

St. Antony's Catholic Primary School Safeguarding INSET

2023

Today we'll Discuss ...

Why safeguarding should be everyone's responsibility?

How we can all act in our pupils' best interests

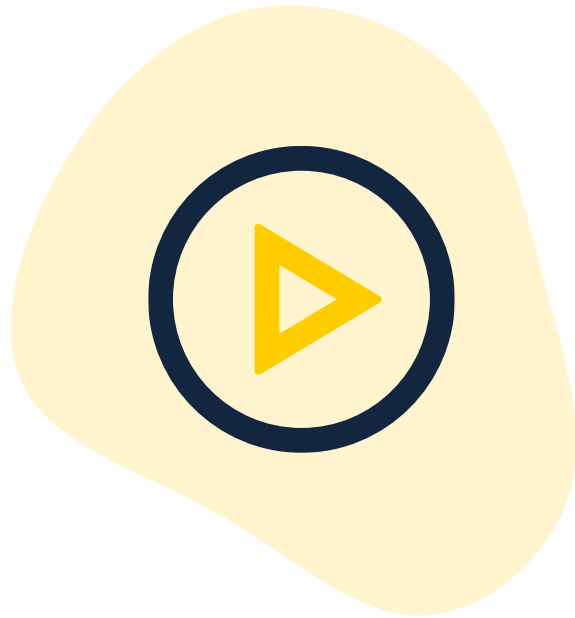
The 4 main types of abuse and signs to look out for

Specific safeguarding issues you might see in our school

Why safeguarding should be **Everyone's
Responsibility?**

**Lets Discuss & List Reasons In Our
Groups**

Why safeguarding is so important



Here to listen: Our Safeguarding Team

**Miss
Baptiste**

**Designated Safeguarding Lead is Miss J. Baptiste...
supported by the HT , SLT and The Office Lead**

**Mrs L
White**

Deputy DSL: **Mrs White**

**Mrs R
McDonald**

Deputy DSL: **Mrs McDonald**

**Miss
Wade**

Deputy DSL: **Miss Wade**

**Mrs Cezair
Phillip
Main office**

Deputy DSL: **Ms Cezair Phillips
Office**

Safeguarding is Everyone's Responsibility

Catering staff & Volunteers in school



IT technicians and other itinerant staff/visitors

Office and site staff

Teachers and support staff

Key points about why safeguarding should be everyone's responsibility

- Safeguarding means making sure children **grow up safe, happy and healthy**
- Always assume **'it could happen here'**
- We **all** have a role to play in safeguarding children
- Be alert to **changes** in a child
- All children are vulnerable, but **some are more vulnerable** than others
- The **safeguarding team is here to listen** to any concerns you have



Abuse is more common than you may think

Around...

1 in 20 children in the UK have been sexually abused

1 in 14 children in the UK have been physically abused

1 in 10 children in the UK have experienced neglect

A third of child sexual abuse cases involve a child or teen perpetrator

Approximately 50% of children who are sexually abused are victimised by a family member or a friend of the family.

The most common safeguarding issues in the UK Particularly at the Secondary School Level or College are:

- **Child on child abuse**
- **Self-harm and self-neglect**
- **Bullying**

And in our local area?

- **Domestic Violence**
- **Preventing Radicalisation**
- **Child Sexual Exploitation (CSE)**
- **Child Criminal Exploitation (CCE)**
- **Female Genital Mutilation (FGM)**

**What are the most common safeguarding issues at the primary level?
Discuss....**

Safeguarding means...

Protecting
children from
maltreatment

Making sure
children receive
**safe and
effective care**

Preventing
impairment of
children's mental and
physical health or
development

Taking action to
enable all children
to have the **best
outcomes**

Changes to Keeping Children Safe in Education and what they mean for you...

