

Introduction to Safeguarding for Education

Schools Safeguarding Training
October 2017.

Session Aim

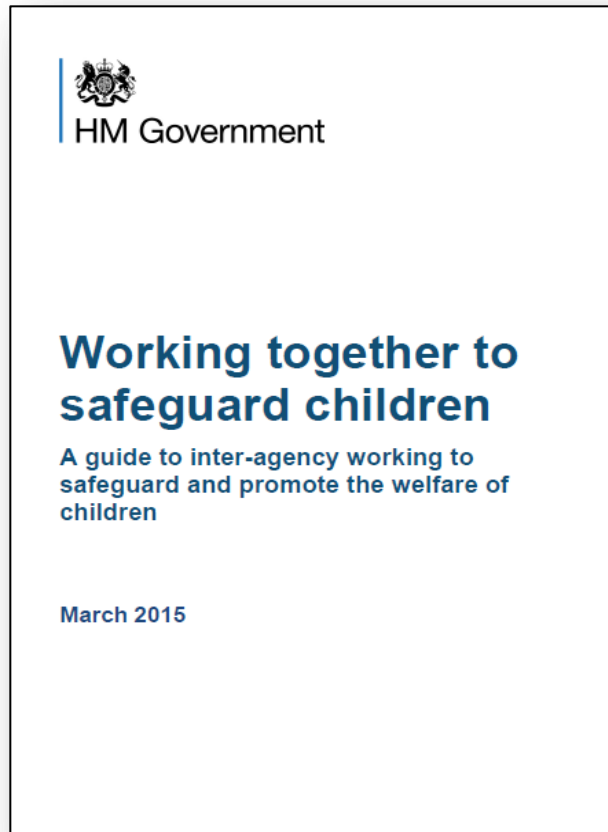
At the end of this session all parents will;

- Be able to identify the difference between Safeguarding and Child Protection
- Understand what staff have to look for to identify children and young people who maybe at risk of harm
- Understand the personal responsibility that staff have to ensure that children`s development and wellbeing is promoted and children and young people are protected from significant harm

Legislation and policies that support us in our decision making

- Working Together 2015
- **Keeping Children Safe in Education 2016:**
Child Protection
- Children Act 2004
- Right Service, Right Time (RSRT)
- United Nations Convention on the rights of the child (rights respecting)
- PREVENT duty 2015
- Schools Safeguarding policy

Role of Safeguarding.



Birmingham Safeguarding Children Board statutory functions;

- 1. Coordination of safeguarding and the promoting the welfare of children in Birmingham; and**
- 2. to ensure the effectiveness of what is done.**

Identifying needs



Birmingham Safeguarding Children Board



Right Service, Right Time
Delivering effective support
for children and families
in Birmingham

