

Schools Safeguarding Induction Pack



Andrea Glynn
Schools Safeguarding Officer
September 17 – July 18

Introduction

This induction pack is for all staff who work in school whether on a paid or voluntary basis.

Safeguarding is everyone's responsibility and you have a duty to ensure that you uphold this responsibility. Within the pack you will find information and guidance in relation to the definitions of abuse as defined within Working Together to Safeguard Children 2015, specific forms of abuse, possible signs and symptoms of abuse as well as information on talking and listening to children. When a child tells you something that makes you concerned about their safety or wellbeing it is really important that you pass this information on to the Designated Safeguarding Lead (DSL) or backup DSL as soon as possible. Your school or setting will have a way of recording concerns.

It is also really important that your conduct and practice is transparent and that you make sure that you keep yourself safe. There is a document within this pack which is called the, **Guidance for Safer Working Practice** and this will help you to understand how your conduct relates to safeguarding.

This pack forms part of your induction to safeguarding that you will receive from the DSL/backup DSL and this is in line with statutory guidance, **Keeping Children Safe in Education** September 2016. Part of your induction will include checking when you last received your mandatory child protection and safeguarding training and if you have never had it then this will be something that the DSL/backup DSL will arrange for you to have.

Keeping Children Safe in Education 2016 also states that as part of your induction you should receive access to, or a copy of the Safeguarding and Child Protection Policy for the school and also the school's **Code of Conduct**.

If you have any questions before, during or after your induction, you **must** speak to the DSL.

PLEASE COMPLETE BEFORE CONTINUING

The Main Designated Safeguarding Lead is: _____

The Back-up or Deputy DSL(s) is/are: _____

The School's Safeguarding and Child Protection Policy / Portfolio is kept:

School's reporting procedure for concerns is:

WHAT IS ABUSE AND WHAT HAS IT GOT TO DO WITH ME?

It is important that you know what is meant by the term "ABUSE", the different types of abuse that may occur and also what the signs and symptoms may be if a child is being abused or is at risk of abuse. These lists are not exhaustive. If you are worried about a child for whatever reason, you MUST follow your school's procedures for reporting your concerns.

Whatever your role is in school, there will be opportunities for you to become concerned about children. It is really important that you pass your concerns on as soon as possible.

THE DEFINITIONS

Please read and ensure you understand the following definitions:

ABUSE: A form 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 others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

PHYSICAL ABUSE: A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (This is known as Fabricated or Induced Illness FII)

EMOTIONAL ABUSE: The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

SEXUAL ABUSE: Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

CHILD SEXUAL EXPLOITATION (CSE): Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 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. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

NEGLECT: The persistent 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
 - protect a child from physical and emotional harm or danger;
 - ensure adequate supervision (including the use of inadequate care-givers);
- or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

