

SEPTEMBER 2020 – SAFEGUARDING CHILDREN AND YOUNG PEOPLE

SLIDE	DELIVERY
1	Please add your school logo and ensure a copy is stored in your central safeguarding access point for all staff
2	This is a new slide that is designed to reflect the exceptional circumstances that we are living through as we need to be aware that the safeguarding and protection of children and young people may look different. Some staff will have faced trauma and loss themselves so it is important to set the context and help all staff to understand that many people will have suffered in some way but that we still all have the responsibility to safeguard children and young people. Resilient and open minded staff will consequentially be able to care for children.
3	This year more than ever we need a heavier emphasis on ensuring staff are aware that the course, although statutory, can possibly upset them due to their own impact of CV19, but it is still vital to understand that safeguarding is still everyone's responsibility.
4	This is a brief overview of what we will be looking at, there will be an emphasis on how things may look different in September but the objectives remain the same that we need to know and understand our roles in relation to safeguarding, who to report to and the methods we have in school for supporting children and young people.
5	This is taken from KCSIE 2020 and sets the context for the course. As a conversation piece ask all staff if they can identify the key change here in definition compared to previous years.
6	The key change is the addition of staff responsibility to identify that impairment of mental health and development, which will be explored further in the course.
7	<p>This slide is identify also that all staff need to be safeguarded. Please talk here about the fact that all schools shortly will have a trained mental health first aider for adults. In these testing times it is vital that staff are well supported and resilient to meet the demands that September 2020 may bring.</p> <p>Visitors to school also need to be safeguarded and your internal risk assessments and school environment supports this. Point out that signing in systems, the use of ID badges for visitors and visual safeguarding information around the school help keep visitors safeguarded.</p>
8	<p>Go through the correct definitions of abuse.</p> <ul style="list-style-type: none"> • For each one, ask the relevant group(s) to share their definition • Constructively correct any misconceptions, and praise correct definitions <p>Ask each group to share the examples they came up with.</p>

	<ul style="list-style-type: none"> • Open this up to all groups, in case there's anything others wish to add or challenge • Allow a few minutes for staff to compare their examples to those in the learning log • Address anything staff missed and any misconceptions
9	This slide is designed to help staff be prepared for safeguarding risks and challenges when the children return in September. Ask staff to think about the wider consequences for children and young people in your school during lockdown and the CV19 pandemic. Suggested responses are on the following slide.
10	<p>Mental health – as guidance is now explicit that safeguarding children's mental health is a safeguarding responsibility staff need to understand that it is important to speak to the DSL and SENCO if they feel that a child is suffering from anxiety, stress, low mood, suicidal thoughts. Mental health can also be an indicator of other abuse within the home or contextual.</p> <p>Domestic abuse – it has been reported that the incidents of domestic abuse have risen significantly during lockdown and staff need to be aware that any concerns they have should be recorded and reported to the DSL.</p> <p>Young carers – it is a well known fact that children who were young carers may have taken on extra caring responsibilities during lock down. This can be due to parental mental health, siblings supporting other siblings due to disabilities etc</p> <p>Children missing from education – there will still be some families who are reluctant to send their children back to school due to fears of CV19. All children should be back in school in September 2020 and It is the responsibility of all staff to encourage attendance wherever possible.</p> <p>Traumatic impact – some children will have faced trauma, trauma is not only relative to losing someone to CV19 but also the trauma of not being with their peer groups, not having the security of regular school attendance, loss of routine, loss of friendships, being bullied/suffering unkind behaviour on social media.</p> <p>Home learning frustrations- parents ability to teach and keep children focussed on learning can lead to tension and potential abuse</p> <p>Increased time spent on social media – children and young people are reporting being socially isolated by their peer group on social media, increased incidents of bullying and increased risks of exploitation</p>
11	<p>This year we are adding the details of the SENCo, Designated Teacher for children who are looked after and attendance lead . Ask all of these key staff to identify themselves and give a brief overview of the their role – this will help all staff to understand that managing safeguarding is a joint effort, that the DSL has lead responsibility for safeguarding across school but there is the wider team who all contribute.</p> <p>Tell staff about the role of the DSL, the fact that the DSL is a person in school from the senior leadership team and has to have the correct level of authority. Deputy DSL's support the work of the DSL.</p>