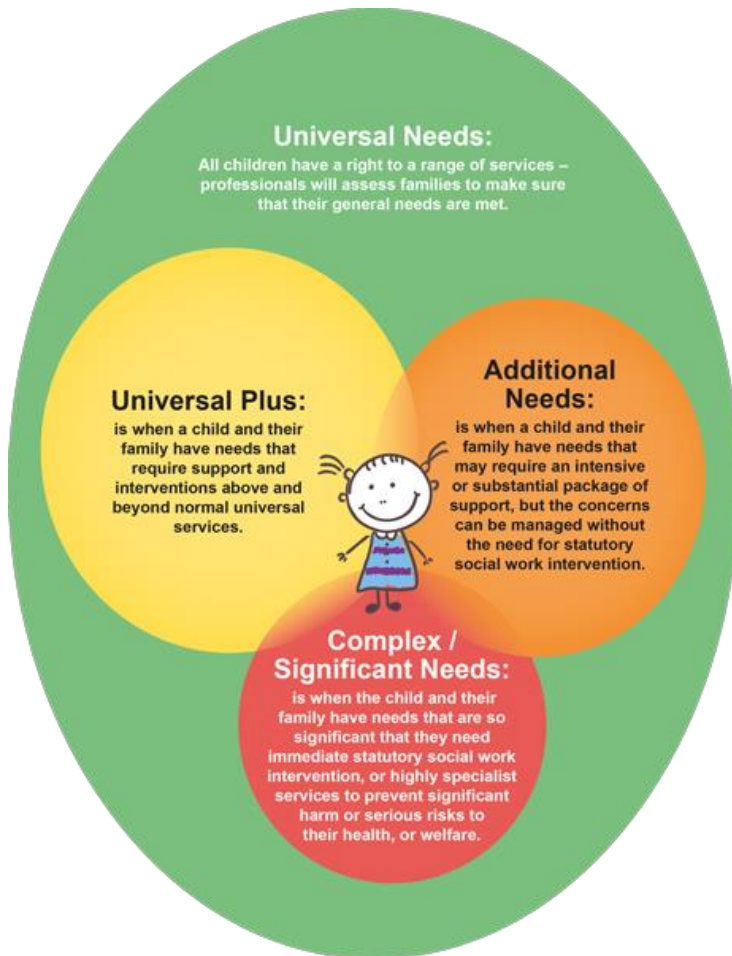
Guidance for Practitioners



- ‘Children and families are supported most effectively and efficiently when services and information sharing are planned and delivered in a coordinated way’.
- ‘The vision across Birmingham is to deliver the right service to the right child supported by flexible and responsive services’.

Source: Right Services, Right Time: 2015

Right Service, Right Time – Threshold of need document



Using the RSRT model to determine the level of need as being:

- **Universal Needs**
- **Universal Plus**
- **Additional Needs**
- **Complex/Significant Needs**

SIGNS OF SAFETY AND WELLBEING – MY EARLY HELP CONVERSATION LOG

THE THREE HOUSES – INVOLVING CHILDREN IN THE CONVERSATION

FAMILY MEMBER NAME:

UNIQUE IDENTIFIER:

PRACTITIONER NAME:

DATE:

House of
WORRIES

House of
GOOD THINGS





House of
DREAMS

WHAT ARE WE WORRIED ABOUT?

WHAT IS GOING WELL?

WHAT NEEDS TO HAPPEN?

“On a scale of 0-10 where 10 means this problem is sorted out as much as it can be and zero means things are so bad for the young person you need to get professional or other outside help, where do you rate this situation today ?”

											
Parent/ carer	0 <input type="checkbox"/> <input type="checkbox"/>	1 <input type="checkbox"/> <input type="checkbox"/>	2 <input type="checkbox"/> <input type="checkbox"/>	3 <input type="checkbox"/> <input type="checkbox"/>	4 <input type="checkbox"/> <input type="checkbox"/>	5 <input type="checkbox"/> <input type="checkbox"/>	6 <input type="checkbox"/> <input type="checkbox"/>	7 <input type="checkbox"/> <input type="checkbox"/>	8 <input type="checkbox"/> <input type="checkbox"/>	9 <input type="checkbox"/> <input type="checkbox"/>	10 <input type="checkbox"/> <input type="checkbox"/>
Practitioner	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
Child(ren)	0	1	2	3	4	5	6	7	8	9	10

Where there are multiple children please state names

NEXT STEPS

FAMILY			
	Early Help advice/ action/ signposting	Initiate an Early Help assessment	Complete and submit a request for support form
PRACTITIONER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Consent

- Early Help is based on a partnership approach between families and professionals
- Think “do with, not to”
- Consent from families to participate in Early Help processes **must always** be present
- If not given then the school will escalate.

Safeguarding figures for our school

- Percentage of school population identified on the vulnerable children List :
- 10%
- Percentage of children receiving or requiring school based Early Help Intervention:
- 7%
- Number of children receiving support coordinated through a multi agency Early Help assessment and plan with school acting as a lead professional:
- 8
- Number of children receiving local authority family support/ think family services:
- 7
- Number of children receiving support from Children`s social care:
- 6

Identifying Complex and Significant need

Child Protection is part of safeguarding and promoting welfare. This refers to the activity undertaken to protect children who are suffering, or are likely to suffer, significant harm.