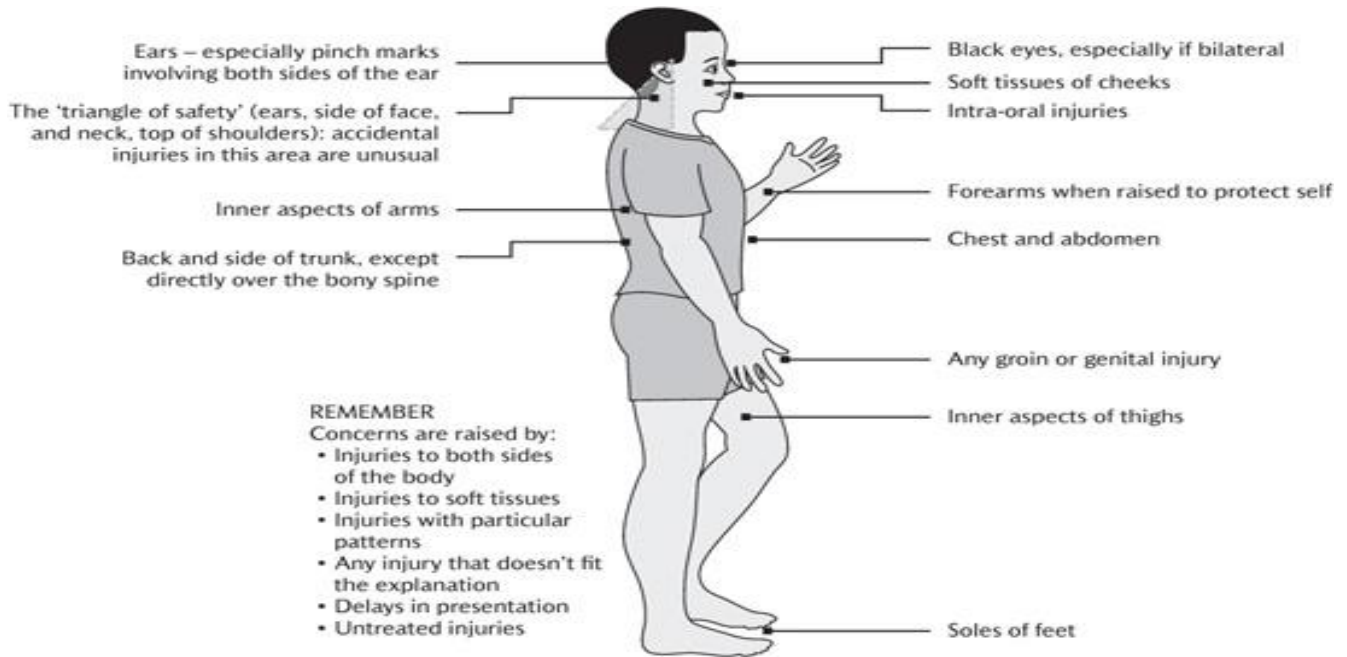
The Signs and Symptoms of Abuse

What follows must **not** be considered to be a comprehensive or definitive 'checklist'; children may behave strangely or appear unhappy or distressed for a number of reasons as they move through the stages of development, and as their family circumstances and experiences change.

PHYSICAL ABUSE

There are certain injuries and possible signs and symptoms of physical abuse which everyone needs to be aware of and which we should always act upon, *without delay*. Diagnosing non-accidental injuries (NAIs) can be very difficult, even for well-trained medical professionals; this is not your job. If you see an injury on a child that you are worried about, inform your DSL *immediately*.

Common sites for NAIs:



- Unexplained injuries, bites, burns, bruises
- Parental refusal to discuss or inconsistent explanations offered;
- Admission of punishment which is excessive;
- Shrinking from physical contact;
- Fear of returning home or of parents being contacted;
- Fear of undressing;
- Fear of medical help;
- Aggression or bullying;
- Unexplained patterns of absences which may serve to hide injuries;
- Overly-compliant behaviour or watchfulness;
- Significant behavioural change without explanation.

EMOTIONAL ABUSE

- **Frequent self-deprecation;**
- **Fear of new situations/persons;**
- **Self-harm or suicidal ideation;**
- **Stealing or scrounging;**
- **Drug or solvent abuse;**
- **Unexplained behaviour – obsessive rocking, thumb-sucking;**
- **Detached from adults and not motivated by either negative or positive consequences;**
- **Social isolation – few friends, does not join-in;**
- **Excessive attention-seeking behaviour;**
- **Eating problems (including lack of appetite);**
- **Withdrawn and low in mood.**

Children who live in households where Domestic Abuse is a feature may be subject to emotional abuse.



NEGLECT

- **Frequent hunger/tiredness;**
- **Poor personal hygiene or inappropriate clothing;**
- **Frequent lateness or non-attendance at school;**
- **Untreated medical problems;**
- **Low self-esteem and poor social relationships/skills;**
- **Stealing or scrounging;**
- **Weight loss**
- **Poor dental health – black teeth, pain.**

Living in poverty is not the same as being neglected.



