share information with other practitioners and what action to take
- Be able to identify and recognise all forms of abuse, neglect and exploitation
- Understand domestic abuse, including controlling and coercive behaviour, as well as parental conflict that is frequent, intense and unresolved
- Be aware of new and emerging threats, including the role of technology and social media
- Be aware that a child and their family may be experiencing multiple needs at the same time





Changes to Working Together to Safeguard Children

What is 'parental conflict'?

- Some level of conflict between parents is often a normal part of everyday life
- It becomes a safeguarding concern when the conflict is **frequent, intense, poorly resolved or damaging**
- This can include **unresolved arguing, silence, lack of respect or lack of resolution**
- This conflict can affect children in all types of parental relationships





Changes to Working Together to Safeguard Children

New guidelines on working with parents

- Avoid reinforcing family shame, suffering and blaming
- Work sensitively with parents/carers and families to understand the impact of adversity and trauma on their lives
- Understand families' backgrounds and potential barriers to accessing help and support
- Be alert and recognise when parents/carers might not be acting in the best interests of the child, or the child may be experiencing abuse
- Make sure any communication is respectful, clear and accessible
- Signpost parents/carers to sources of help and support





Prevent duty guidance updated



- The guidance clarifies that:
 - You may share the personal data of someone susceptible to radicalisation without consent, if you have a lawful basis for doing so
 - There should be someone designated to oversee Prevent

Terminology changes:

Old	New
' Vulnerable ' to extremist ideology and radicalisation	' Susceptible ' to extremist ideology and radicalisation
Children, young people and adult learners	Learners

Safeguarding is everyone's responsibility



Look out for changes in a child

Difficulty concentrating and not doing as well at school

Becoming withdrawn

Mood or behaviour changes

Risk-taking behaviour



Mental health needs

Tiredness

Self-harming

Using drugs or alcohol

Reflection task

- Sophie, a confident and talkative child, has been withdrawn and quiet, especially after lunchtime
- Jamal shouts out in class, and always has done since he started at the school. This has started to bother the other pupils in the class who have raised it to the class teacher
- Alex has just joined the school and their attainment level is lower than you would expect. They also stumble over simple words when reading
- Serena has always been a quiet, well-behaved pupil, but has been pushing boundaries recently, and has started using more sexualised vocabulary. She also has a new set of gel pens and matching pencil case



Summary: key points about what safeguarding is and what it means for you

- Safeguarding means making sure children **grow up safe, happy and healthy**
- Always assume **'it could happen here'**
- We **all** have a role to play in safeguarding children
- Be alert to **changes** in a child
- The **safeguarding team is here to listen** to any concerns you have

Section 3



Some pupils are more vulnerable than others



Some children are more vulnerable than others

Have a special educational need or disability (SEND) or another health need

Are persistently absent from education

Are frequently missing from care or home

Are LGBTQ+



Have mental health needs

Are privately fostered

Have been in care

Have a parent or carer in custody or affected by parental offending

Some children are more vulnerable than others

Live in challenging family circumstances

Are at risk of honour-based abuse

Are at risk of radicalisation

Are at risk of modern slavery, trafficking or exploitation

Are misusing drugs or alcohol

Are young carers

Are involved in a gang

Are being drawn into anti-social or criminal behaviour

Are educated at home



Be even more alert to our ...

Children with SEND

They can be more vulnerable because they might:

- **Rely on others more, or be more innocent or trusting**
- Find it **harder to tell someone** about their abuse
- Be **less likely to understand** their experiences as abuse
- Be more prone to **isolation or bullying**

Signs of **abuse might also be missed** or dismissed.

Many forms of SEND are **invisible** – this doesn't mean these children are **less vulnerable**.



Always use professional curiosity: think 'why?' or 'what might be going on here?'

Be even more alert to our...

Children who are lesbian, gay, bisexual or transgender

They can be more vulnerable because they might:

- Be a **more likely target** for bullying
- Be at **higher risk of** homophobic, biphobic or transphobic hate crimes
- Feel **different and isolated** from their peers
- Not have a **trusted adult** to talk to about their identity



Pupils who may be **perceived** to be lesbian, gay or bisexual share the same risk factors as those who **are**

Reflection task

- Turn to the person next to you
- Together, name 5 groups of pupils who might be more vulnerable to abuse or other safeguarding concerns
- Identify why those pupils might be at higher risk



Section 4



**How we can all act in our
pupils' best interests**



Listen to Rahmi's experience



If a child makes a disclosure ...

Do ...