Source: Working Together to Safeguard Children (March 2015)

Definition of Child Abuse

- Abuse and neglect are forms 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 a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

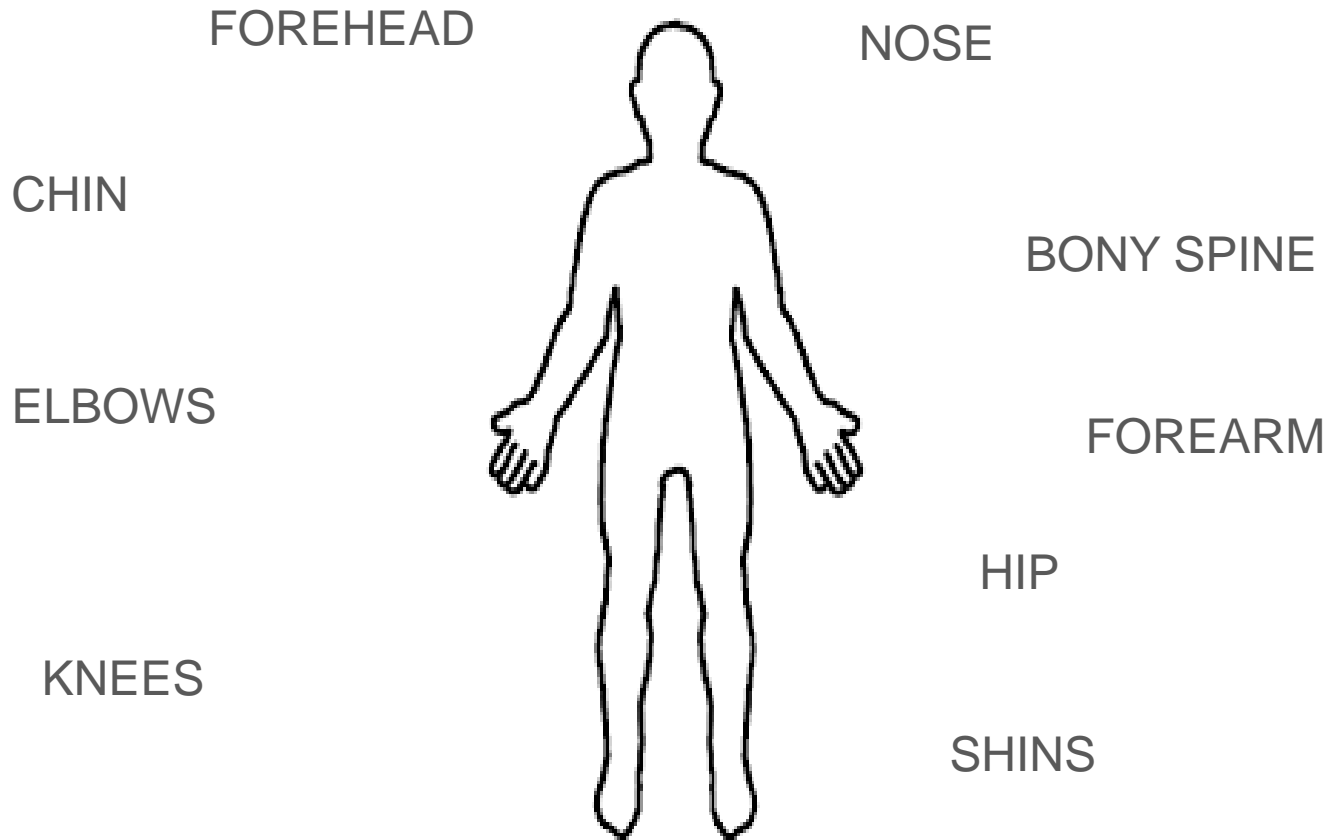
Physical Abuse

May involve:

- Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, inducing illness or otherwise causing physical harm to a child.
- Violence is pervasive and the physical abuse of children frequently **co-exists with domestic violence**.

