

4myschools Child Protection Training

Including link to complete Home Office PREVENT training.

Welcome

Welcome to 4myschools Child Protection and PREVENT Training.

Children deserve the opportunity to achieve their full potential. Most do so when brought up by parents or carers who provide warmth and love as well as clear boundaries to behaviour.

Children who suffer abuse or neglect may not reach their full potential. Identifying and protecting those children is a shared responsibility.

Safeguarding is everyone's business.

Aims of this training

- Understand signs and symptoms of child abuse
- Be aware of the inquiries and legislation underpinning child protection
- Know what to do if abuse is suspected
- Develop some useful assessment skills
- Be clear about sharing information with others
- Understand child protection systems
- Link with Common Induction Standards
- Transfer knowledge from this programme to the workplace

Why it is Important to get Safeguarding Children right

4 year old Daniel Pelka's life was one of extreme cruelty in the run up to his death. Daniel's parents regularly beat him, denied him food, force-fed salt and held him under water in a bath until he was unconscious. He was imprisoned in a box-room and died alone in the dark from a head injury in March 2012.

The agencies involved with Daniel failed to piece together the evidence each of them had and the Serious Case Review into his death concluded that Daniel was 'invisible'.

Why it is Important to get Safeguarding Children right

The Impact of Abuse and Neglect on Children

The abuse or neglect of any child or young person, either physically, emotionally or sexually, can have a major long-term effect on all aspects of their health, development and well-being.

Everyone involved in the care and education of children has a duty to:

- Prevent abuse and neglect
- Identify those children at risk
- Promote children's welfare, health and development
- Act to prevent them from harm

Safeguarding Children is every individual's and every organisation's responsibility.

Why it is Important to get Safeguarding Children right

In 2008, Khya Ishaq was 7 years old and weighed only 3 stones when she died from starvation after 5 months of cruelty and living in squalor.

Khrya was regularly starved as a punishment.

Staff were denied access to her even though serious concerns were being raised by local schools.

The resulting Serious Case Review revealed:

- Missed opportunities by Children's Social Care and Health Services
- Various agencies failed to communicate and co-ordinate responses to concerns
- Practitioners lost sight of Khrya after she was taken out of school

Children Act (2004)

The Children Act (2004) defined the national vision for all children and young people. There were five key outcomes from this vision:

- Be healthy
- Stay safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Wellbeing

Safeguarding Children in Schools and Colleges

School and college staff are particularly important in safeguarding children.

They are in a position to identify child protection concerns early, provide help for children and prevent concerns from escalating.

Department for Education ['Keeping Children Safe in Education'](#) offers very useful guidance in this respect

Each school will have a Designated Safeguarding Lead who will support staff to safeguard children and liaise with other multi-agency services; for example, Children's Social Care.

Why it is Important to get Safeguarding Children right

The DofE Guidance Part One states 'All school and college staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.'

It is important for all staff to recognise that in terms of child abuse 'It could happen here'.

All Education staff should therefore be knowledgeable about the signs and symptoms of all forms of abuse and what to do if they are concerned about a child in such circumstances.

Working Together to Safeguard Children (2018)

The revised Government guidance [Working Together to Safeguard Children \(2018\)](#) continues to promote a child centered approach to safeguarding based on 2 key principles:

- ❑ Safeguarding is everyone's responsibility with each professional and organisation playing their full part
- ❑ A child centred approach to safeguarding. Effective services are based on a clear understanding of the needs and views of children

Working Together to Safeguard Children (2018)

Working Together (2018) included;

- The referral of allegations against those who work with children
- Notifiable incidents involving the care of a child
- The definition of 'serious harm' for the purposes of serious case reviews

Working Together (2018) still focuses on;

- Helping all agencies to know what the law says they, and others, must do in order to provide a coordinated approach to safeguarding and promoting the welfare of children.

What school staff need to know

All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include the

- Child Protection Policy
- Behaviour Policy
- Staff Behaviour Policy
- Safeguarding response
- Designated Safeguarding Lead and their responsibility

Keeping Children Safe in Education

'Keeping Children Safe in Education' identifies specific safeguarding issues for Education staff (and other professionals) to be aware of:

- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- Domestic abuse
- Drug taking and Alcohol abuse
- Fabricated or induced illness
- Faith abuse
- Gangs and youth violence
- Gender based violence
- Homelessness
- Honour-based abuse including Female genital mutilation (FGM) and Forced marriage
- Mental Health
- Peer on Peer Abuse including Bullying (including cyber bullying), Sexting, Sexual Abuse, Sexual Harassment and Upskirting, Initiation / Hazing
- Private Fostering
- Preventing radicalization
- Serious Violence
- Teenage relationship abuse
- Trafficking

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse and occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual.

CSE does not always involve physical contact; it can also occur through the use of technology.