1. New emphasis on **filtering and monitoring systems** – ensure children are not exposed
2. Clearer distinction between children who are **absent from education** vs. **children missing education**
3. Being more alert to child on child abuse **What does this mean?**
4. Being more alert to signs of different types of abuse has always been important.... **but what are some new types of abuse that children commonly face today? Discuss**



Filtering and monitoring systems: FAQs

What are they?

They provide a safe environment to learn and work in by protecting pupils and staff from harmful and inappropriate content online. What's seen to be harmful will depend on each pupil.

What's my role as a member of staff?

All staff need to:

- Follow policies and procedures.....**but which are relevant ?**
- Report any problems.....**but how do we make reports?**
- Monitor what's happening on screens in classes....**why?**



Look out for changes in a child's behaviour or disposition

Difficulty concentrating and not doing as well at school

Becoming withdrawn

Moody or drastic behaviour changes

Risk-taking behaviour



Mental health needs

Tiredness & Falling asleep

Self-harming

Using drugs or alcohol

Some children are more vulnerable than others but who are they

Have **SEND**, or certain health conditions and specific additional needs



Have **mental health needs**

Are **persistently absent** from education

Are **privately fostered**

Are **frequently missing from care** or home

Have a **family member in prison** or affected by parental offending

Have **been in care**

Filtering and monitoring systems: FAQs

Who's responsible for our system and procedures?

Our...

- DSLs have responsibility for ensuring staff are apprised of the importance of filtering and monitoring reports and any safeguarding concerns that appear
- **Senior Leadership Team** makes sure staff understand their roles by reviewing the effectiveness of our systems and oversees staff compliance
- IT service provider **OLOG Technicians** have technical responsibility for maintaining and managing our system and ensuring that our Fire Wall and protective systems work effectively.



Reporting child sexual abuse: legislation changes

- The government is currently considering changes to legislation around reporting child sexual abuse
- If these changes are approved, there will be legal implications for not reporting suspected cases of abuse
- You **must** report any signs of possible sexual abuse to your DSL or SLT **immediately**
- **Always be alert for signs of child sexual abuse.....but what are they?**

If we're doing our jobs as we should, this change in legislation shouldn't change a thing about what we're doing!

Some children are more vulnerable than others...why?

Live in
challenging
family
circumstances

Are at risk of
honour-
based abuse

Are at risk of
radicalisation

Are at risk of
modern slavery,
trafficking or
exploitation

Are misusing
drugs
or alcohol

Are young
carers

Are being drawn into
anti-social or
criminal behaviour



Be even more alert to our... Children with SEND

They can be more vulnerable because they might:

- **Rely on others** more, or be **more innocent or trusting**
- Find it **harder to tell someone** about their abuse
- Be **less likely to understand** their experiences abuse
- Be more prone to **isolation or bullying**