Listen fully, be supportive, take the child seriously

Let the child lead the conversation

Reassure the child that they're not in trouble and will be kept safe

Ask open questions

Reflect back what they're saying

Be clear about what you'll do next

Ask the child if it's okay to take notes

Don't ...

Give the child the impression they're creating a problem

Make promises about keeping things confidential

Make further investigations yourself

Criticise the alleged perpetrator

Be overly emotional

Let's discuss ...

How might children communicate that they've been abused?



Children might try to communicate abuse in different ways

Self-harm

Acting
inappropriately
for their age



*"I hate staying at my
dad's house"*

Writes stories featuring
abusive families

Changes in
behaviour

Let's discuss ...

What would you include in a CPOMS report?

What would you focus on?



What a good report looks like

Date: 18 September 2023

Time: 1.30pm

Rahmi looked nervous and agitated in the classroom at 12pm today.

I asked her if she was okay and she reluctantly told me that her mum has booked flights 'home' over the half term break.

Rahmi told me her mum keeps mentioning people who Rahmi doesn't know, particularly a 'rich' and 'handsome' man. The man comes from a well-respected family. Rahmi mentioned the word 'honour' once or twice.

She said her mum expects her to marry this man, and if she doesn't it will bring shame on their family.

Rahmi is clearly upset by this. She doesn't want to marry this man but she doesn't want to upset her family either. She also doesn't want to leave the UK, and is scared about what might happen if she does marry this man.

She asked me to not talk to her mum about this.

How to write a robust safeguarding report every time

- ✓ Think **who, what, where** and **when**
- ✓ Include as much detail as possible, including the **child's own words**
- ✓ Stick to the **facts**
- ✓ Make the report **as soon as possible**

Rahmi looked nervous and agitated in the classroom at 12pm today.

Rahmi said her mum expects her to marry a 27-year-old man back 'home'.

She asked me to not talk to her mum about this.

