

Safeguarding and Child Protection training for volunteers

October 2022



Trinity's safeguarding team:

- DSL: Hannah Allender
- DDSL(s): Becky Owens, Sophie Boud, Zoe Pletts
- Nominated safeguarding governor: Tracey Schofield
- Chair of governors: Tracey Schofield
- Senior Mental Health Lead: Becky Owens



The Trinity
CE Primary Academy

Key documents



Guidance

- Keeping Children Safe in Education 2022
 - Part 1 or Annex A
 - Annex B

School policies/documents

- Safeguarding and CP policy
- SVPP* flowcharts and Wiltshire low-level concern flowchart

*SVPP: Safeguarding Vulnerable People Partnership

What is abuse?

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect
- Other safeguarding issues

eg child-on-child abuse, child criminal and sexual exploitation, domestic abuse, so-called 'honour'-based abuse (incl.FGM), radicalisation, county lines, serious violence...

Read through
KCSiE 2022
Pages 136 – 138

Online Safety



123. It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

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

- **Content:** being exposed to illegal, inappropriate or harmful content
- **Contact:** being subjected to harmful online interaction with other users
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.



Keeping children safe in education 2022

Statutory guidance for schools and
colleges

For information only, this guidance does not
come into force until 1 September 2022

Breck Bednar

- <https://www.youtube.com/watch?v=4hwltYLa9ZY>

Watch the video:

This is the story of Breck Bednar, an English teenager who was murdered by 18-year-old Lewis Daynes on 17 February 2014, at Daynes' flat. Bednar knew Daynes only through online gaming, and had never met him in person until he visited Daynes' flat on the day of the murder. Daynes pled guilty and was sentenced to **life imprisonment** with a minimum term of 25 years

So, what is our responsibility?
What do we mean by safeguarding?
What does it look like in our school?



Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- **protecting** children from maltreatment;
- **preventing** impairment of children's mental and physical health or development;
- **ensuring** that children grow up in circumstances consistent with the provision of safe and effective care; and
- **taking action** to enable all children to have the best outcomes.

KCSiE 2022, para 4

Safeguarding in school means:



- Having robust safeguarding practices
- Opportunities to teach safeguarding – healthy relationships, boundaries and consent, stereotyping, prejudice and equality, body confidence and self-esteem...
- Recognising abuse/neglect, knowing how to respond to concerns and keep up-to-date with policy and practice

Maintaining an environment where:

- Staff feel able to question and follow-up (courageously) attitudes and behaviours – encourage professional curiosity and challenge
- Staff understand the importance of and ensure they are approachable so that children feel confident to approach any member of staff if they have a worry or problem
- Emphasis always on the adult to notice and not on the child to disclose.

Welfare concerns are any concern about a child.

What is a welfare concern?



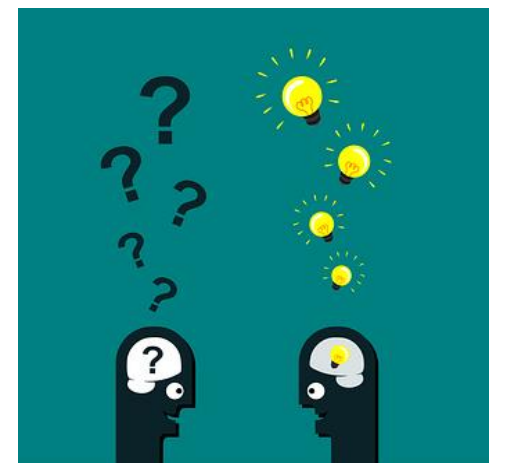
What we see
(behaviours)

Eg fight, flight, freeze,
hypervigilance or
sometimes, nothing at all

What we don't see
(underlying causes)
Eg Abuse? Neglect?

Behaviour is like an iceberg

What to do when a child discloses abuse?



- Listen carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed
- Not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.
- It is important to note that whilst leading questions should generally be avoided, staff can ask children if they have been harmed and ask what the nature of that harm was.

Knowing children/active listening

How well do we know our children as individuals?

- How much time do we take to get to know them?
- What questions do we ask that show we are interested?
 - **Tell**
 - **Explain**
 - **Describe**
- What information do we share about them with colleagues?
- What has this got to do with safeguarding?





What do we mean by 'Significant Harm'?

It is:

- ill-treatment or impairment of health or development including for example impairment suffered from seeing or hearing the ill-treatment of another;

As a result of:

- a single traumatic event
- witnessing domestic violence or an awareness of domestic violence within their home environment
- the cumulative effect of significant events, both acute and long-standing, or
- the damaging impact of neglect which interrupt and change or damage the child's physical and psychological development.



Arthur Labinjo-Hughes



- Died in Solihull aged 6 on 17th June 2020.
- Emma Tustin, Dad's partner was convicted of his murder on 21st June 2021.
- Dad was convicted of manslaughter on 21st June 2021

THE CHILD
SAFEGUARDING
PRACTICE REVIEW PANEL

Child Protection in England

National review into the murders of Arthur Labinjo-Hughes and Star Hobson

Wiltshire Council

The Review concluded that:

- Professionals had only a limited understanding of what daily life was like for Arthur.
- Professionals did not always hear Arthur's voice. Arthur's voice was often mediated by his father in contact with professionals. Too many assessments relied on his father's perspective and did not include the views of the wider extended family or other professionals who had significant involvement with Arthur.
- Robust multi-agency working is critical to the challenging work of uncovering what is really happening to children who are being abused.