Signs of **abuse might also be missed** or dismissed

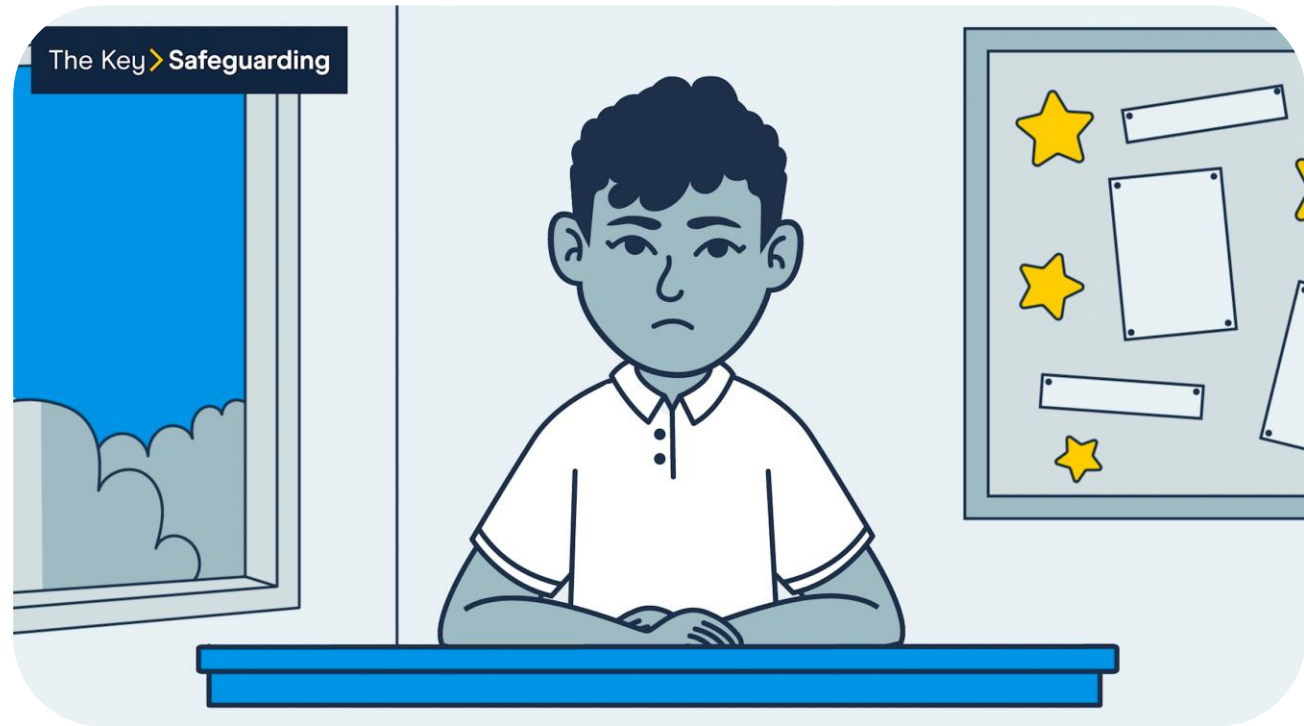
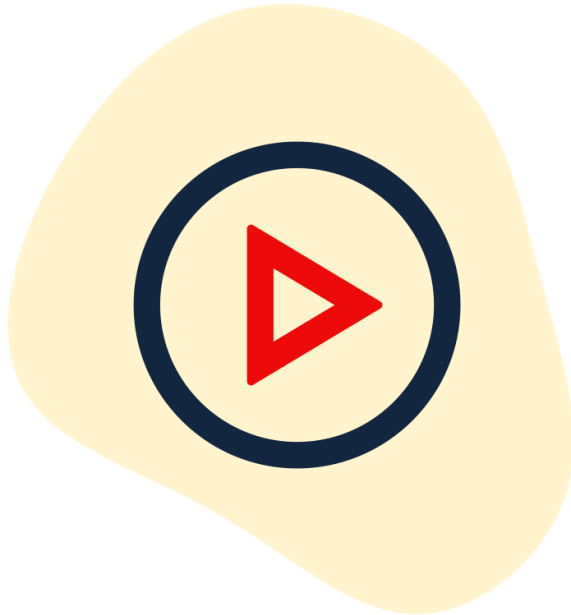
Many forms of SEND are **invisible** – this doesn't mean these children are **less vulnerable**



Always use professional curiosity: think 'why' or 'what might be going on here?'

How can we all act in our pupils' best interests? Discuss

Listen to Charlie's experience



If a child makes a disclosure...

Do...

Listen fully, be supportive, take the child seriously

Let the child lead the conversation

Reassure the child that they're not in trouble and will be kept safe

Ask open questions

Reflect back what they're saying

Be clear about what you'll do next

Don't...

Give the child the impression they're creating a problem

Make promises about keeping things confidential

Make further investigations yourself

Become distracted by taking notes

Children might try to communicate abuse in different ways

Self-harm

Quiet and withdrawn



I hate staying at my dad's house

Writes stories featuring abusive families

Charlie's experience: what can you remember now?



Time for activity: 3 minutes



What to do: write down what you remember about what Charlie said on page 1 of your activity pack

What a good report looks like

Date: 18 September 2023

Time: 2.00pm

Charlie T was reluctant to leave the classroom at 12.30pm for lunchtime today, and stayed behind when everyone else went off to the hall.