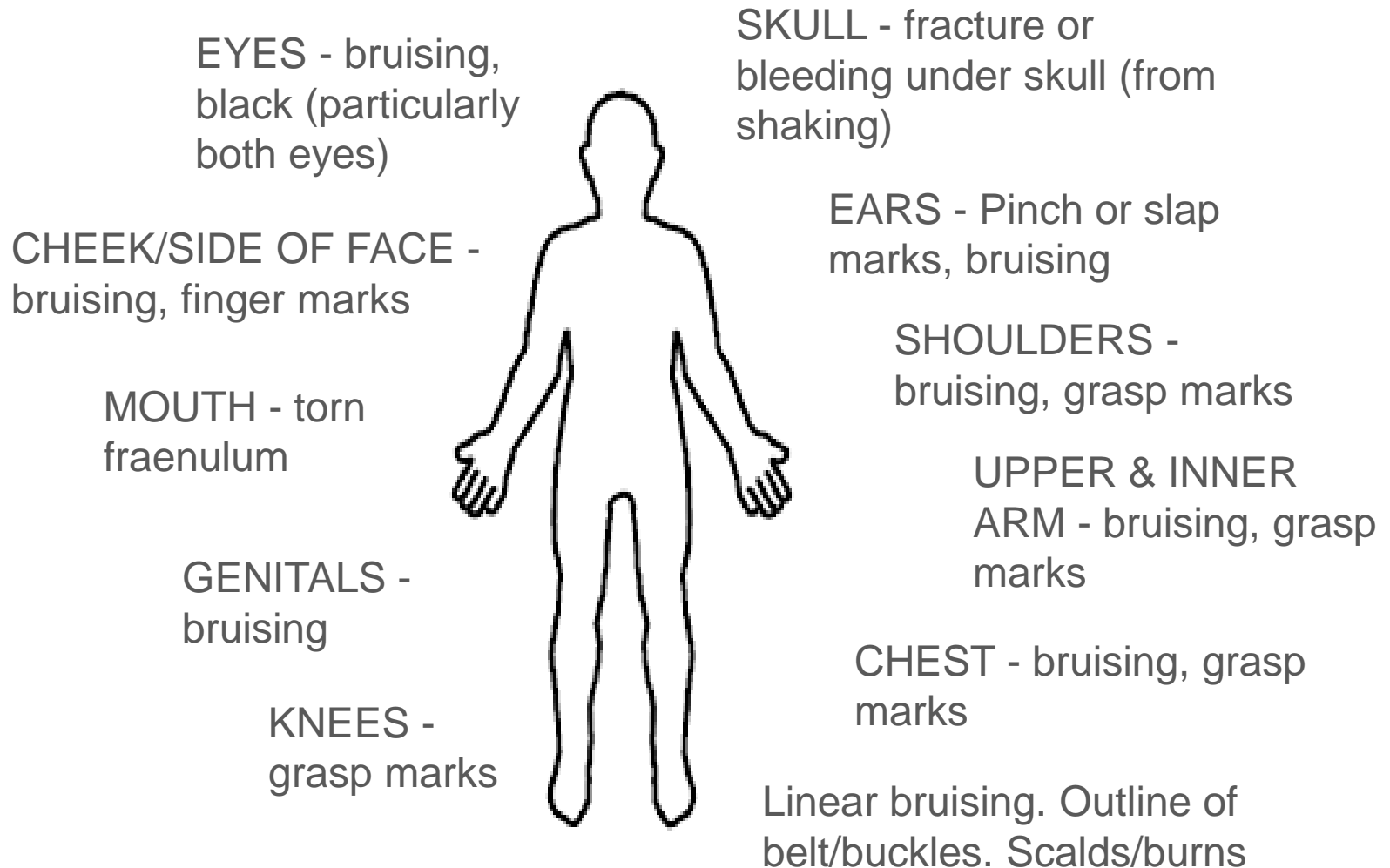
Source: Working Together To Safeguard Children 2015

Common Sites for Accidental Injuries



Explanation consistent with injury

Common sites for Non-Accidental Injuries



Explanation inconsistent with injury

Emotional Abuse

May involve :

- conveying to children that they are worthless or unloved, inadequate, or
- valued only insofar as they meet the needs of another person, age or
- developmentally unrealistic expectations, seeing or hearing the ill treatment of another, over/under protection.