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17-year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

Child Sexual Exploitation (CSE)

Several of the following signs occurring together could indicate children being groomed and sexually exploited:

- Missing from home or care, including overnight
- Being picked up in taxis or strange cars
- Being tired/dirty/hungry/ or conversely being clean and well fed on coming home
- Being secretive, distressed or anxious and refusing to say why
- Being secretive about time spent on-line
- Having images on their computer which they won't show parents/carers
- Having unknown contacts on their phone
- Receiving phone calls late at night
- Being trafficked both into and around the UK

Child Sexual Exploitation (CSE)

- Pregnancy or sexually transmitted disease
- Having bruises, burns or other injuries
- Using alcohol or drugs
- Becoming disengaged from and missing school
- Talking about travelling to new places
- Dressing differently
- Being seen at places of concern or with other children at risk including sex workers
- Having new or multiple phones/sim cards
- Strangers answering a missing child's phone
- Talking about adults not known to parent/carers

School and College staff have a vital role to play in recognising potential signs and symptoms of CSE among their pupils and involving other agencies in preventing it.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral policy set out by the school which is detailed on slide 62. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead to discuss the correct action to take.

Facts and Figures

The NSPCC Report 'How safe are our children?' 2018 exposes many disturbing figures which highlight the ongoing need to tackle child abuse. For example:

- ❑ 646,120 referrals (relating to 571,000 children) to Social Services in England for the year ending March 2017. This is a 4% increase from previous years.
- ❑ In England the number and rate of children in need due to abuse and neglect has increased every year since 2011/12.
- ❑ Neglect is the most commonly reported form of abuse and has been increasing gradually in recent years. As of March 2017 the breakdown of reasons for being the subject of a Child Protection Plan was as follows: 48.1% neglect; 33.8% emotional abuse; 7.7% physical abuse; and 4.4% sexual abuse
- ❑ In 2016/17, 359,000 violent offences were experienced by children aged 10-15

Facts and Figures

Child Sexual Exploitation (CSE) is a major form of abuse being uncovered across the country.

CSE in Rotherham, Derby, Rochdale and Oxford has resulted in court cases in which gangs of men have been prosecuted for the sexual abuse and exploitation of large numbers of children.

This may be the 'tip of the iceberg' as many more girls and boys may be being sexually exploited by men and women in other urban and rural areas of the country.

There has also been a large increase in reported cases of online CSE.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity

- in exchange for something the victim needs or wants, and/or
- for the financial or other advantage of the perpetrator or facilitator and/or
- through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual.

CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys, as can the indicators of CCE.

Child Criminal Exploitation (CCE)

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the [National Referral Mechanism](#) should be considered.

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Further information on the signs of a child’s involvement in county lines is available in guidance published by the [Home Office](#)

Peer on Peer Abuse (child on child)

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on Peer Abuse

Peer on peer abuse is most likely to include, but may not be limited to

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence
- sexual harassment
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- upskirting
- initiation/hazing type violence and

Sexting

Sexting is defined as sending or posting sexually suggestive comments and may also include sending or posting nude or semi-nude photographs and videos, via mobiles or over the Internet.

An adult over the age of 18 sending explicit photos, videos or using sexual language on a mobile or online to a child under the age of 18 is a form of sexual abuse, and is not defined as 'sexting'.

For more detailed guidance on Sexting in Schools you can visit

[Sexting in Schools and Colleges- Gov UK](#)

Sexting

If an incident involving 'sexting' comes to your attention report it to your Designated Safeguarding Lead (DSL) immediately.

- Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal
 - If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident to other members of staff, the young person(s) it involves or their parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL

Upskirting

‘Upskirting’ is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

The Voyeurism (Offences) Act, which was commonly known as the Upskirting Bill, was introduced on 21 June 2018. It came into force on 12 April 2019

Perpetrators can face two years in prison. By criminalising this distressing practice, it is hoped that it deters people from committing the crime.

Upskirting, where committed to obtain sexual gratification, can result in the most serious offenders being placed on the sex offenders register.

The new law will send a clear message that such behaviour is criminal and will not be tolerated.

Further information and guidance on Upskirting can be found here: [Upskirting- know your rights](#)

Female Genital Mutilation (FGM)

FGM:

- It is a procedure where external female genital organs are fully or partially removed for nonmedical reasons
- Is a deeply rooted tradition, widely practiced among specific ethnic populations in Africa and parts of the Middle East and Asia. FGM serves as a complex form of social control of women's sexual and reproductive rights
- In the UK constitutes child abuse – FGM causes physical, psychological and sexual harm
- Is illegal and parents/carers may be prosecuted if they send or take a child to another country for this purpose

Female Genital Mutilation (FGM)

According to Bedfordshire Police, 20,000 girls under the age of 15 are at risk of FGM each year in this country.

There is likely to be an uneven distribution of cases of FGM around the country, with more occurring in those areas with larger communities from FGM practicing countries in Africa or Asia

Professionals in all agencies, including Education staff, need to be alert to girls being at risk of Female Genital Mutilation, especially in communities which practice FGM.

In addition to the use of Emergency Protection Orders to protect girls in imminent danger, FGM Protection Orders can be used to protect victims and potential victims, for example by preventing them from being taken abroad.

Parental Punishment

Caring for children can be challenging. A vital part of parenting is setting and enforcing boundaries of reasonable behaviour for children, for example by reinforcing positive behaviour. The NSPCC says that 'talking, listening, explaining, negotiating and setting limits are always better than hitting'.