Recommendations from the review:

- Schools, colleges and other educational settings have a pivotal role to play in protecting children. In seeing children every day, they are in a unique position to identify concerns early, to recognise when concerns are escalating, and to share key information with Safeguarding Partners. Where a child is on a Child Protection Plan, they have a lot to offer to help protect children from harm, for example, working with a child's social worker to ensure that the child attends school.
- For many vulnerable children, school is a place of safety and support. For Arthur, school was a positive place with staff who knew him well. They helped him develop his different interests and supported his wellbeing. Professionals also frequently have an insight into family life that would otherwise be unknown, through their contact with parents and carers. Arthur's school was the last to have contact with his father in the days leading up to Arthur's death. The critical role schools and other educational settings play is highlighted in previous reviews of serious incidents (Sidebotham *et al.*, 2016; CSPRP, 2021c).

‘Of the 66 serious case review reports reviewed in depth, there was only one where information sharing was not specifically mentioned. All others identified issues ranging from direct failure to identify risk or protect the child to simply identifying information sharing as an area for improvement. **In contrast, in over ten years of analysing serious case reviews, we have not come across a single case where a child has been killed or harmed because a professional has shared information.**’



Triennial Analysis of SCR's 2011-2014 – Page 163

Safeguarding concerns and allegations of abuse against adults

Allegations against adults in education settings: risk of harm to children (including schools, early years and alternative provision settings)



If you become aware that a member of staff/volunteer/supply or bank staff MAY have:

- Behaved in a way that **has harmed** a child, or **may have harmed** a child;
- Committed a **criminal offence** against or related to a child or
- Behaved towards a child or children in a way that indicates they **may pose a risk of harm** to a child
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Where a child also discloses abuse or neglect by a member of staff, volunteer or supply/bank staff:

- Listen; take their allegation seriously; reassure that you will take action to keep them safe
- Inform them what you are going to do next
- Do not promise confidentiality
- Do not question further or approach/inform the alleged abuser

Report immediately to the person in charge: (INSERT NAME).....
E.g. headteacher, principal, manager

Any concern or allegation against the person in charge will be reported to: (INSERT NAME):

E.g. chair of governor, owner, chair of committee, nominated trustee

Unless there is clear evidence to prove that the allegation is incorrect, the person to whom the allegation was reported **must**:

Report the allegation within one working day to the Designated Officer for Allegations (DoFA)

- Contact the Multi-Agency Safeguarding Hub (MASH): **0300 456 0108** and select Option 3 then Option 4



- Staff behaviour policy
- Flowcharts
- Behaviour
 - Rule breaking
 - Not doing
 - Too much
- Attitudes
 - Views shared in school or online
- Low-level concerns flowchart and form
- Self-referral

Subsection to Allegations against adults in education settings: risk of harm to children (including adults, early years and alternative provision settings) Sept 2020

Allegation concerns that do not meet the 'low level' threshold – 'low level' concerns.

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Examples of such behavior could include, but is not limited to:

- Being over-friendly with children;
- Being late/absent;
- Faking photographs of children on their mobile phone;
- Engaging with a child in a way that is inappropriate or behind a closed door, on;
- Using inappropriate language, including, or offensive language;
- Low-level concerns as well as other settings staff have knowledge of conduct and safeguarding policy.

All staff have a responsibility to share any low-level concerns about a member of staff, supply staff, volunteer, or contractor immediately to the person in charge.

Any concern or allegation against the person in charge will be reported to: (insert name):

Staff should refer to their line manager or Designated Safeguarding Lead where they have been harmed themselves in a situation which could be interpreted, might appear compromising to others, and/or an reflection that before they have followed the usual ways that they consider safe before the required professional standards.

The (insert role) will take the following actions:

- Report to the Designated Officer for Allegations (DoFA) as appropriate.
- The Designated Officer for Allegations (DoFA) will take the following actions as appropriate.

Low-Level Concern Form

Please use this form to share any concerns – no matter how small, and even if it seems that creating a concern or a 'flagging issue' – that an adult may have acted in a way that is inappropriate or could be interpreted as inappropriate.

It is important to report any concerns to the Designated Officer for Allegations (DoFA) as soon as possible. This will ensure that the concerns are recorded and that the appropriate actions are taken.

Details of concern (please state any specific details):

Name of subject:

Reported by:

Reviewed by:

Action Taken (please specify, including reference to policy and outcome):

Sign:

Date:

Time:

Whistleblowing – encouraged and expected

Staff must feel confident to raise a concern about potential failures in the school's safeguarding regime and know that such concerns will be taken seriously.



- Whistleblowing policy – school process

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- [NSPCC whistleblowing advice line](#)
- [DfE whistleblowing advice for employees](#)