



Keeping Children Safe



Swindon Village
Primary School



Remember...it could happen here!

Key DFE Documents

- Part One
- Part 5
- Annex A

 Department
for Education

Keeping children safe in education

Statutory guidance for schools and
colleges

September 2020



HM Government

Working Together to Safeguard Children

A guide to inter-agency working to
safeguard and promote the welfare of
children

July 2018

What is Safeguarding?

New Definition



- Protecting children from maltreatment;
- Preventing impairment of children's mental health and physical health or development (new wording)
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes'

What has changed in KCSiE '20?



- Covid-19 – non statutory interim guidance on safeguarding in schools, colleges and other providers
- Part One – Safeguarding Information for all staff (updated or new)
 - Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
 - Peer on peer abuse
 - Focus upon Mental and Physical health
 - External Factors
 - Supply staff now specified

KCSiE'20 Serious Violence



Indicators, which may signal that children are at risk from, or are involved with serious violent crime.

These may include:

- Increased absence from school
- A change in friendship or relationships with older individuals or groups,
- 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 approached by, or are involved with, individuals associated with criminal networks or gangs

KCSiE'20 Update

Child Sexual Exploitation and Child Criminal Exploitation



Both can happen when an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

Power imbalance can also be due to a range of other factors including:

- Gender
- Sexual identity,
- Cognitive ability
- Physical strength,
- Status,

• Access to economic or other resources

In some cases, the abuse will be in exchange for something the victim needs or wants and will be to the financial benefit or other advantage (such as increased status) for the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females and children or adults.

KCSiE'20 Update

Peer on Peer Abuse



Children can abuse other children. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,
- Sexual harassment, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing genitals or buttocks to obtain sexual gratification.
- Sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals

KCSiE'20 Update

Mental & Physical Health



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

KCSiE'20 Update

External Factors



Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitations in situations outside their families.

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

KCSiE'20 Update

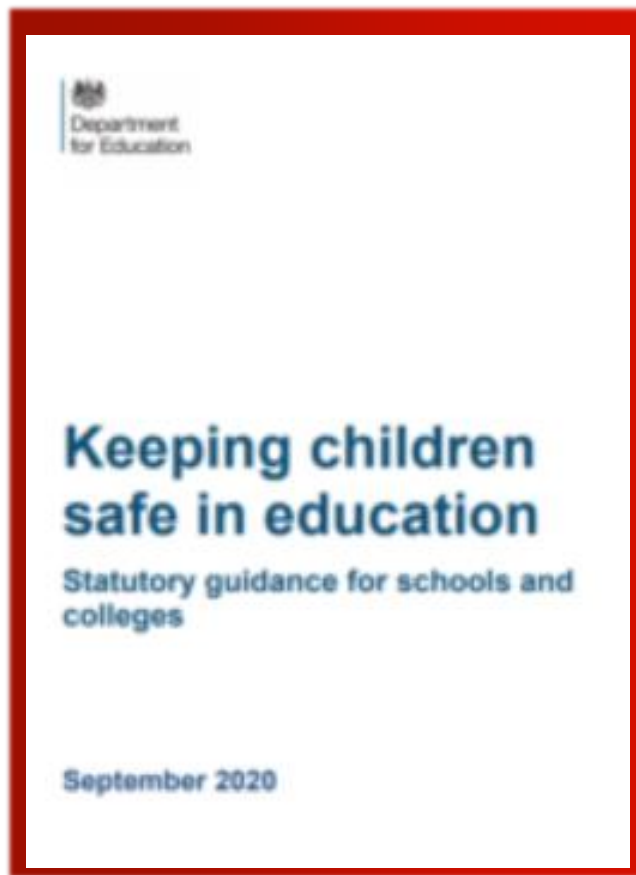
Part 2 Management of Safeguarding



- NSPCC When to call the police
- Local Safeguarding Partners are now in place
- Safeguarding for children who are at greater risk of harm (those with a social worker/those subject to ACES)
- Relationships between data protection and safeguarding (new data protection tool to make the link between behaviour and a safe educational environment)
- Relationships and Sex Education (RSE)

KCSiE'20 Update

What has changed in KCSiE'20?