If smacking is part of a family culture, growing up with such a level of violence can make children insecure and fearful from an early age. Physical punishment is particularly serious where:

- It causes injury or leaves a mark on the child – this is illegal
- A cane, stick, belt or other implement is used to administer the punishment
- The child is hit on the head
- Ritual or humiliation is part of the punishment

Emotional Abuse

Emotional abuse is ill-treating a child causing severe and persistent adverse effects on their emotional development including:

- Telling them that they are worthless or unloved
- Telling a child that they are evil or a demon
- Constantly shaming, humiliating, terrorising, verbally bullying, frightening or rejecting the child; especially where aggravated by race, gender or disability
- Age or developmentally inappropriate expectations being imposed on children
- Exploitation or corruption of children including child trafficking or forced marriage

Indicators of Emotional Abuse

The following physical signs may indicate emotional abuse:

- A failure to grow or thrive
- Sudden speech disorders
- Delayed development, physical or emotional
- Stress related illness
- Over-reaction to mistakes
- Continually putting themselves down
- Fear of new situations

Indicators of Emotional Abuse

The following behavioural signs may indicate emotional abuse:

- The child seeing themselves as unworthy of love and affection
- Excessive lack of confidence (not just shyness), or low self-esteem
- Compulsive nervous behaviour
- Self-harming
- Wetting or soiling
- Excessive need for approval, attention or affection

Indicators of Emotional Abuse

Emotional abuse is the most difficult form of child maltreatment to identify and stop. In some instances an emotionally abused child will show no signs of abuse, or this will only manifest itself in adolescence or adulthood in:

- Insecurity, poor self-esteem, withdrawal, difficulty forming relationships or suicide
- Destructive behaviour and angry acts such as setting fires or cruelty to animals
- Alcohol or drug abuse

Sexual Abuse

Sexual abuse involves forcing, or enticing, a child or young person to take part in sexual activities, whether or not they are aware of what is happening. It includes child sexual exploitation, (the child receives something in exchange for sexual activity).

Sexual abuse may involve physical contact; for example, rape, oral sex, masturbation, kissing, rubbing or touching over clothing. It also includes non-contact activity such as:

- Involving a child in looking at, or in the production of, sexual images or activity.
- Encouraging inappropriate sexualised behaviour
- Grooming a child in preparation for abuse, including on the internet

Sexual abuse can be perpetrated by women and other children as well as by men.

Indicators of Sexual Abuse

The following physical signs may indicate sexual abuse:

- Pain, itching, bruising or bleeding to genital or anal areas
- Sexually transmitted infections, recurrent genital discharges or urinary tract infections without apparent cause
- Stomach pains or discomfort when the child is walking or sitting
- Unexpected pregnancy, especially in very young girls

Indicators of Sexual Abuse

The following behavioural signs may indicate sexual abuse:

- Sexual knowledge inappropriate for age
- Sexualised behaviour in young children
- Sexually provocative behaviour or promiscuity
- Sudden or unexplained changes in behavior
- Nightmare, bedwetting, eating disorders, hysteria attacks, self-harming or suicide attempts
- Reluctance to change clothes for sports
- Sexual bullying of other children

Neglect

Neglect is failing to exercise the minimum degree of care required in meeting a child's basic needs to the extent that his or her well-being and/or development are severely harmed. For example:

- Failing to make adequate provision for food, clothing or shelter
- Failing to ensure that a child receives a suitable education by regularly attending school
- Failing to seek appropriate medical care or advice
- Lack of protection, lack of boundaries or exposure to danger, including moral danger
- Lack of, or inappropriate, supervision

Neglect

- Ill fitting, dirty or inappropriate clothing
- Poor personal hygiene causing ridicule and exclusion by friends
- An overcrowded, dirty or dangerous home environment
- Lack of parental support and supervision leading to:
 - poor behaviour
 - lack of boundaries
- Contact with unsafe and inappropriate adults
- Problems at school; for example,
 - tiredness or lack of concentration
 - late arrival, pick up from, or missing school
- Untreated medical conditions, (including teeth and eyesight)
- Low warmth and high criticism from parents or carers

Mental Health

Staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

Mental Health

It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on

[Preventing and Tackling Bullying & Case Studies](#)

[Mental Health and Behaviour in Schools.](#)

[Rise Above – links to material and lesson plans](#)

Underlying Factors

Underlying factors that may cause a high degree of stress for parents or carers are:

- Alcohol or drug misuse
- Disorganised or anti-social families
- Social isolation
- Domestic violence and abuse
- Disability
- Mental health issues or learning disabilities

Underlying Factors

- Family history
- A risk that abused children will themselves become abusers
- Cultural or religious factors
- Financial problems
- Overcrowded or precariously housed families
- Addictive behaviour

Whatever the reason for stress, it is not an excuse for parents, carers or professionals abusing children.

Multiple Factors

An analysis of 139 Serious Case Reviews (Brandon et al 2009-11) found that:

- Domestic violence was present in 63% of families where a child was being abused
- Mental ill health was present in 58% of families
- Substance misuse (alcohol or drugs or both) as present in 42% of the families

The analysis showed that, in many families where children were being abused, the presence of more than one of these factors posed a great risk to the safety of the child/children.

Multiple Factors

There are many underlying factors that may be present in a child's life which need to be part of any judgement of risk. These include factors which may contribute to a family being overwhelmed emotionally, financially or physically such as:

- Disruption in the provision of support services
- Difficulties in accessing services
- Cultural issues including the impact of racism
- Multiple changes of school
- A lack of improvement in the child's circumstances even with the provision of services

Who Abuses Children?