Date: 18 September 2023
Time: 1.30pm

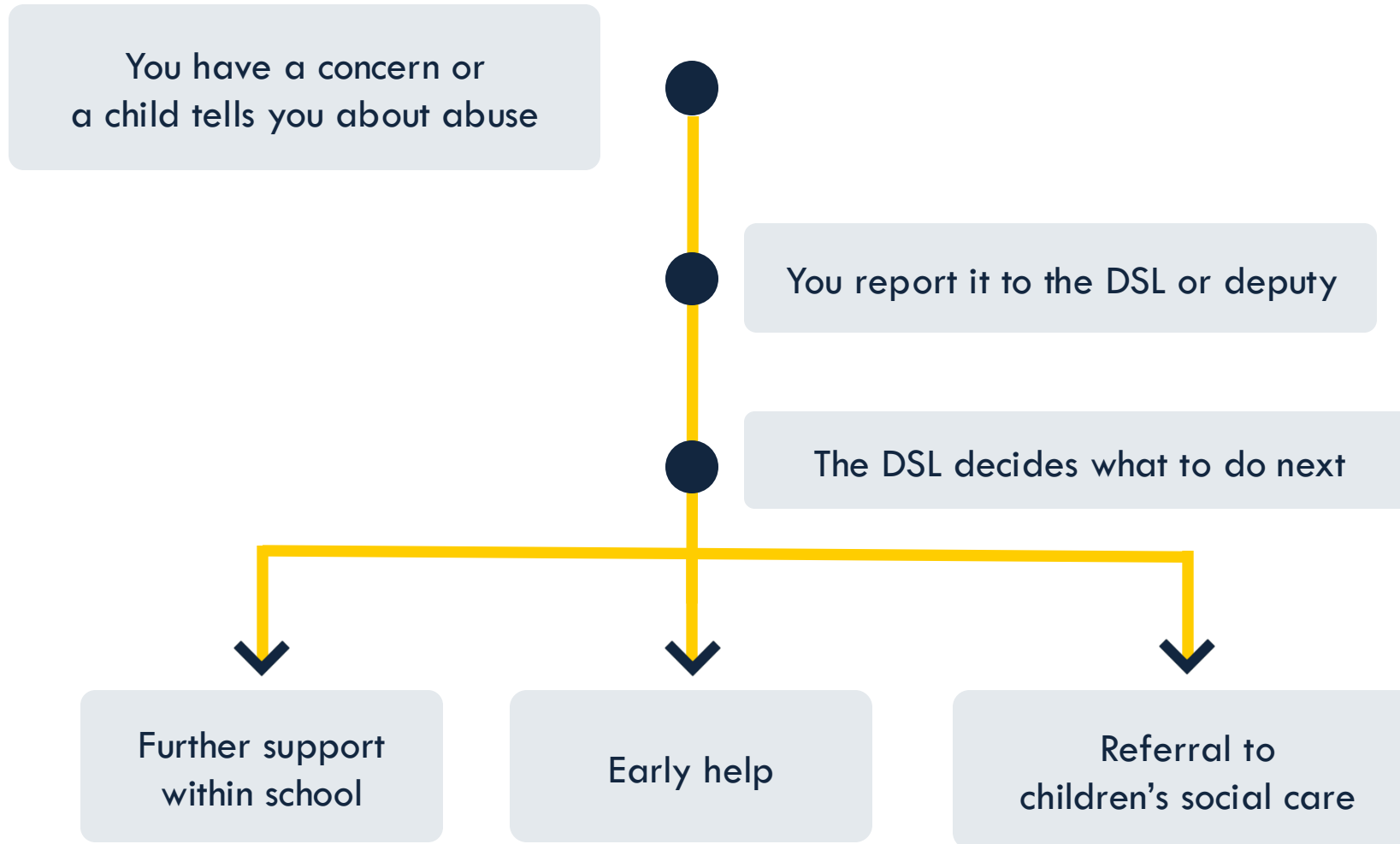
Record keeping

Records should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome



What happens after you make a report



Act on 'nagging doubts' too

Low-level concerns include behaviour that's:

Inadvertent or
thoughtless



Inappropriate for
the circumstances



Ultimately intended
to enable abuse

Low-level concern: yes or no?

Working 1-to-1 with a pupil in a private room with a closed door	Yes
Talking to pupils on social media	Yes
Chatting to a group of pupils about their hobbies at lunchtime	No
Failing to report pupils trying to access inappropriate websites	Yes
Forgetting to check on a group of pupils doing an activity outside the classroom	Yes

Key points about how we can all act in our pupils' best interests

- Take a child seriously if they tell you about abuse they've experienced
- Reassure them they'll be kept safe
- Be alert to children trying to communicate abuse in other, more indirect ways
- Always report any concern you have – no matter how small – immediately



Section 5



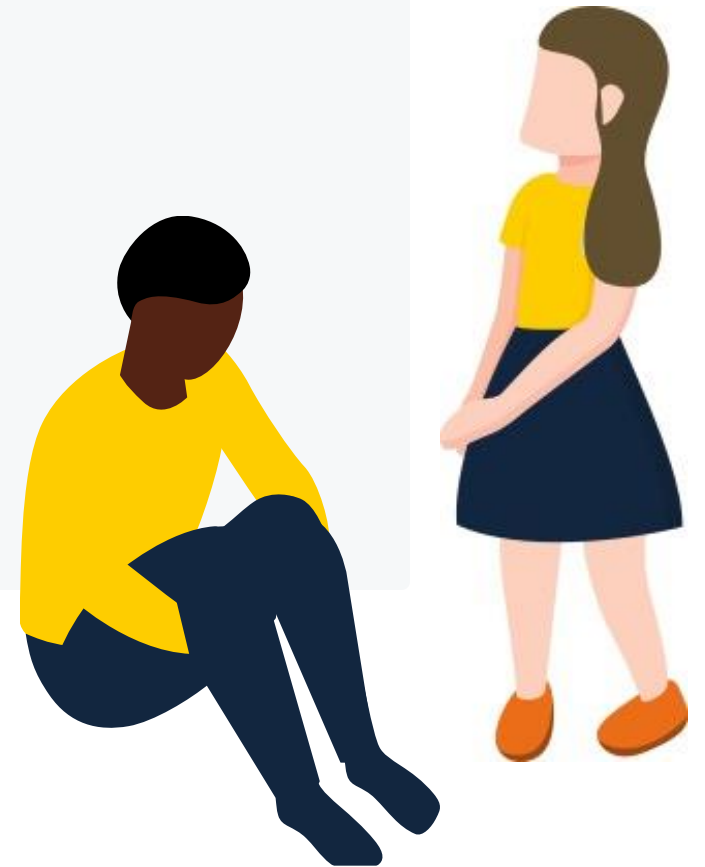
**The 4 main types of abuse
and signs to look out for**



Firstly, let's discuss ...

What do we mean by 'abuse'?

- What would you define it as?
- What words would you associate with it?



