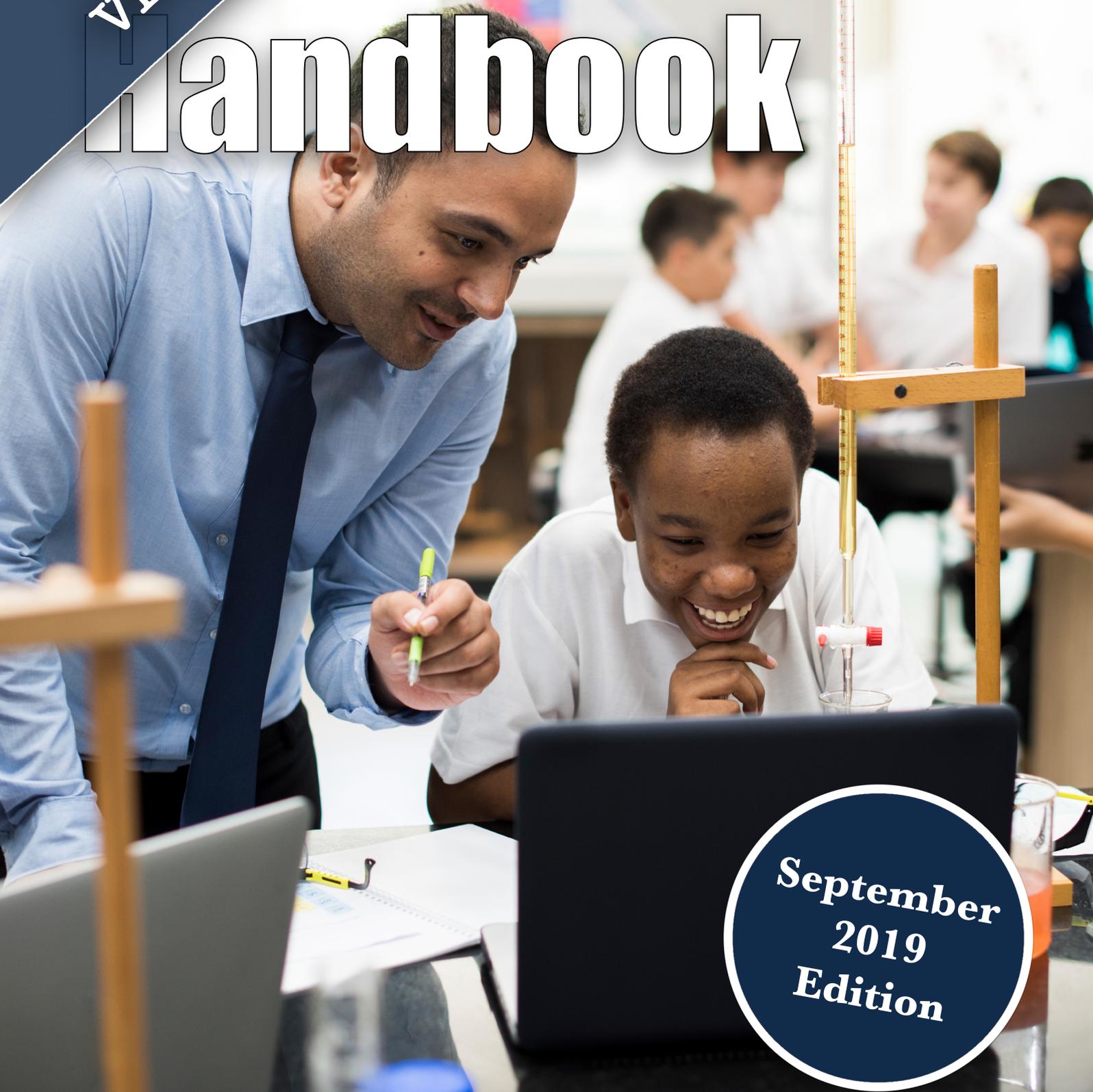


LOOK
INSIDE
VERSION

Safeguarding Handbook



September
2019
Edition

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What is Safeguarding?

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.

(Source: Keeping Children Safe in Education (2020) paragraph 4)

Children includes everyone under the age of 18

A child is anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change their status or entitlements to services or protection.

(Source: Working Together to Safeguard Children (2018) appendix A)

The four Categories of Child Abuse

EMOTIONAL ABUSE

Emotional abuse is 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 children 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 the 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 cyberbullying), 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.