SEXUAL ABUSE

- Any physical injury may be indicative of physical and another form of abuse, e.g. grab marks may indicate restraint during sexual abuse;
- Scratches/abrasions ;
- Genital/anal infection ;
- Pregnancy;
- Bleeding from anus/vagina;
- Difficulty/pain in passing urine/faeces.
- Sexual pre-occupation and compulsive sexual behaviour;
- Precocious sexual activity;
- Aggressive, violent or coercive sexual behaviours;
- Isolation;
- Sexualised approaches to or perceptions/descriptions of adults.
- Drug/alcohol misuse;
- Criminality;
- Self harm;
- Suicide attempts;
- Withdrawal from friends/peers;
- Refusal to take part in games/PE;
- Extreme passivity, clinging or aggressive behaviour;
- Hyper-vigilance/frozen watchfulness;
- Discomfort with individuals of certain age/gender;
- Eating, sleeping disorders;



CHILD SEXUAL EXPLOITATION (CSE)

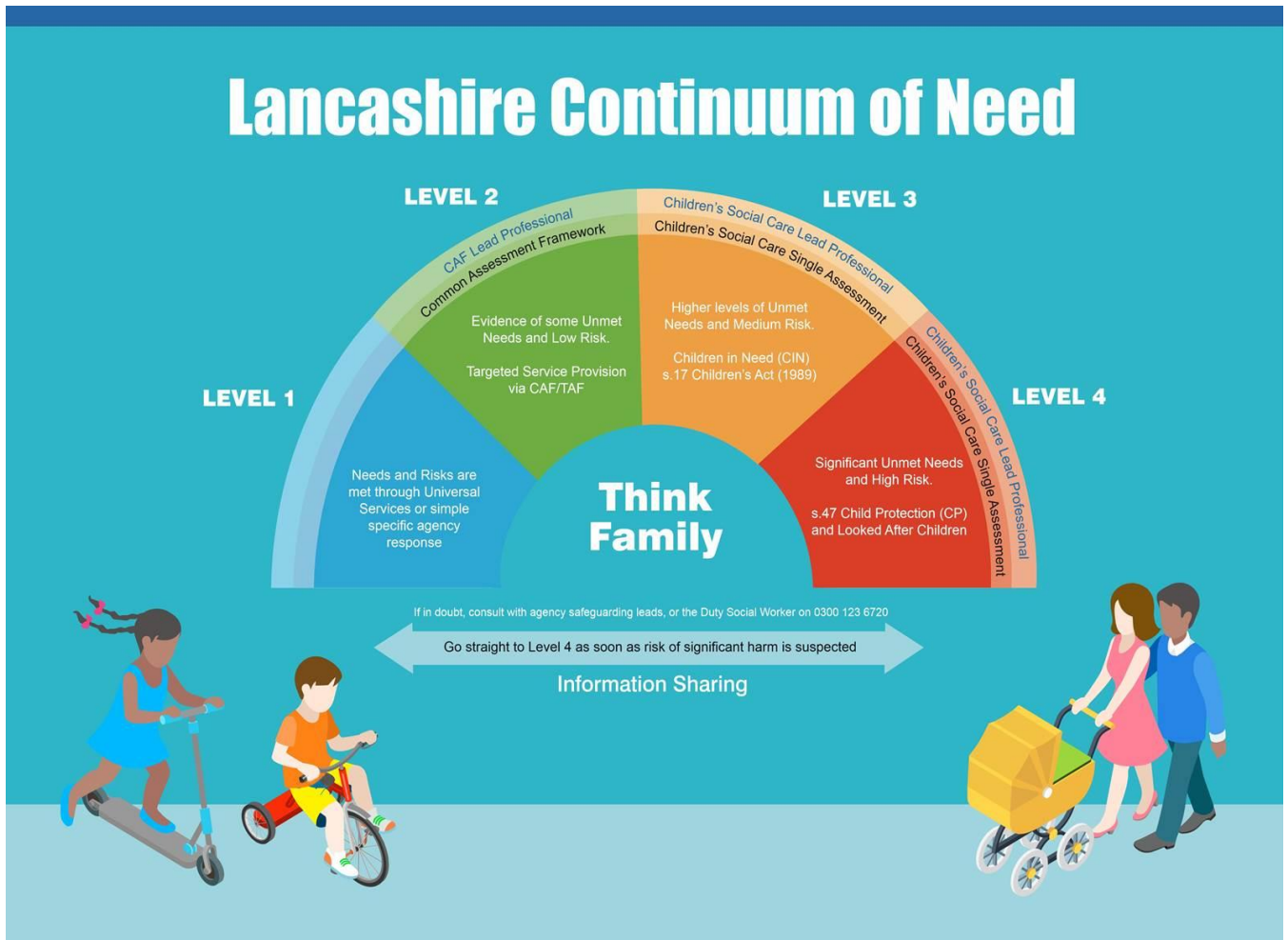
- Running away, school problems/ truancy;
- go missing from home, care or education;
- be involved in abusive relationships, intimidated and fearful of certain people or situations;
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers;
- associate with other young people involved in sexual exploitation;
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends;