I asked her if she was okay and she asked if she could talk to me about something that was worrying her. I said that she could and we sat down together.

She told me she was worried about herself and her little sister. She explained that her dad isn't around and mum is often out the house. When mum is home, she's often "drinking or watching TV or sleeping". She sometimes cooks for Charlie and her sister but "sometimes forgets", and "usually shouts" if Charlie or her sister ask for anything.

Charlie said she's tried to make dinner for herself and her sister, but isn't confident using the oven so they end up "just having sandwiches or crisps".

She said that mum sometimes has friends over and Charlie doesn't "like them much" because mum acts "so weird" when they're around.

She's happy she has her sister, and says she'd feel "so alone" without her.

How to write a robust safeguarding report every time

- ✓ Think **who, what, where** and **when**
- ✓ Include as much detail as possible, including the **child's own words**
- ✓ Stick to the **facts**
- ✓ Make the report **as soon as possible**

“Charlie T was reluctant to leave the classroom at 12.30pm”

Charlie doesn't “like them much” because mum acts “so weird” when they're around

She sometimes cooks for Charlie and her sister but “sometimes forgets”, and “usually shouts” if Charlie or her sister ask for anything

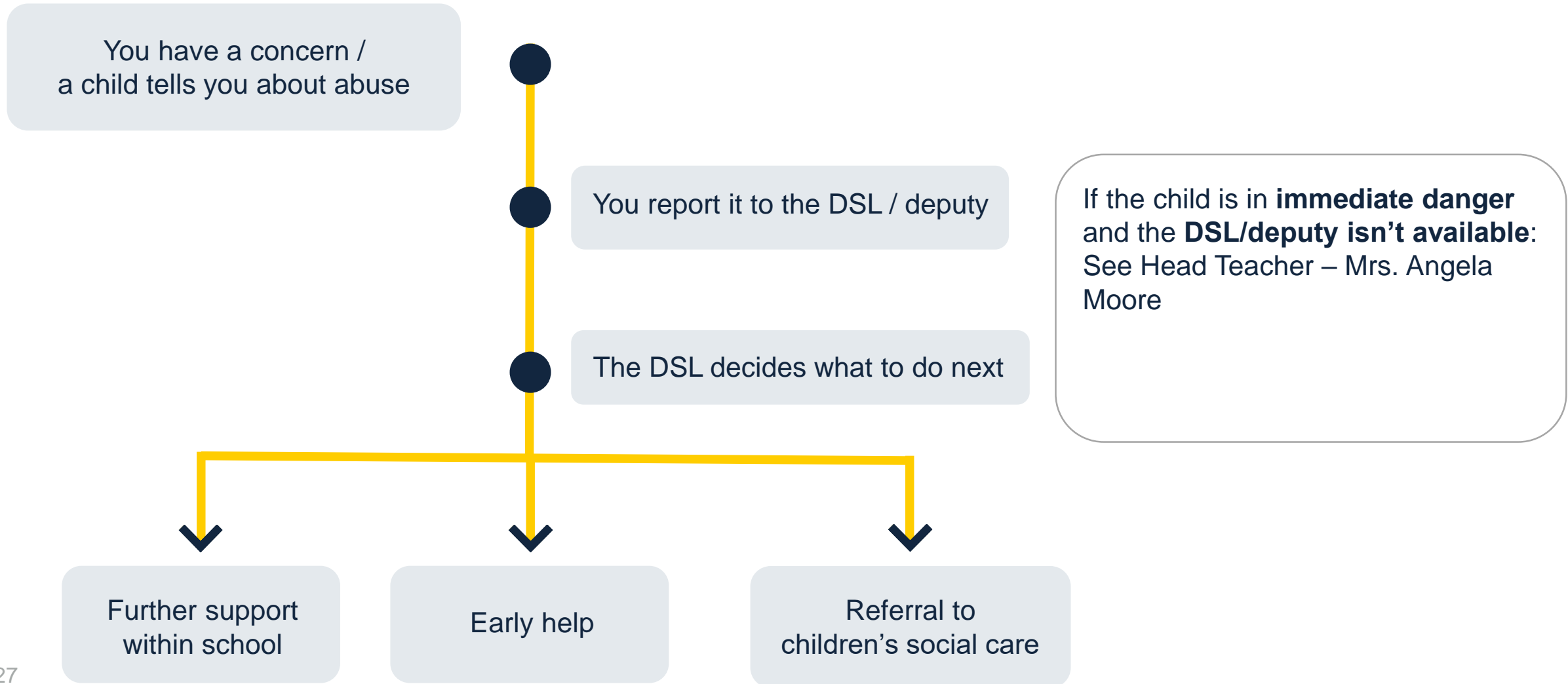
Date: 18 September 2023
Time: 2.00pm

Always report any concerns you have

- Report safeguarding concerns to the DSL (or deputy) by: Populating the Pink Form (Academic or SEND) Yellow Form (Child Protection).

Remember: data protection is not a barrier to sharing safeguarding concerns

What happens after you make a report



Share any concerns about other members of staff

If you have concerns about...	Speak to...
A member of staff	Headteacher
A volunteer	Headteacher
The headteacher	Chair of governors



If there's a conflict of interest in reporting to the headteacher, go to the LADO:

Act on 'nagging doubts' too

Low-level concerns include behaviour that's:

Inadvertent or
thoughtless

Inappropriate for the
circumstances

Ultimately
intended to
enable abuse

Report low-level concerns in writing by:

- Populating the Pink or Yellow Forms

Low-level concern: yes or no?

Working 1-to-1 with a pupil in a private room with a closed door

Yes

Being 'friends' with pupils on social media

Yes

Recording a video of pupils on their personal phone

Yes

Forgetting to check on a group of pupils doing an activity outside the classroom