PHYSICAL ABUSE

Physical abuse 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.

SEXUAL ABUSE

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.

NEGLECT

Neglect is 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.

These and other useful definitions can be found in Working Together to Safeguard Children (2018), Appendix A.

National Institute for Health and Clinical Excellence

The documentation from the 'National Institute for Health and Clinical Excellence' (NICE) has a number of guidance documents and pathways to identify child maltreatment and related issues. Some of the most useful include:

When to suspect child maltreatment (CG89)

www.safeguardinghandbook.co.uk/NICEguidance

Child abuse and neglect (NG76)

www.safeguardinghandbook.co.uk/ng76

Children's attachment (NG26)

www.safeguardinghandbook.co.uk/ng26

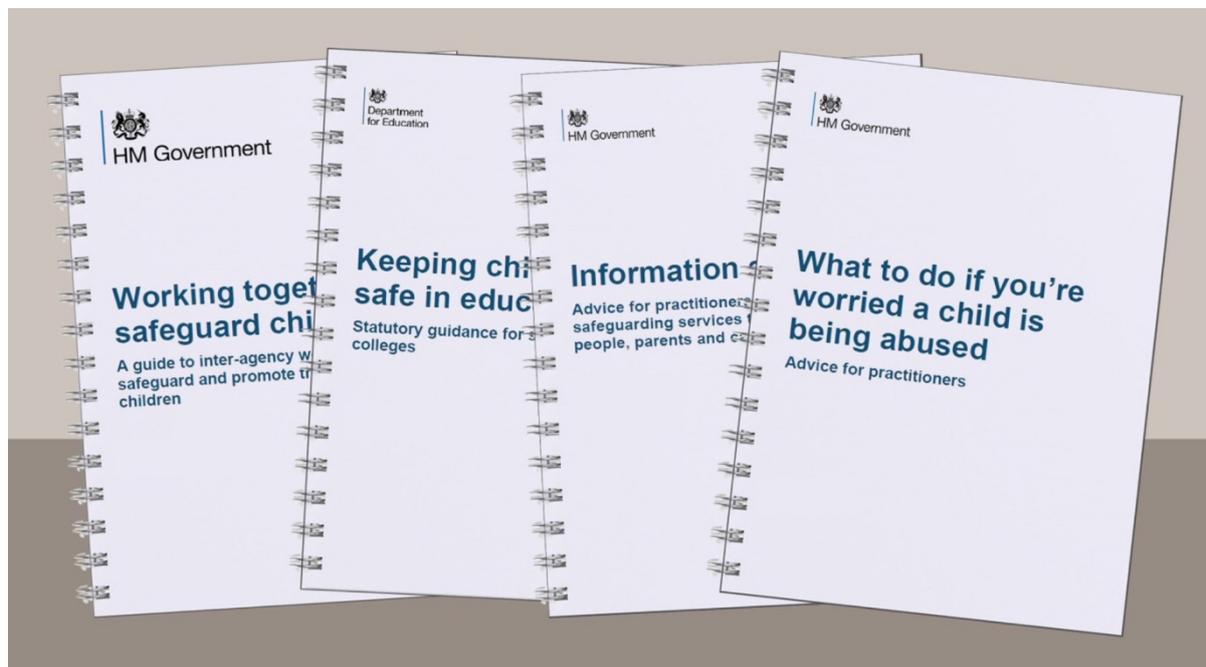
Harmful sexual behaviour among children and young people (NG55)

www.safeguardinghandbook.co.uk/ng55

Domestic violence and abuse: multi-agency working (PH50)

www.safeguardinghandbook.co.uk/ph50

The Legal Framework



Publications

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2020)
- Information Sharing (2018)
- Responding to Incidents of Sexting (UKCCIS) (2016)
- Sexual Violence and Sexual Harassment between children in schools and colleges (2017)

Key Legislation

The Children Act 1989	Section 17 Duty to safeguard and promote the welfare of children who are “in need” Section 47 Duty to investigate whether a child is at risk of serious harm
Local Government Act 2000	Effective joint working across local authority sectors
Education Act 2002	Duty on Local Education Authorities to exercise safeguarding functions for children and young people up to the age of 18 who are in full-time education
Children Act 2004	Established a range of safeguarding and child protection provisions and duties on local authorities and partner agencies
Children and Social Work Act 2017	Set up local safeguarding partnerships and further provision about the regulation of social workers