<p>12</p>	<p>Explain that all staff have a role to play in safeguarding. Everyone needs to be alert and report concerns, and everyone should always act in the best interests of the child.</p> <p>Ask staff to suggest how each individual on the slide may play a role</p> <p>Clarify and expand on their suggestions, making sure you cover the following for each individual:</p> <p>Lunchtime supervisors: may notice physical signs of abuse, spot changes in behaviour that cause concern, notice worrisome eating habits, witness peer-on-peer abuse, be seen as a trusted adult who children feel comfortable talking to</p> <p>SENCo – maintain records for children whose behaviour and potential mental health is a concern. The SENCo will communicate with the wider safeguarding team to share actions and support children are receiving.</p> <p>Attendance leads – monitor patterns of attendance in schools and are able to identify emerging issues with attending school, the attendance lead will meet regularly with the wider safeguarding team to explore safeguarding concerns and potential associations to children not being seen in school</p> <p>Designated safeguarding leads (DSLs) and deputies: provide safeguarding support to staff and stay on top of emerging issues, co-ordinate action where concerns are reported, work with services such as children’s social care and the police as needed</p> <p>Governors – have a lead responsibility to ensure that all children who are identified as vulnerable are getting the right support in school and they are able to learn and achieve due to robust safeguarding structures and communication between key safeguarding staff</p> <p>Make the point that everyone in the room has a responsibility to provide a safe environment in which children can learn. All staff are in a position to identify concerns about a child early, make sure they get the help they need, and help to prevent their situation from getting worse. (This is known as ‘early help’)</p>
<p>13</p>	<p>Please use KCSIE to explain your role, why it is so important to make you aware of concerns they may have and be explicit regarding the importance of sharing information with you as you keep a chronology of every child anyone is worried about. Also, what systems you use (i.e. CPOMS, paper concern forms etc). You need to make it clear that anyone can make a referral into Childrens Services but that your school requirement is that they consult with you as they will not know what other information you hold for that child, and the culture of the school is based on a coordinated approach to safeguarding as no one person can safeguard a child. Also explain that it is not always possible to share what has happened with their referral to you due to the confidentiality of the child and family. It is also important that the message of early help early on is the focus of your school – the next slide supports this.</p>
<p>14</p>	<p>The DSL and where possible the deputy DSL’s need to explain their role to all staff and make sure all staff know that it is vital that any concerns about children and young people are reported. Also point out that if their concern is of a serious nature then staff should NOT rely on safeguarding recording alone and must locate the DSL or deputy DSL to share that they have a serious</p>

	<p>safeguarding concern/disclosure from a child that needs to be dealt with immediately. PLEASE ASK STAFF AT THIS POINT FOR EXAMPLES OF WHAT TYPE OF CONCERNS WOULD PROMPT THEM TO LOCATE THE DSL IMMEDIATELY.</p> <p>The DSL should give an overview of a case they have managed, how the concern was shared, what was known about family history, whether they made contact with parents, what other agencies were contacted to identify additional worries, were they referred to MASH, what was the outcome, did your schools safeguarding arrangements make a difference in supporting the child etc ...</p>
<p>15</p>	<p>This slide has been updated with the aim of generating some discussion (as ever it is not about whether people get it right or wrong).</p> <p>Do you think girls or boys are more likely to be at risk? – ANSWER - Boys are slightly more likely to be in need than girls but this is marginal</p> <p>Which agency do you think makes the most referrals to Childrens Services for children in need? – ANSWER – Police (29%), schools (18%), health (15%)</p> <p>What do you think is the primary need for children referred as being in need or at risk of harm? – ANSWER - 54% of children in need at 31st March 2019 had abuse or neglect recorded as their primary need, the next highest vulnerabilities were family dysfunction (15%) and a child's disability (as in SEN not only physical disabilities) was 8%.. We do not yet have the figures for year ending March 2020.</p> <p>How many calls do you think Childline took between 19 March 2020 and 8 April 2020? – ANSWER - There has been a sharp rise in the number of calls to ChildLine from distressed young people struggling to deal with the Covid-19 pandemic and its impact on their lives. More than three in five (63%) of coronavirus counselling sessions were with girls, and almost two in five (37%) were children aged 12-15. Between 19th March and 8th April 1,700 counselling sessions there were 1,700 counselling sessions; there is a concern that some children will have not got through as 30% of counsellors were unwell or self isolating.</p>
<p>16</p>	<p>For this slide can you add your picture of how many children are deemed to be “vulnerable in school” and the contexts of the vulnerability as each school is so different. I.E. it may be a sharp increase in parents reporting concerns for their children's behaviour, families who have lost income and are living in poverty (point out this doesn’t necessarily mean they are in need of safeguarding), reports from the Police shared with school, increase in operation Encompass notifications, children missing (risks of exploitation, mental health concerns due to CV19 trauma etc etc</p>
<p>17</p>	<p>I have purposely left ages/needs from the scenario as they should be examples of your key stages, so please put an age in wherever you deem useful. When staff are responding ask them to consider whether the behaviour is unusual, whether they would record and report it, whether it makes a difference if the child has additional needs etc.</p>