Anyone who has access to children:

- Parents, siblings or other family members
- Family friends or neighbours
- Criminal gangs or paedophile rings
- People or groups who seek to radicalise children
- Other children
- Professionals and volunteers

Radicalisation

Radicalisation of boys and girls includes:

- Encouraging them to undertake violent activities on the grounds of religious belief
- Exposure to messages about terrorism by family or friends, a religious school or group, or through social media and the internet

This creates the risk of children being drawn into criminal activity and of their exposure to significant harm including abuse, injury or death.

There is a cross-Government strategy to stop people becoming terrorists, known as 'Prevent'.

All Local Authorities should have an agreed process in place to safeguard children from violent extremism.

Preventing Radicalisation

The Department of Education ['Keeping Children Safe in Education'](#) Guidance refers Schools and College staff to the Prevent strategy to help counter potential radicalisation.

Channel Guidance:

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:

- Identifying individuals at risk
- Assessing the nature and extent of that risk
- Developing the most appropriate support plan for the individuals concerned

The Counter Terrorism and Security Act 2015 places a specific duty on Education. Local Authorities and other Child Care services to be aware of people, (including children), being drawn in to temptation.

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- ❑ **CONTENT:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- ❑ **CONTACT:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults;
- ❑ **CONDUCT:** personal online behaviour that increases the likelihood of, or causes harm; for example making, sending and receiving explicit images, or online bullying.

Children Missing From Education

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

There is further advice about schools informing Local Authorities of any pupil who is going to be deleted from the Admission Register.

What stops children telling of abuse?

- Loyalty to the family
- Direct threats or fear of punishment
- Manipulation and/or threats by, for example:
 - Gang members involved in grooming and CSE
 - Family involved in FGM practice
 - People seeking to radicalise children
- Fear of being sent away
- Worry that they will break up the family
- Guilt and shame
- Abuse is normal behaviour in the family
- Not appreciating that what is happening is abusive
- Not trusting anyone, or feeling that no-one is listening

How You Might Find Out About Abuse?

A child tells you what has happened or you witness abuse directly

You see injury or behaviour consistent with abuse and which is unlikely to be caused in a another way

Abuse is disclosed by friends of the child or other parents

Indications of abuse are seen in artwork, play or creative writing

Anonymous sources tell of abuse

Having focussed on a child's safety and welfare and using your knowledge of the child, his or her family history and functioning, you make a judgement that the child is likely to be experiencing abuse or neglect.

Listening to a Young Person Disclosing Abuse

DO REMEMBER TO

- Be calm and receptive to the child
- Listen carefully and ask open questions to clarify what the child is saying
 - For example: what, how, who, when and where.
- Take the child seriously.
 - For example: “This is very serious, I’m sad that this has happened to you.”
- Reassure the child that they are right to tell you.
 - For example: “I’m glad you told me, that was the right thing to do.”
- Assure them that they should not feel guilty.

Listening to a Young Person Disclosing Abuse

DO's

- Negotiate getting help. Tell the child that you are going to get help for them and their family. Prepare them for the fact you must involve others
- Explain that you cannot personally protect them but will support them in telling the right people to make sure that it does not happen again.
- Immediately report all suspicions and disclosures
- Immediately make careful records of what was said. Use the child's own words and include any questions you have asked.

Listening to a Young Person Disclosing Abuse

DONT'S

- Don't make assumptions or jump to conclusions
- Don't try to make the child disclose abuse. Let the child talk about his or her experience. Ask questions in order to clarify your understanding of what they are trying to say.
- Don't ask leading questions or put words in the child's mouth
- Don't make promises you cannot keep
 - For example: to keep something secret.

If You are Worried a Child is Being Abused

RECORD IT! REPORT IT!

It is your responsibility to ensure that an incident or a concern is reported either to your manager or a designated person for child protection.

Speak to your School or College Designated Safeguarding Lead urgently.

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with [Working together to Safeguard children](#) and [NPCC- When to call the police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

Record Keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

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.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy)

Concerns

If you are concerned a child might be being harmed get advice from

- Your manager
- A named or designated health professional
- A designated member of staff in your workplace

and agree the next steps

Remember:

- Never delay emergency action to protect a child from harm
- Always report any concerns
- Always record any decisions

Co-operation

Good partnership working with parents is essential. Research tells us that positive relationships with parents are necessary to ensure good outcomes for children.

However, some parents will appear co-operative without being willing or able to make the required changes to address concerns. We must continue to:

- Focus on the experience of the children
- Speak with and work directly with the children
- Be clear about what has to change and regularly review progress against these outcomes
- Verify any claims of progress

Where progress against these outcomes is absent, consider the impact on the children and respond accordingly.

Dealing with Hostility

It is not possible to work with parents who continue to share hostile and aggressive behaviour towards practitioners. This behaviour has to be addressed.

Parents who are aggressive in public are very likely to be aggressive in private.

When faced with hostility:

- Trust your own experience
- Understand the impact on the children
- Share your experience with your manager or supervisor
- Spell out to parents the implications of their behaviour
- Plan with them ways of addressing the hostility
- Think about your own safety

What Stops Practitioners or Staff Sharing Concerns?

The most common reasons for practitioners not sharing child protection concerns with parents, carers, or other professionals is worrying about

- Getting it wrong
- Political correctness
- Fear of parents' or carers' reactions

Remember these four core essentials

- Trust your professional instincts, you are probably right to be worried
- Always share your concerns with a colleague and seek advice
- Record your concerns, including the date and time
- You have only one responsibility

Are you 100% sure that the CHILD IS SAFE?