Let's take a look



Abuse is a form of maltreatment of a child, where someone inflicts harm on a child, or fails to act to prevent harm



'Harm' can include ill treatment that isn't physical, and the impact of witnessing ill treatment of others

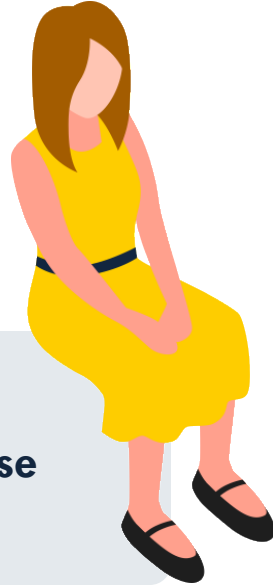


Children can be at risk of abuse in situations both outside and within their families



It can happen online and offline

Physical abuse



Neglect



Sexual abuse

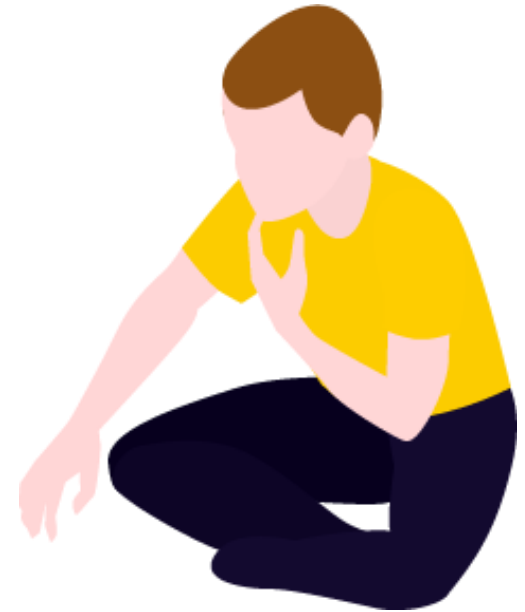


Emotional abuse



This is James

- He's often got head lice
- He often comes to school without a jumper in winter
- He's quite small for his age
- He has complained about toothaches
- His attendance is poor



Neglect: what to look out for

Severe and persistent illnesses and infections

Missing school, or consistently being collected late

Being a carer for siblings or other family members

Signs of malnutrition

Not having appropriate clothes, shoes or equipment for school

Affluent neglect

Poor medical and dental care

Being hungry, stealing or hiding food

Issues with hygiene – regular cases of head lice, long fingernails, dirty skin



Neglect and material poverty

- More than 1 in 4 children are living in poverty
- Families are still struggling to afford food, heating and electricity
- Poverty can cause children's mental and physical health to worsen, and they are more likely to be exposed to crime and violence

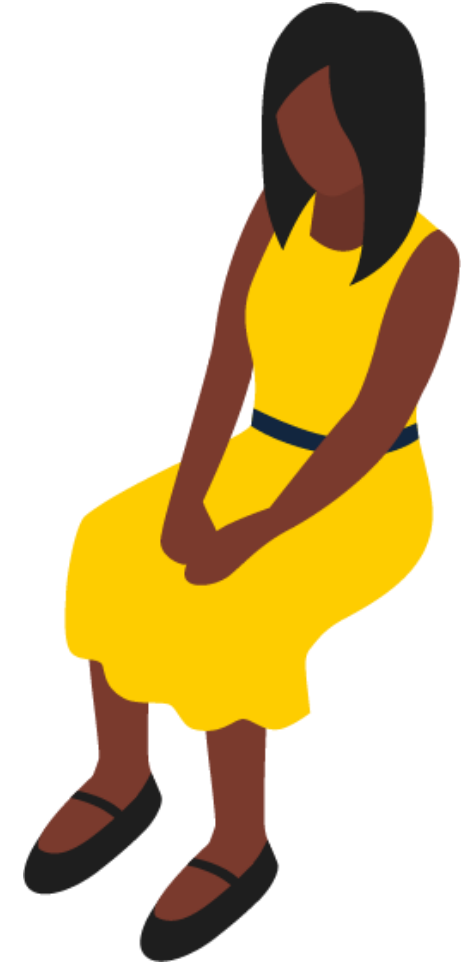
Poverty and financial hardship are not the same as neglect – but they do increase the risk of experiencing neglect



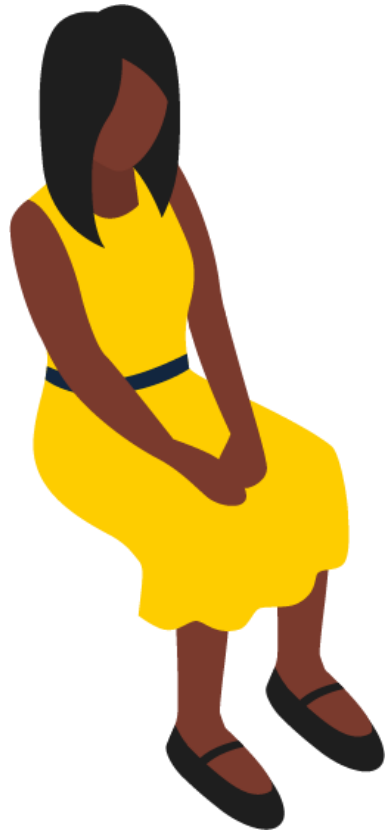


All children have the odd bumps and bruises, so it can be tricky to tell when something is wrong.