Source: Working Together To Safeguard Children 2015

Neglect

May involve:

- 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.

Failure to:

- Provide adequate food clothing & shelter (including exclusion from home or abandonment).
- Protect a child from physical & emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care givers).
- Ensure access to appropriate medical care or treatment.
- Respond to a child's basic emotional needs.

Sexual Abuse

May involve :

- Physical contact, including penetrative e.g. rape, buggery, or oral sex or non-penetrative acts.
- Non contact activities involving children looking at or in the production of sexual images or grooming a child including via the internet.

Source: Working Together To Safeguard Children, March 2015

Safeguarding Issues that require additional reporting procedures

Female Genital Mutilation (FGM)

A health care professional or teacher must make a “FGM Notification” to the police if, in the course of their duties, they discover that an act of FGM appears to have been carried out on a girl under 18.

- Discuss with your DSL and then call police on **101** if you have information about FGM, believe a child maybe at risk or feel your child being cut and out of control. In an emergency, dial **999**.
- Alternatively contact Crimestoppers anonymously on **0800 555 111** or the NSPCC's FGM Helpline on **0800 028 3550**

Forced Marriage

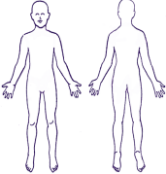
- In the event the referral to CSC is made outside of work office hours, professionals are to contact the Emergency Duty Team **and** the Police.

Child Sexual Exploitation CSE

- CSE affects both Boys and Girls although the behaviours they exhibit in school may look very different .

Choosing what action to take – Who can support you

- *We report concerns on My Concern. Following a discussion with a DSL this may involve filling out specific forms*

Notice of Concern / Incident Form		Insert School Logo
Child's Name:	Class:	School name
Date of incident:	Time of incident:	
<small>This form must be completed, signed and dated by any member of staff who identifies a possible child protection or safeguarding concern:</small>		
<ul style="list-style-type: none">• All child protection concerns must be reported immediately to the designated Safeguarding Lead.• Record the facts and do not make judgements. Record dates, times, places, actual words, what was observed, who was present and questions asked.• Any concerns about staff should be reported directly to the Head Teacher/Head of Service.• Concerns about the Head Teacher should be reported to the Chair of Governors/Proprietor		
Details of Concern/Incident:		
		
Immediate Actions by staff:		
Signed:		
Date:		

- *Mr. Kenny, Mr. McLoughlin, Mrs Dowling, Mrs Bennett.*

If you are concerned that appropriate action has not been taken within school and a child may be at risk you have a duty to call

CASS 0121 303 1888

and/or in immediate risk of harm

**West Midlands Police via
999**

Employment of Staff.

- *Concerns around efforts to gain position of trust with children.*
- *DBS checks: all information disclosed.*
- *References*
- *Eligibility*
- *Interview questions*
- *Teaching observations*

Raising safeguarding concerns about a person in a position of trust

(those who work with children or young people, whether in a paid or a voluntary basis)

Birmingham City Council have a **Local Authority Designated Officer (LADO)** Team who will:

- Receive reports about allegations
- Provide advice and guidance
- Liaise with the police and other agencies
- Monitor the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process

If you have safeguarding concerns about a person in position of trust:

- Staff member – report them to the Head Teacher
- Head Teacher – report your concern to the Chair of Governors or the LADO team directly on Tel: 0121 675 1669

Poster



When I was a
child my father
never touched
me.....

I'll never
forgive him for
it.