Safeguarding Concerns about other Staff

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee
- proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the designated officer(s) at the local authority.

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Allegations Against Staff

If you receive an allegation about a member of staff, or if you see a member of staff:

- Behave in a way that has, or may have, harmed a child
- Possibly commit a criminal offence against, or related to, a child
- Behave towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Behave towards a child in a way that indicated that he or she is unsuitable to work with children

You should:

- Record what you have seen or been told
- Report the incident to your designated safeguarding person, or your manager, who should inform the Local Authority Designated Officer

Information Sharing

In general, you can share information with other practitioners if:

Those affected give their consent.

or

The public interest in safeguarding that child's welfare overrides the need to keep the information confidential.

or

Disclosure is required under a court order or other legal obligation.

or

You believe that the child is suffering, or is at risk of suffering 'significant harm'.

Always record the reasons for your decision, whether it is to share information or not

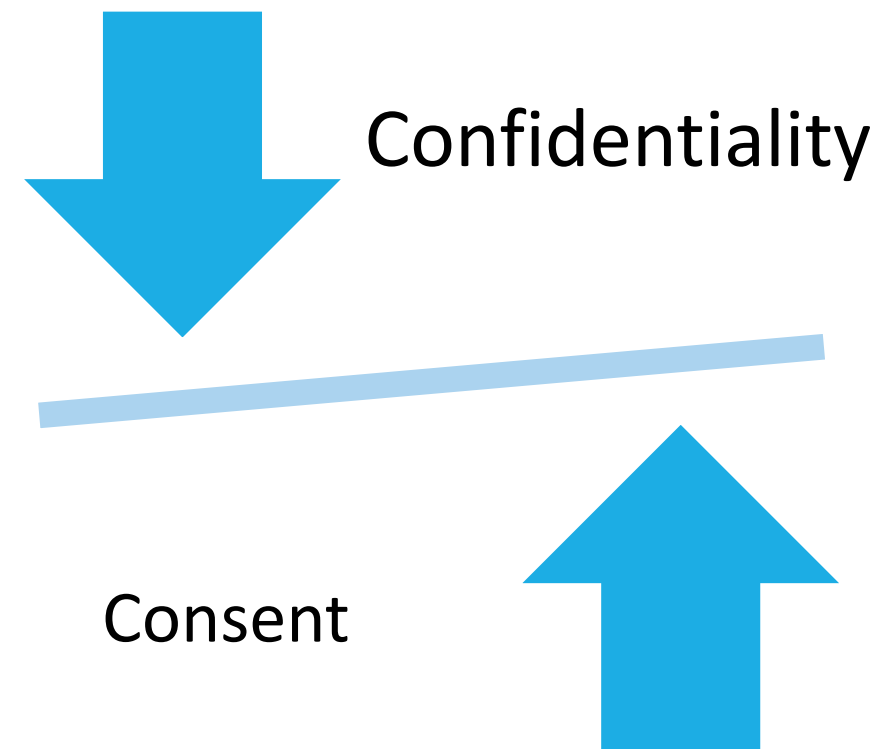
Confidentiality and Consent

Confidential information may be lawfully shared if this can be justified in the public interest.

However, seeking consent to disclose information should be the first option.

Where consent cannot be obtained to the sharing of the information, or is refused, the question of whether there is sufficient public interest must be judged by the practitioner on the facts of each case.

In making the decision you must weigh up what might happen if the information is shared against what might happen if it is not, and make a decision based on a reasonable adjustment.



Disclosure and Barring Service

The Disclosure and Barring Service (DBS) was launched in December 2012. It merges the functions for the Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA)

The primary role of the DBS is to help employers in England and Wales make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children.

‘Regulated Activity’ is work that a barred person must not do. The Protection of Freedoms Act (2012) has amended the definition of Regulated Activity set out in the Safeguarding Vulnerable Groups Act

Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life.

Local services are required to work together to provide a range of effective, evidence-based services.

Support should be based on an inter-agency early help assessment such as the Common Assessment Framework (CAF) which should investigate three domains:

1. The child's developmental needs, including whether they are suffering, or likely to suffer, significant harm
2. Parent's or carer's capacity to respond to those needs
3. The impact and influence of wider family community and environmental circumstances.

Early Help

Early help assessments (EHA's) have replaced, or are replacing the Common Assessment Framework in some authorities

EHA principles are the same as CAF but EHA is designed to be:

- Shorter – taking less time to complete
- More straightforward
- Conversational – allowing worker and families to explore issues together
- Strengths based – what the family does well in addition
- Focussed on 'change' – to pinpoint what will make a difference in the family's life

Early Help

Working Together (2018) states that professionals should be especially alert to the potential need for early help and assessment for a child who:

- Is disabled and has specific additional needs
- Has special educational needs
- Is a young carer
- Is showing signs of engaging in anti-social or criminal behaviour
- Is in family circumstances that are challenging for the child, such as domestic violence and abuse, adult mental ill health, substance abuse
- Is showing early signs of abuse or neglect

Threshold Document

Local Safeguarding Children Boards (LSCBs) must publish a threshold document that explains:

- ❑ The process for early help assessment and the type of services provided

- ❑ The criteria for referral to Children's Social Care for assessment services under the Children's Act (1989):
 - Section 17 - children in need
 - Section 47 - reasonable cause to suspect children are suffering or likely to suffer Significant Harm
 - Section 31 - care orders
 - Section 20 - duty to accommodate a child

The Child in Need Continuum

Generally the levels of need within the continuum are set out as:

Level 1 - Universal

- Children whose needs can be met by universal services

Level 2 - Vulnerable

- Children whose needs can be met by additional services, often via Common Assessment

Level 3 - Complex

- Children with complex needs who are, or may be, at risk of their health and development being significantly impaired without the provision of specialist and/or statutory services.