- spend time at places of concern, such as hotels or known brothels;
- not know where they are, because they have been moved around the country;
- be involved in petty crime such as shoplifting;
- have unexplained physical injuries;
- have a changed physical appearance, for example lost weight.



The Continuum of Need

The Continuum of Need (CON) is a tool which should be used to provide an equitable service response to children, young people and their families. The CON provides guidance on assessment and planning procedures at each level to meet or prevent the escalation of need or support de-escalation from statutory services. It supports practitioners in determining how their service can best support and work with families.



At some point there will children and young people at your school at all Levels of the CON.

It is therefore essential to maintain and demonstrate a mind-set of:

"It could happen here."

By "it" we mean children being harmed or at risk of harm and by "here" we mean the setting where you work or volunteer.

Listening to Children and Young People

You are often one of the adults in a child's life who they will confide in and share their worries. It is important that when they do, you respond in an appropriate way. Children may tell you something that causes you to be slightly worried or it could be an allegation or disclosure of abuse. You must follow the guidelines below. If in doubt, speak to the DSL.

DO

- Keep an open mind
- Reassure the child that they are right to tell
- Listen carefully
- Work at the child's pace
- Ask only open questions – if you must ask them, clarify the facts, don't interrogate
- Explain what you need to do next
- Record accurately and quickly using child's words
- Pass on to DSL as soon as possible but always the same day
- Use school's reporting format to record your concerns
- Think carefully about where you listen to children / young people.
- Think about how you use your body to make them feel safe / reassured, listened to, believed (e.g. think about eye contact, nods etc).
- Useful prompts which avoid closed questions include:
 - "Go on, you're doing really well..."
 - "Tell me what you remember about that..."
 - "What else do you want to tell me?"

DON'T

- Make false promises about confidentiality
- Interrupt
- Interrogate / investigate
- Assume e.g. this child tells lies
- Make suggestions about what is being said
- Speculate or accuse anyone
- Show anger, shock etc
- Tell the child to go and speak to someone else
- Forget to record accurately and/or pass on to DSL

Alongside the don'ts outlined above, the following things can also get in the way of us taking appropriate action:

- Fear you may be wrong.
- Doubts about the child's truthfulness.
- Child's attempts to bind you to secrecy.
- Uncertainty or scepticism re procedures and consequences.
- Unresolved personal feelings.
- Not wanting to interfere in family life.
- Not wanting to harm relationships with parents or carers.

YOU MUST ALWAYS PASS YOUR CONCERNS ON TO THE DSL

Safeguarding Contacts

LCC Schools Safeguarding Officer: Andrea Glynn 01772 531196

Local Authority Designated Officer: Tim Booth 01772 536694

LCC Children's Social Care: 0300 1236720

NSPCC helpline for adults: 0808 800 5000

Whistleblowing Helpline: 01772 532500



GUIDANCE ON THE USE OF SOCIAL NETWORKING SITES AND OTHER FORMS OF SOCIAL MEDIA

Introduction

The aim of this document is to provide advice and guidance for those working with children and young people in educational settings (including volunteers) regarding the use of Social Networking Sites.