PART FOUR – Allegations of abuse made against teachers, including supply teacher's, other staff, volunteers and contractors

- Title has changed
- Transferable Risk
- Supply Teachers added

ANNEX A






- Child Criminal Exploitation
- Update to domestic abuse section
- Honour Based Abuse
- Additional information regarding radicalisation and the Prevent Duty – terrorism
- Up skirting

What do we need to do?

- Make staff aware of the warning signs of serious violence
- Remind staff of the need to be vigilant with regard to the Prevent agenda

Safeguarding Team



Responsible Person		Position	Contact details
Mr. Geraint Mills		Head Teacher and DSL	head@swindonvillage.gloucs.sch.uk
Mr. Tony Philcox		Deputy DSL	tphilcox@swindonvillage.gloucs.sch.uk
Mrs. Sarah O'Leary		Deputy DSL	soleary@swindonvillage.gloucs.sch.uk
Mrs. Lou Brown		Deputy DSL	lbrown@swindonvillage.gloucs.sch.uk
Mrs. Sara Hulbert		Safeguarding Governor	shulbert@swindonvillage.gloucs.sch.uk

Types of Abuse

All Children
deserve to feel...



Bullying &
Cyberbullying

Child sexual
exploitation

Child
Trafficking

Domestic
abuse

Emotional
abuse

Female
Genital
Mutilation

Grooming

Neglect

Non-recent
abuse

Online
abuse

Physical
abuse

Sexual
abuse

Domestic Abuse

Operation Encompass

The role of our school and staff

- We have a responsibility to provide a safe environment in which children can learn.
- A designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
- Be prepared to identify children who may benefit from Early Help.

What do I do if I have concerns?

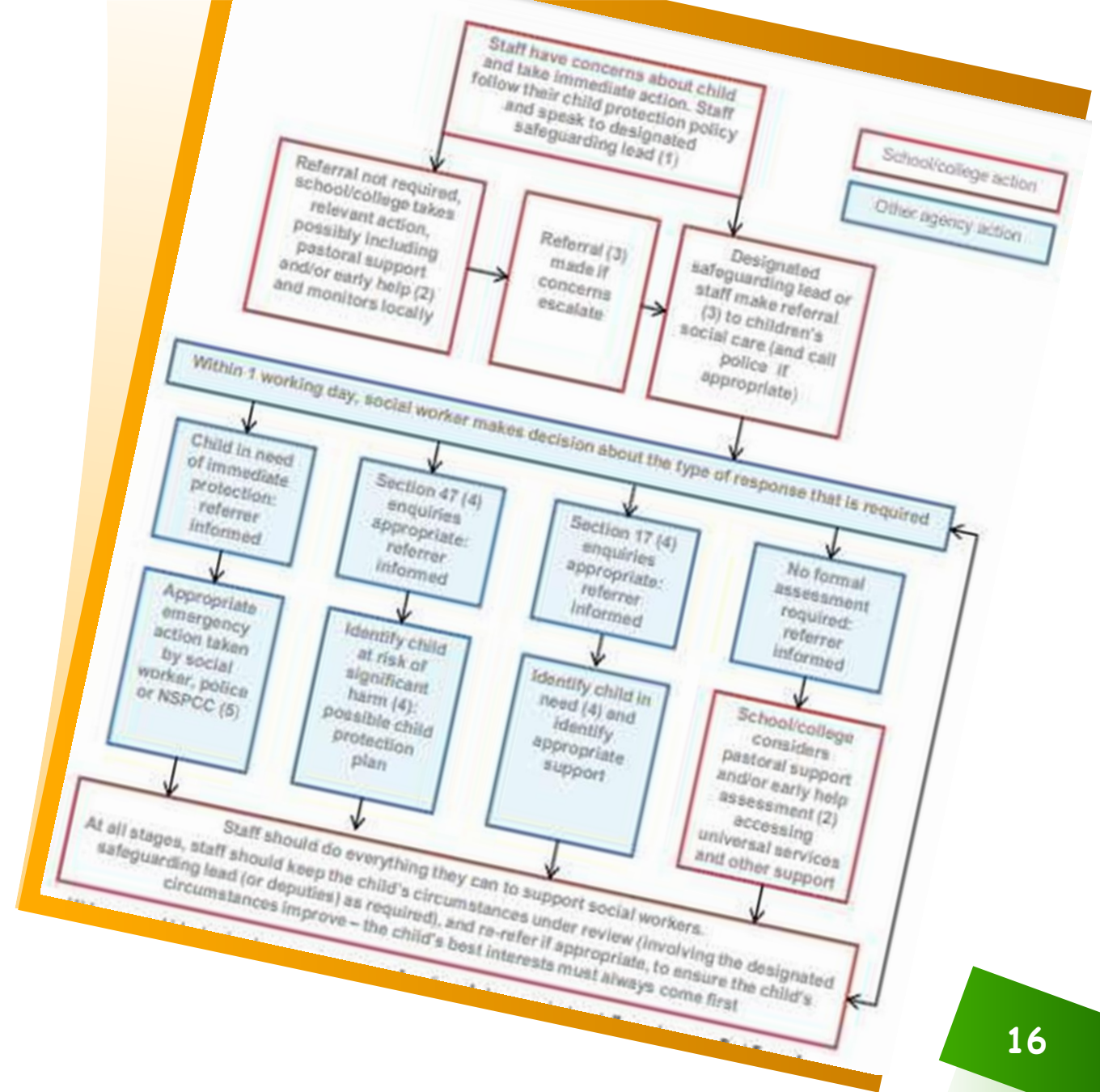
- If a child is in immediate danger or is a risk of harm, a referral should be made to children's social care and/or the police immediately.
- Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care.
- Other options could include referral to a specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Executive Board.