Yes

Report concerns about our safeguarding practice

Speak to **Miss J. Baptiste**.

Otherwise, use the NSPCC helpline on:

- 0800 028 0285 (8am to 8pm, Monday to Friday; 9am to 6pm, weekends)
- help@nspcc.org.uk



Key points about how we can all act in our pupils' best interests

- Take a child seriously if they tell you about abuse they've experienced. Reassure them they'll be kept safe
- Be alert to children trying to communicate abuse in other, more indirect ways
- Always report any concern you have – no matter how small – immediately



The 4 main types of abuse and signs to look out for

First, a quick knowledge check



What are the 4 main types of abuse?



Physical abuse



Sexual abuse



Emotional abuse



Neglect

Neglect: what to look out for

Neglect is the **most common reason** for a child protection plan

It may look like:

Severe and persistent illnesses and infections

Consistently inappropriate clothing or shoes

Persistently smelly or dirty

Signs of malnutrition

Numerous accidents

Being hungry, stealing or hiding food

Missing school

Being a carer for siblings or other family members

Poor medical and dental care



Neglect and the cost-of-living crisis

- More families than ever are feeling the pinch of the cost of living
- More than 1 in 4 children are now living in poverty
- 54% of parents/carers have had to cut back on food spending in the last year
- 1 in 5 parents/carers are struggling to provide enough food for their children



Poverty and financial hardship are not the same as neglect – but they do increase the risk of experiencing neglect

Physical abuse: what to look out for



Bruises, cuts,
scratches or
scars

Fractures

Bite marks

Burns or
scalds

Vomiting,
drowsiness
or seizures

Breathing
problems

Suspicious
illnesses

Emotional abuse: what to look out for

Behaviour, language or knowledge you wouldn't expect for their age

Outbursts

Isolation from parents or carers

Negative interactions with parents or carers

Language development issues

Lacking social skills or friends

Low self-esteem or self-confidence

Trying to make people dislike them



Sexual abuse: what to look out for



Difficulty sitting

Marks and
bruises

Poor personal
hygiene

Needing
the toilet
a lot

Fear of, or
avoiding,
a particular
person

Sexually
inappropriate
behaviour

Dropping hints
or mentioning
'secrets'

Secretive online
behaviour

Pregnancy
and STIs

Remember: abuse happens online too



What does abuse look like online?