Creating a Safeguarding Policy

Key Aspects of the policy will include:

- Purpose of the policy
- Mission Statement
 - Positive ethos
 - Child feel safe, secure and listened to
 - Staff/volunteers encouraged to talk about concerns
 - Staff understand in 'exceptional circumstances' they may report concerns directly to social care
 - Children who have been abused or are at risk of abuse are supported
 - Safeguarding issues are explored as part of the curriculum
- Reference to the Statutory Framework
 - Legal responsibilities and duties
 - Duty to share information
- Reference to the key statutory and non-statutory guidance
 - Working Together to Safeguard Children (2018)
 - Keeping Children Safe in Education (2020)
 - Information Sharing (2018)
- Roles and Responsibilities
 - Headteacher
 - Governing Body, Trustees or Proprietors
 - inc. the name of the Chair and Governor for safeguarding
 - Designated Safeguarding Lead (DSL)
 - inc. the names of at least two DSLs
 - Staff
 - Pupils
- Practical Advice
 - Signs and symptoms of abuse and neglect
 - Information about Female Genital Mutilation (FGM)
 - Information about Child Sexual Exploitation
 - Information about Sexual Violence and Sexual Harassment
 - Information about preventing radicalisation
 - How to report concerns, including names and points of contact
 - Dealing with disclosures

- Highlight areas of particular risk in the school/college, for example:
 - Physical intervention
 - Personal/Intimate care
 - Changing for PE and swimming
 - 1:1 working
 - Overnight stays
 - Boarding schools
 - Host families
- Record-keeping
 - appropriate use of electronic systems
 - keep securely, away from other pupil files
 - transfer of records
 - securely
 - separately to other pupil files
 - receipt obtained from receiving school
- Confidentiality
- Procedure for dealing with complaints and allegations about staff
- Procedure for dealing with complaints and allegations about the headteacher or proprietor
- Procedures for dealing with safeguarding allegations about another pupil
- Safer Recruitment Procedures
 - key points only; a separate policy would allow for greater detail
- Disclosure and Barring Service checks
- Whistle-blowing

The Safeguarding and Child Protection policy must be available on the school's website.

Staff Code of Conduct

In addition to the Safeguarding and Child Protection policy, schools must have a staff Code of Conduct that outlines an acceptable level of staff behaviour. During their induction training, new staff must be given and have read:

- Staff Code of Conduct (inc. use of social media, and the Position of Trust Offence)
- The school's Safeguarding and Child Protection policy
- Keeping Children Safe in Education (2020) (Part One and Annex A)
- Behaviour Policy
- Procedures for children missing education

Single Central Record

Single Central Record Checklist (Minimum expectations)

(Tick)

Name of person	
Address	
Date of Birth	
Evidence of photographic ID	
Qualification(s) Required	
Qualification(s) Evidenced and Date Checked	
DBS Enhanced Check and Date Received (not statutory to record number)	
Barred List Check (only if in Regulated Activity) and Date Received	
Prohibition Check (Teachers/People with QTS/other relevant staff) Date Checked	
Right to Work in UK Date Checked	
Overseas Checks needed/undertaken. Type and Date.	
Sanctions check for people who have taught in EEA countries (from January 2016)	
s128 Prohibition Check for management positions in Independent schools (Free and Acad.)	

Useful to record

Start date	
------------	--

Single Central Record (People to include) (In Excel, usually on a separate tab)

Teachers	
Support Staff	
Admin Staff	
Premises Staff	
Governors/Proprietors/Trustees	
Volunteers	
Agency Staff (working in the school for a 'reasonable' length of time)	
Contractors	
Student teachers (if on the school's payroll)	
Additional instructors/coaches/etc	

Notes

Make sure there are no gaps. Enter 'Not applicable', or another relevant phrase.	
SCR must be current. Archive onto a separate tab or delete people who have left.	
SCR must include Enhanced Check/Barred List for people appointed after 2006.	
No need for Enhanced Check or Barred List for people appointed prior to March 2002.	
SCR should record what has been seen and when it was seen. (There is no requirement to record name of person who carried out check).	