	<p>Dad tells you his son smashed a glass in temper Is this unusual behaviour, what led up to this happening, was anyone hurt, what was his sons reaction afterwards etc, report and record to the DSL/safeguarding team</p> <p>A pupil tells you they were not in on a particular day as they were visiting their Mom in prison were school aware that Mom was in prison, what is the impact on the child, speak to the person who is looking after them whilst their Mom is in prison, report and record to the DSL/safeguarding team</p> <p>A pupil tells you the police were at their house during lock down as their parents had a fight report and record immediately to the DSL/safeguarding team, they may be aware as school may have been contacted</p> <p>A pupil starts to show unusual signs of anxiety, they are very tearful and are not communicating with their peer group mental health is everyone's responsibility, talk to the child about how they are feeling (it is OK to not be OK), record and report your concerns to the DSL/safeguarding team.</p> <p>A staff colleague tells you that during lockdown they felt as though they could not cope with their own children Their children may not attend your school but safeguarding is everyone's responsibility TRAINER – PLEASE EXPLAIN HERE WHAT YOU WOULD EXPECT YOUR STAFF TO DO I.E. EXPLORE MORE, MAINTAIN CONFIDENTIALITY, REMAIN OPEN MINDED, WOULD YOU WANT TO KNOW – IMPORTANTLY REMIND ALL STAFF THAT YOU EITHER HAVE A TRAINED MENTAL HEALTH FIRST AIDER FOR ADULTS OR IF YOU HAVE NOT YET COMPLETED THE TRAINING WHO CAN HELP IN SCHOOL</p>
18	Please provide part 1 to all staff, we have outlined the most significant change – mental health and wellbeing of children. There will (as usual) be an assessment of learning provided for this course.
19	Answer is 28
20	Please add a scenario that would challenge your staff, what would they do, how will they respond, who would they speak to etc.
21	Reporting concerns about children and young people should be a straight forward process for schools where safeguarding is high on the agenda and embedded into all aspects of school practice. Can staff tell you what the 6 R's are?
22	Just to re explain the reasons we do what we do when there are concerns for children and young people. Please also draw staff attention to where these are clearly visible in school.
23	RECORD – many schools are now using online reporting tools, mostly CPOMS and My Concern. Please use this opportunity to remind all staff of how your school individually uses the reporting systems you have.
24	This is a very brief slide to signpost all staff to local information from Walsall Safeguarding Partnership.
25	Explain that the list on the slide is the current is that directs our legal responsibilities for safeguarding children, staff who fail to work to the statutory guidance and school procedures for safeguarding may find themselves facing disciplinary action.

	I have moved the FGM information from an individual slide to here – please take this opportunity to remind staff/introduce staff to their legal responsibilities for reporting FGM.
26	It is important that staff are aware of policy and procedure in school to safeguard children, young people and staff. Ask staff if they can list at least 10.
27	Your school may want to add more? I have added ticks to those that are more emphasised than before due to CV19. Please explain the close connection between your safeguarding policy and Health and Safety , and that the 2 run alongside each other to <u>keep people as safe as we can</u> . Staff also need to reminded again of the importance of school attendance as children have been out of the education system for so long, please point out any changes that you may have made to the policy. You also need to point out any changes you may have made to your behaviour policy and emphasis that staff need to be aware if children mental health and wellbeing
28	Ask staff to discuss what difference they make by safeguarding children and young people in A) the short term and B) in the long term.
29	Run through why early identification is important to stop cases escalating to the point where the child is at great risk, when children feel safe they will identify an adult they feel they can talk to,
30	Potential for serious case review, children left at risk of harm, financial implications for school, poor media attention, staff stability, human resources procedures.
31	This slide is designed to get people to think about if they do not follow your safeguarding procedures. The activity at the bottom is designed to identify that there are barriers in recording and reporting safeguarding concerns – ask for feedback before the next slide.
32	These are some of the most common barriers when staff are concerned about a child or a young person. Ask people to pick out a couple that they think could happen in a school environment. Help people understand that your school has a strong culture and safeguarding is a priority; they should come and talk to you if there was a situation where they were worried that a staff colleague has not managed a safeguarding concern as defined by your policies.
33	<u>please make it clear that you would expect to know about every one of the examples regardless of intention or not</u> Physical harm – rough handling, dragging, hitting, excessive and unsafe restraint etc Sexual abuse – grooming, contacting young people on social media, overt physical behaviour etc Emotional abuse – bullying children, over chastisement, picking on pupils Neglect – failing to administer medication, giving the wrong medication, leaving children during school trips etc

<p>34</p>	<p>Give a brief overview of the role of the LADO and remind staff that they should always refer concerns to the head, if this is not possible then to work top downwards within the senior leadership team – PLEASE BE VERY CLEAR THAT IT IS NOT APPROPRIATE FOR ANY STAFF MEMBER OR VOLUNTEER TO REPORT CONCERNS TO LEARNING MENTORS, PARENT SUPPORT ADVISERS ETC AS THEY DO NOT HAVE THE SENIORITY NOR AUTHORITY TO DEAL WITH THESE CONCERNS. If the allegation is against the head teacher then staff should refer to the chair of governors. Some staff will prefer (and have the absolute right to contact the NSPCC whistleblowing helpline).</p>
<p>35</p>	<p>National reports evidence that a MASH leads to more robust decision making among professionals because decisions are made based on sufficient, accurate and timely intelligence. <u>Staff should also be told that if they are not confident about the threshold decisions that a designated safeguarding lead may make have every right to contact MASH directly.</u></p>
<p>36</p>	<p>This a new slide and intended to allow staff to feel anxious but supported. It is important that's staff have time to look at this slide, remind everyone that the safeguarding team in school are non-judgemental and that if further training or clarity about this session is required then you are available for them.</p>
<p>37</p>	<p>A final opportunity from this course for all staff to reflect, and also a check for the presenter to take some time out now to reflect on the potential emotive feelings that you may be feeling 😊</p>