Emotional abuse:

Teasing and bullying on messaging apps (cyber-bullying)


Being made fun of on social media (e.g. fake accounts, hurtful videos)

Being excluded from online games


Receiving constant messages from parents or carers while at school

What does abuse look like online?


Sexual abuse:



Being forced to make or look at indecent images



Being forced to take part in sexual activity to be put online



Grooming – being befriended online by someone with the intention of abuse, exploitation and/or trafficking

Look out for...

Spending more or less time online than usual

Strong emotional reactions to being online



Receiving high numbers of messages and/or phone calls

Secrecy about what a child gets up to online

Let's put it into practice



Time for activity: 5 minutes



What to do:

- Read your group's scenario (on page 1 or 2 of your activity pack)
- Discuss whether there are signs of abuse, and if so, what kind
- Write down your thoughts on page 2 of your activity pack
- Refer to the list of indicators on pages 2 and 3 of your activity pack if you need to
- Think about whether there are any other factors at play
- If you have time, look at the other scenario too

Let's put it into practice



Tanvi:
Possible signs of
sexual abuse



Jack:
Signs of living in
poverty, and
may also be
signs of **neglect**

We can all spot possible signs of abuse. You should always report these to Miss J. Baptiste who will investigate further.

Key points about the 4 main types of abuse

- The 4 main types of abuse are **neglect, physical, emotional** and **sexual**
- In most cases, multiple **issues will overlap** with each other
- The cost-of-living crisis has put more children than ever into poverty – this **increases the risk** of neglect, but **is not the same** as neglect
- The crucial thing is to be able to spot that something might be wrong – and **act on it** by reporting your concerns



Specific safeguarding issues you might see in our school

Cost-of-living crisis: what impact is it having on our pupils?



Child criminal exploitation (CCE) and serious violence: children are still victims



Joel:

- Has new, older friends
- Has new, expensive possessions
- Misses school more
- Shows changes in his mood, behaviour or how he does at school
- Shows signs of self-harm
- Has unexplained injuries

County lines: what they are, and what to look for

- A form of criminal exploitation where children are forced to store and/or transport illegal drugs
- Children are groomed in person or online (e.g. through social media gang 'influencers') and then threatened into staying
- Children are usually contacted through cheap 'burner' phones with instructions
- Look out for children:
 - Regularly changing phones and/or having very simple, 'old-fashioned' phones
 - Receiving excessive texts or calls
 - Having money, clothes, accessories etc. that you wouldn't expect them to be able to afford
 - Going missing and turning up in areas away from home

Child sexual exploitation (CSE): ask yourself what might be behind what you're seeing

“ I was told I was attention seeking ... I probably was ... crying for help, trying to get someone to notice that something wasn't right ... ”

“ They took the view that I was making my own choices when, in reality, I was trapped in a horrendous situation and needed help ”