The document has been produced for Governing Bodies and Headteachers of all Schools in Lancashire and for Senior Managers and Management Committees within the County Councils' centrally managed teaching services. The document has been the subject of consultation with the recognised Professional Associations and Trade Unions.

Background

The use of social networking sites is rapidly becoming the primary form of communication between friends and family. In addition there are many other sites which allow people to publish their own pictures, text and videos such as YouTube and blogging sites.

It would not be reasonable to expect or instruct employees not to use these sites which, if used with caution, should have no impact whatsoever on their role in school. Indeed, appropriate use of some sites may also have professional benefits.

It is naïve and outdated however to believe that use of such sites provides a completely private platform for personal communications. Even when utilised sensibly and with caution employees are vulnerable to their personal details being exposed to a wider audience than they might otherwise have intended. One example of this is when photographs and comments are published by others without the employees consent or knowledge which may portray the employee in a manner which is not conducive to their role in school.

Difficulties arise when staff utilise these sites and they do not have the knowledge or skills to ensure adequate security and privacy settings. In addition there are some cases when employees deliberately use these sites to communicate with and/or form inappropriate relationships with children and young people.

Specific Guidance

Employees who choose to make use of social networking site/media should be advised as follows:-

- That they familiarise themselves with the sites 'privacy settings' in order to ensure that information is not automatically shared with a wider audience than intended;
- That they do not conduct or portray themselves in a manner which may:-
 - o bring the school into disrepute;
 - o lead to valid parental complaints;

- o be deemed as derogatory towards the school and/or its employees;
- o be deemed as derogatory towards pupils and/or parents and carers;
- o bring into question their appropriateness to work with children and young people.

- That they do not form on-line 'friendships' or enter into communication with *parents/carers and pupils as this could lead to professional relationships being compromised.
- On-line friendships and communication with former pupils should be strongly discouraged particularly if the pupils are under the age of 18 years.

(*In some cases employees in schools/services are related to parents/carers and/or pupils or may have formed on-line friendships with them prior to them becoming parents/carers and/or pupils of the school/service. In these cases employees should be advised that the nature of such relationships has changed and that they need to be aware of the risks of continuing with this method of contact. They should be advised that such contact is contradictory to the Specific Guidance points above)

Safeguarding Issues

Communicating with both current and former pupils via social networking sites or via other non-school related mechanisms such as personal e-mails and text messaging can lead to employees being vulnerable to serious allegations concerning the safeguarding of children and young people.

Recommendations

- (i) That this document is shared with all staff who come into contact with children and young people, that it is retained in Staff Handbooks and that it is specifically referred to when inducting new members of staff into your school/service.
- (ii) That appropriate links are made to this document with your school/service Acceptable Use Policy
- (iii) That employees are encouraged to consider any guidance issued by their professional association/trade union concerning the use of social networking sites
- (iv) That employees are informed that disciplinary action may be taken in relation to those members of staff who choose not to follow the Specific Guidance outlined above.



Department
for Education

KCSIE 2016 Part 1 Quiz

1. Whose responsibility is safeguarding children and promoting the welfare of children?
2. Can you give a definition of safeguarding and promoting the welfare of children?
3. Which documents should be read alongside KCSiE?
 - WTTSC.....
 - GSWP.....
 - What to do if you are.....
4. Who are the Designated Safeguarding Leads (DSLs) in school?
5. How old does a child have to be to receive Early Help?
6. What are the 4 types of of abuse?
 - a)
 - b)
 - c)
 - d)
7. If an act of Female Genital Mutilation (FGM) appears to have been carried out, who should teachers report this to?
8. What would you do if a child was in immediate danger or was at risk of harm?

9. What should you do if you have concerns about a staff member in relation to safeguarding?

10. What is the PREVENT Duty?

11. What do you understand by the term 'sexting'?

12. What do you understand by the term 'peer on peer abuse'?

Thank you for completing this quiz. Any questions please speak with your DSL in school or contact LCC Schools Safeguarding Officer by emailing: andrea.glynn@lancashire.gov.uk