Level 4 - Acute

- Children with acute needs requiring intensive statutory support, Level 4 includes children who are at risk of, or who have experienced Significant Harm

Common Assessment Framework (CAF)

The CAF helps with:

- Early identification of children's needs
- Planning and providing services to meet those needs
- Supporting children and families, therefore avoiding the need for referrals to Children's Social Care

Assessment can be undertaken or provided by a range of agencies, often organised under locality partnership agreements

Family consent is essential. However, practitioners must consider the impact on children if assessment and services are refused and must make a referral to Children's Social Care if appropriate.

Common Assessment Framework (CAF)

A Common Assessment ,may give rise to greater concerns, especially where parents are experiencing difficulties in meeting their children's needs, due to:

- Domestic violence and abuse
- Substance misuse
- Mental ill health
- Learning difficulties

There would be particular concerns if more than one of these difficulties were present in the family.

In these circumstances a referral to Children's Social Care services should be made.

Concerns With a Childs Safety & Welfare

Children in need of additional services under Section 17 of the Children Act (1989), supplemented by the Children Act (2004), are those who are vulnerable and:

- Unlikely to reach or maintain a satisfactory level of health or development
or
- Their Health and development will be significantly impaired without services being provided

Children in need include children with disabilities.

Significant Harm

Significant Harm is the result of treatment by parents or carers that interrupts, changes or damages the child's physical and psychological development.

This ill treatment can be a single traumatic event, physical or sexual or, more likely, a compilation of significant events, both acute and long-standing.

There is no absolute criterion for Significant Harm. It is a matter of professional judgement that comes through:

- A good understanding of the experience of the child
- Inter-agency working
- The sharing of information

Significant Harm

The concept of Significant Harm comes from the Children's Act (1989).

The concept is:

- The threshold that justifies compulsory intervention by Children's Social Care Services and/or the Police
- Is the threshold at which a Court can make a Care Order or Supervision Order

If the child is referred as being at risk of Significant Harm, the local authority has a duty under Section 47 of the Children Act (1989) to make enquiries and decide what action, if any, is required to safeguard, protect and promote the welfare of Children.

Making Referrals to Children's Social Care

10 Rules

1. Be clear about the nature of your concerns and why you hold them
2. Be clear about your own judgement of the needs of, and risk to, the child
3. Include as much personal information as you can (names, dates of birth, addresses of all family members)
4. Be as accurate as possible
5. Include all relevant information held within your agency, especially information about previous concerns and about how receptive parents and carers have been to previous advice or services
6. Ensure that you discuss your concerns with a qualified social worker
7. Agree how to receive information about the outcome of the referral
8. Follow up a telephone referral in writing within 48 hours. The CAF can form the basis, but its completion is not essential, for making a referral.
9. Be prepared to attend a strategy discussion if required
10. Be prepared to escalate concerns if you do not get a response that meets the needs of the child.

Statutory children's social care assessments and services

Concerns about a child's welfare should be referred to local authority children's social care. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.

Accepting the Referral

Within one working day of a referral being made, a local authority Social Worker will acknowledge receipt and decide whether:

- The child needs immediate protections.
- The child should be assessed under Section 17 of the Children Act (1989) as a Child in Need.
- The child is suffering or is likely to suffer Significant Harm and should be assessed under Section 47 of the Children Act (1989).
- No further local authority Children's Social Care involvement is required at this stage. Other actions may be needed such as referral for other services or requests for specialists assessments.

Accepting the Referral

The child and family must be informed of the action to be taken

Once a referral is accepted, the Social Worker becomes the Lead Professional

Local authority Children's Social Care should see the child as soon as possible if it is decided that the Referral requires further assessments.

Where requested to do so by Children's Social Care, professionals from other services such as Housing, Health and Education have a duty to cooperate under Section 27 of the Children's Act (1989)