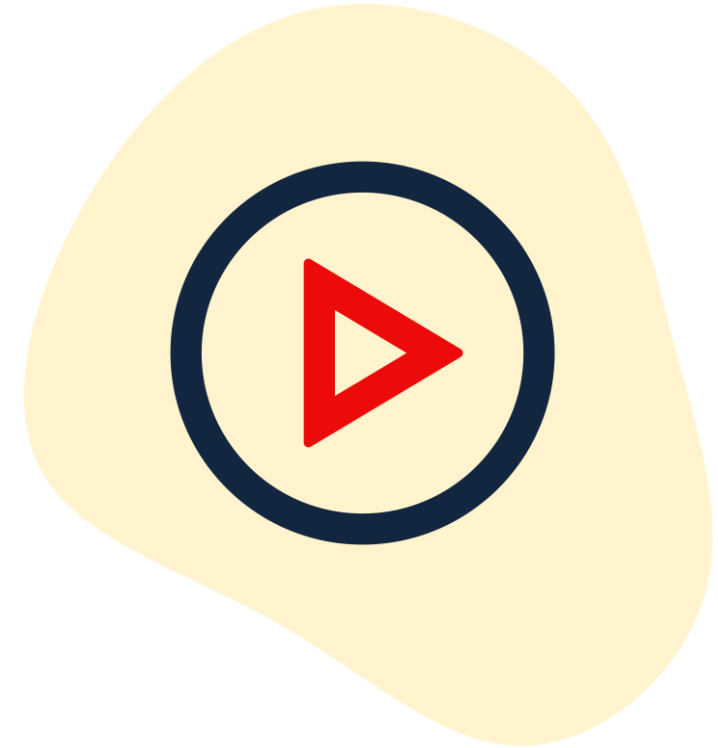
“ They gave me somewhere where I felt like I belonged and somewhere where I felt I was wanted ”

Child-on-child abuse: assume it's happening here

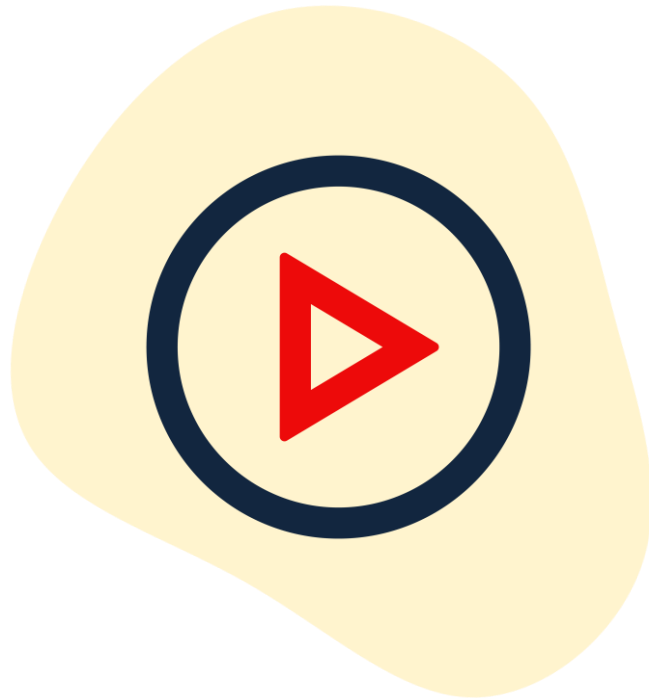
- **Act immediately** on any concerns or reports
- **Reassure** the child they'll be supported and kept safe
- **Don't dismiss** or downplay any reports
- **Consider** the needs of the perpetrator too



Domestic abuse: children are victims too



Mental health: you can't diagnose but you can spot signs



Mental health: you can't diagnose but you can spot signs

Look out for:

Excessive fears and worries

Tiredness or difficulty concentrating

Loss of appetite and weight changes

School performance or behaviour getting worse

Emotional changes

Loss of interest in friends or favourite activities

Hyperactivity

Changes to mood after being online

Poor attendance



More safeguarding issues you should be aware of

Bullying, including
cyber-bullying

Child abduction
and community
safety incidents

Children and the
court system

Children missing
from home or care

Children with
family members
in prison

Drugs

Fabricated or
induced illness

Faith-based abuse

Forced marriage

Homelessness

Honour-based
abuse

Modern slavery

Private fostering

Key takeaways from today's training

- Always assume **'it could happen here'** and be **professionally curious**
- Always **act in the child's best interests**, including alleged perpetrators
- Be on the lookout for **signs of abuse**, and in particular, for **changes in a child**
- If you **see something, say something** – including concerns about staff and our safeguarding practice
- Always **make a written record** too