One day in PE, I saw Aruna had a couple of large bruises on the backs of her legs. This felt unusual, so I reported it.”



Physical abuse: what to look out for



Bruises, cuts,
scratches or scars

Fractures

Bite marks

Burns or scalds

Vomiting,
drowsiness or
seizures

Breathing problems

Suspicious illnesses

This is Amelia

- Uses language that you wouldn't expect for her age
- Struggles to control her emotions
- Has negative interactions with her parents
- Has poor social skills and low self-esteem



Emotional abuse: what to look out for

Behaviour, language or knowledge you wouldn't expect for their age

Low self-esteem or self-confidence

Language delay

Negative interactions with parents or carers

Lacking social skills or friends

Struggling to control their emotions, such as having outbursts

Trying to make people dislike them, or bullying other children

Issues with mental health



Sexual abuse: what to look out for

Changes in behaviour

Avoiding a particular person

Sexually inappropriate behaviour

Difficulty concentrating at school

Needing the toilet a lot

Difficulty sitting

Dropping hints or mentioning 'secrets'

Pregnancy and STIs

Secretive online behaviour



Remember: abuse happens online too



Social media (e.g. Instagram, TikTok)

Online chatrooms

Online gaming

Using AI

Texts and messaging apps (e.g. WhatsApp)

Email

Streaming sites (e.g. Twitch)

Emotional abuse online

Being excluded
from online games



Cyber-bullying

Being made fun of on social
media (e.g. fake accounts,
hurtful videos)

Receiving constant
messages from parents or
carers while at school

Sexual abuse online

Being forced to make
or look at indecent
images



Being forced to take part
in sexual activity to be
put online

Grooming

AI-generated sexual
abuse imagery

'Sextortion'

Section 6

Specific forms of abuse and safeguarding issues you might see in our schools



Artificial intelligence (AI): concerns to be aware of

Hacking and scams

'Deepfake' pornography

Fake news and
misinformation

AI-generated child sexual
abuse images

'Catfishing' and sextortion





I don't really know why, but I sent some pictures of myself to this man online ... Looking back it seems obvious, but at the time I felt I had to. He then said I had to buy him all these online gift cards, or he'd share the photos. I had no clue what to do.



Callum has been seen hanging around with a group of new, older “friends.” He:

- Seems more anxious and worried at school
- Misses school more
- Struggles more at school than he used to
- Shows signs of self-harm
- Has unexplained injuries



Child sexual exploitation (CSE): ask yourself what might be behind what you're seeing

“I was just treated like I was disgusting for doing it, not that there was a reason behind me doing it”

“They gave me somewhere where I felt like I belonged and somewhere where I felt I was wanted”

“They took the view that I was making my own choices when, in reality, I was trapped in a horrendous situation and needed help”



Child-on-child abuse

Bullying

Abuse in intimate personal relationships between children

Physical abuse

Initiation/hazing type violence



Sexual violence

Sexual harassment

Causing someone to engage in sexual activity without consent

Upskirting

Sharing of nudes and semi-nudes

Child-on-child abuse



Act immediately on any concerns or reports



Reassure the child they'll be supported and kept safe



Don't dismiss or downplay any reports



Domestic abuse: children are victims too



Parental conflict: different from domestic abuse

Unresolved arguing

Silence

Lack of respect

Lack of resolution

Look out for pupils who:

- Seem less ready to learn when they come to school
- Have poor attention or concentration due to lack of sleep
- Struggle with their emotions, mental health or behaviour, including social difficulties with their peers



Mental health concerns can be safeguarding concerns



Your duty to report female genital mutilation

For **known cases** of female genital mutilation (FGM):

- Call **101**
- Say you're **making a report** under the FGM mandatory reporting duty
- Have information about the **DSL's contact details** and the **girl's age** and **address** to hand, as well as **your own contact information** and **available hours**
- Take note of the **reference number** you're given



Remember: girls might use terms like 'cut' to tell you what's happened

There's no 1 path to radicalisation, or 1 type of person who can be radicalised

Understand who might be susceptible



Look out for changes in behaviour, mood or appearance



Know where and how to report concerns