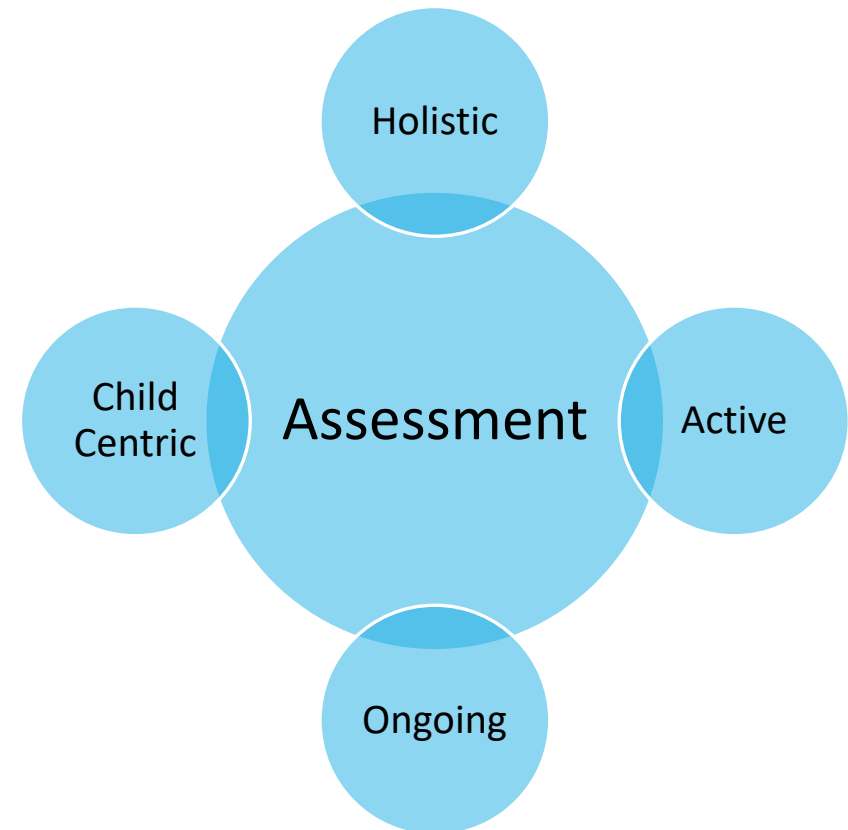
Assessment of Children in Need

There is no longer a requirement for separate initial and core assessments but an assessment must conclude and decide on next steps within 45 working days of referral.

An assessment may need to be done more quickly, depending on the needs of the individual child and the nature and level of any risk of harm.

Every assessment should be child-centred, holistic in approach, focussed on outcomes, active and ongoing.

Local authorities, with their partners, need to develop and publish local protocols for assessment, consistent with the requirements of Working Together (2018).



Purpose of the Assessment Process

Working Together (2018) states that the purpose of the assessment process is always to

- Gather important information about a child and family
- Analyse their needs and/or the nature and level of any risk and harm suffered by the child
- Decide whether the child is a child in need (Section 17) and/or is suffering or likely to suffer Significant Harm (Section 47)
- Provide support to address those needs in order to improve the child's outcomes and to make them safe.

The Strategy Discussion

Whenever there is a reasonable cause to suspect that a child is suffering, or is likely to suffer, Significant Harm there should be a Strategy Discussion involving Local Authority Children's Social Care, the Police, Health, Education and other bodies such as the referring agency.

If necessary, arrangements for the immediate protection of a child should be agreed. A Strategy Discussion can take place following a referral or at any other time including during the assessment process.

The discussion might take the form of a multi-agency meeting or phone calls and more than one may be necessary.

The Strategy Discussion

The purpose of the meeting is to:

- Share information, Decide what to share with the child and family. Information is not shared if this might jeopardise a police investigation or place the child at risk of Significant Harm
- Agree on the management of any criminal investigation
- Decide whether there are grounds for a Section 47 enquiry. If so decisions should be made about:
 - Further information needed
 - Immediate and short term actions to support the child
 - Whether legal action is required

Action Following a Strategy Discussion

Enquiries under Section 47 follow local assessment protocol and conclude within 45 working days of the referral.

If concerns are not substantiated, but the child is a child in need, professionals and family agree a plan to ensure the child's future wellbeing.

If concerns are substantiated but the child is thought unlikely to suffer from Significant Harm, agreement is reached about whether to convene a Child Protection Conference.

If concerns are substantiated and the child is considered likely to suffer from Significant Harm, a Child Protection Conference is convened within 15 working days of the last Strategy Discussion.

Child Protection Conference

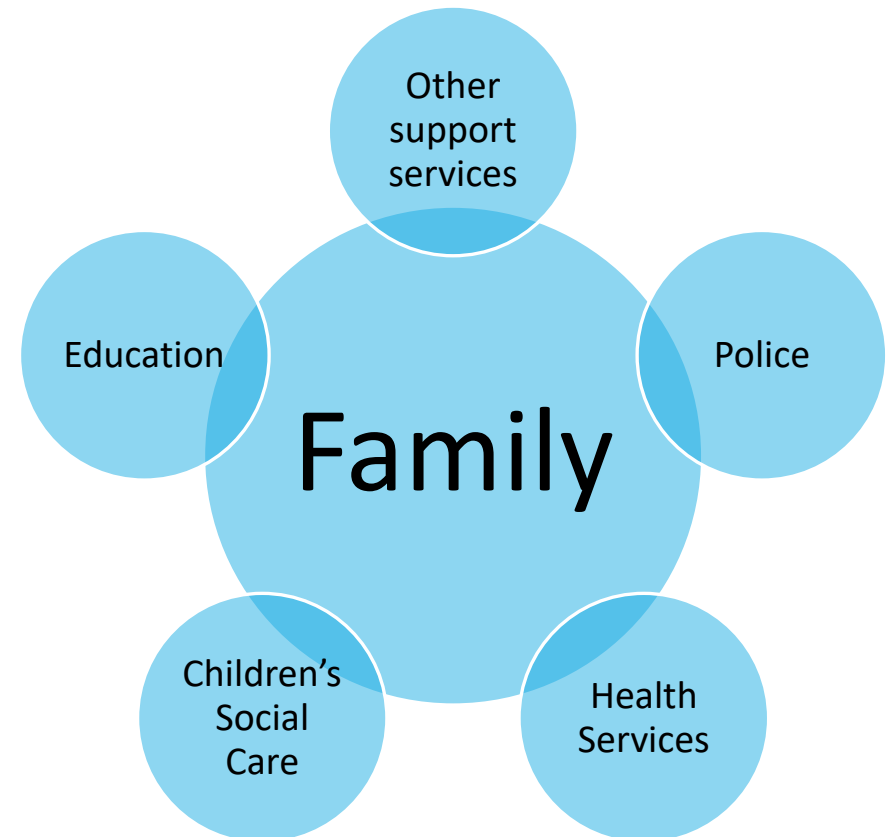
The purpose of the initial Child Protection Conference following Section 47 enquiries is to