Concerns Continued...

School's Welfare and Child Protection Forms

SVPS have adopted for:

Reporting all concerns via the child's card on Class Charts




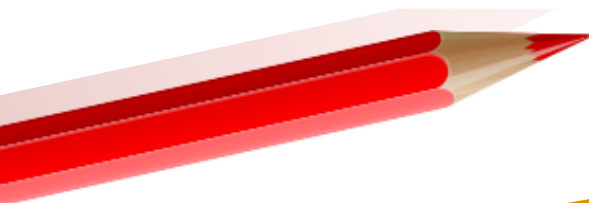
Talking and Listening to children

Do:

- Be approachable
- Listen carefully, uncritically and at the child's pace
- Take what is said seriously
- Clarify essential information
- Reassure
- Tell the child what will happen next
- Tell a Designated Safeguarding Lead without delay
- Record

Do Not:

- Investigate
- Try to resolve
- Promise confidentiality
- Make assumptions



All staff should clearly understand the need to maintain appropriate professional boundaries in their dealings with young people

An ongoing culture of vigilance should be maintained within schools so that poor or unsafe practice is identified at the earliest opportunity




Safe Working Practice



Staff Vulnerability



- 
- Physical contact
 - Control and physical intervention
 - Communication with a child, including e-safety
 - Intimate/personal care
 - One to one situations
 - Relationships

Allegations Management



This should be used in respect of all cases in which it is alleged that a person working or volunteering with children has:-

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Seek Early Advice – don't investigate alone
- Involve Governors if against the Head Teacher



Key Principles

The welfare of the child is paramount

Staff should:

- Be responsible for their behaviour
- Avoid conduct which would raise concern
- Work in an open and advice from a senior member of staff
- Apply the same professional standards regardless of culture, disability, gender, language, racial origin religious belief/or sexual identity.
- Monitor and review practice
- Follow guidance



Whistle-Blowing

The NSPCC Whistleblowing Advice Line



Contact the Whistleblowing Advice Line

Call 088 028 0285

Email help@nspcc.org.uk

What does Whistle-Blowing mean?

The Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.

If you think an organisation is putting children at risk, even if you're not certain, call us today to talk through your concerns.

A chat with your partner or a mate about your concerns won't change anything but a chat with us can change a child's life.

Record Keeping



All concerns, discussions and decisions made and the reason for those decisions **MUST** be recorded on the schools **WELFARE AND CHILD PROTECTIONS FORMS** [Class Charts, Pupil Card, Safeguarding Tab]



If in doubt about recording requirements, staff should discuss with the designated safeguarding lead