Bring together family members, the child (where appropriate), and those professionals most involved with the child and family.

Analyse in this inter-agency setting, all relevant information

If the child is considered unlikely to suffer Significant Harm then decisions are made about ongoing assessment and service provision

If the child is considered likely to suffer Significant Harm then outline Child Protections Plan is agreed



Child Protection Conference

When a child is considered to suffer Significant Harm, the Child Protection Conference will also:

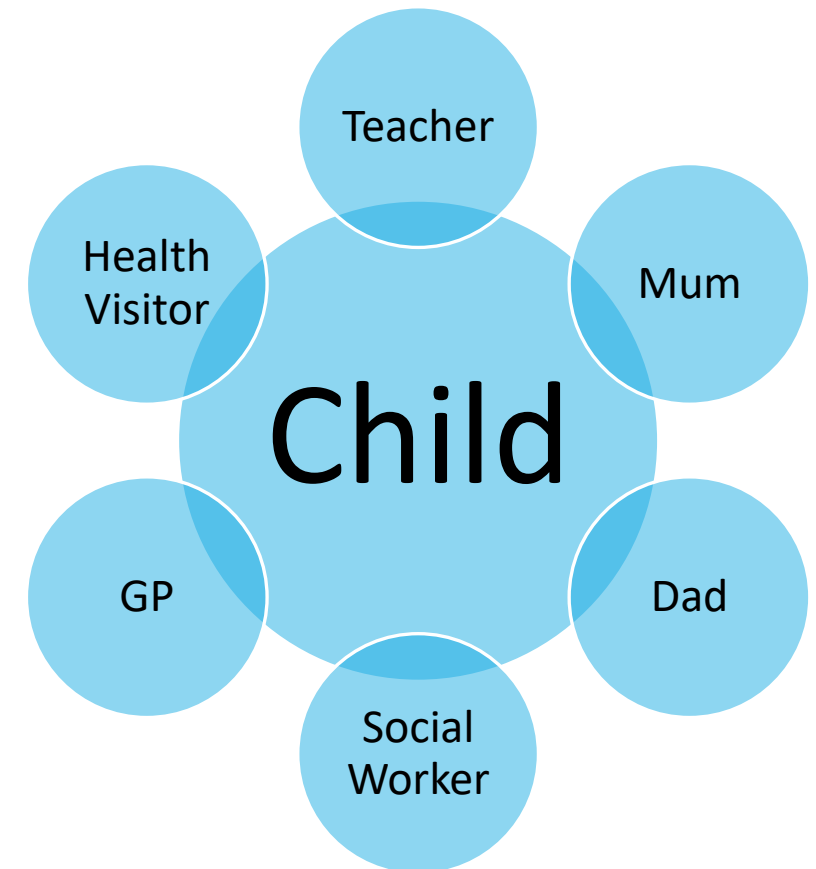
Appoint a qualified and experienced lead Social Worker

Establish a Core Group of professionals and family members to further develop the outline Child Protection Plan and implement it.

Set timescales for Core Group meetings and Review meetings.

The Core Group should meet within 10 working days of the Initial Child Protection Conference

Child Protection Plans must be reviewed within 3 months of the Initial Child Protection Conference, with further reviews at interval of no more than 6 months



Legal Proceedings

The local authority's Children's Services can initiate legal proceedings that can result in the child being removed from home at any times if it is believed that:

- The child is at continued risk of harm
- There are no alternative means to ensure their safety and protection

The local authority will have to satisfy a Court that a Care Order is required to protect the child
Parents or carers will have an opportunity to contest any assertion made by the local authority.

Local Safeguarding Children Boards

Local Safeguarding Children Boards (LSCB's) are the key bodies for scrutinising local safeguarding arrangements and holding partners to account.

Working Together (2018) includes the following duties:

- Overseeing early help arrangements
- Producing a threshold document
- Developing a local framework for learning and development

Working Together (2018) retains a national panel of independent experts to oversee and advise LSCB's on the Serious Case Review process

PREVENT TRAINING

In addition to our own child protection training, you are also required to complete PREVENT training supplied by the Home Office

[CLICK HERE TO COMPLETE HOME OFFICE - PREVENT TRAINING](#)

Please upload your PREVENT certificate to your online application or email it direct to compliance@4myschools.org

Once you have completed PREVENT training, please progress to the next slide and the 4myschools online test.

Take Our Online Test

Follow the link in your email to gain access to the test.

You will need to achieve 100% to pass the assessment – please read the instructions carefully when you access the link.

Once completed print or download your certificate to your phone so that you can upload it to your online application or email through to compliance@4myschools.org

We will update your CPD record on receipt.