Some schools also record on the SCR (Not statutory)

Safeguarding Training	
Safer Recruitment Training	
References (2) (Checked and Date Received)	

Checked by:

Date:

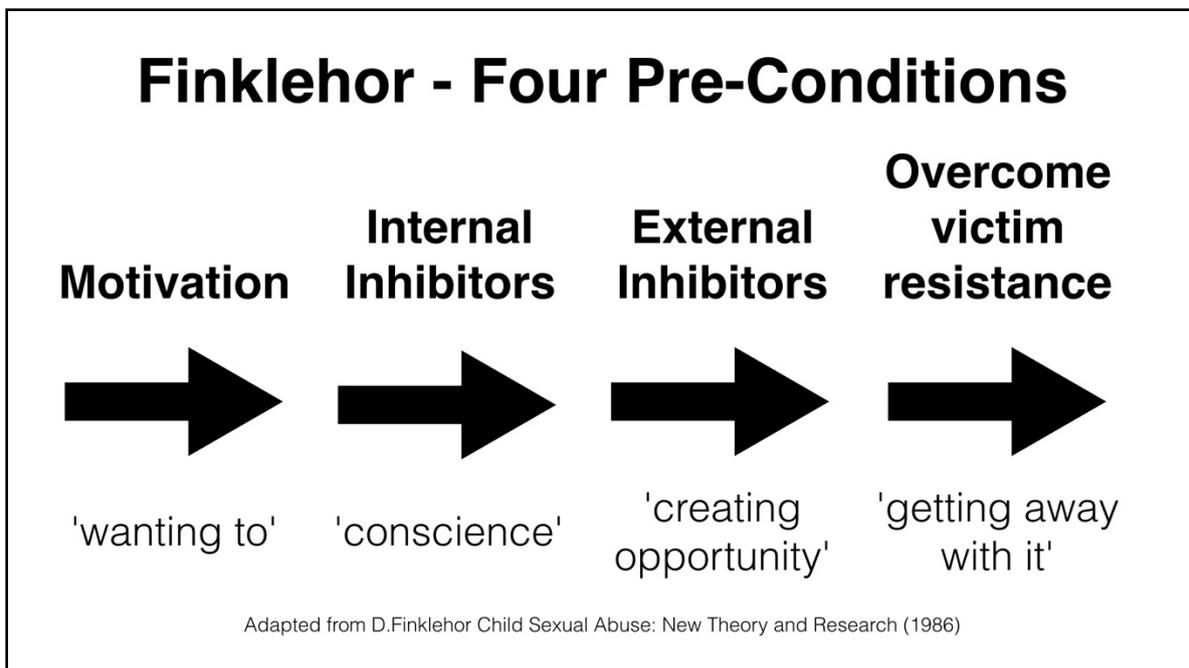
Grooming of children for sexual abuse

Safer recruitment procedures are aimed at preventing people who have harmed children, or may harm children, from working in schools, either as a member of staff or a volunteer. However, we must also be aware that once people are working in school they may go on to abuse children.

Following a case where a teacher had been able to abuse over 50 boys on residential visits, the serious case review recommended that *'the Department for Education should be asked to revise the training requirements [for staff]...to include training on the modus operandi of sex offenders'*. Although this does form part of the Safer Recruitment training, most school staff do not receive any training on recognising grooming.

The Finklehor Model

David Finklehor is a well-respected researcher in understanding child sexual abuse, in particular how adults groom children for abuse. Finklehor's research sets out four pre-conditions of abuse. It is the model of abuse that forms the foundation of Safer Recruitment procedures. Grooming is a gradual process and can take place over a long period of time.



Stage 1 - Motivation

The person recognises that they have a sexual interest in children and that they are motivated to act on those feelings. This thinking is reinforced by fantasies.

The Role of the Designated Safeguarding Lead (DSL)

All schools must appoint a member of staff from the senior leadership team to the role of designated safeguarding lead. Where there are deputy DSLs, these people should be trained to the same standard as the DSL, and the role should be detailed in their job description.

In proprietor-led schools, the DSL must be a 'suitable' person who can discharge their duties with 'sufficient independence', particularly in relation to any allegations involving the proprietor or members of the proprietor's family. Proprietors should consider the provision of external advice for the DSL; and the job description should refer to the need to contact the LADO in matters that cannot be appropriately dealt with in the school.

The DSL should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or support other staff to do so – and to contribute to the assessment of children.

The designated safeguarding lead should liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children (2018).

A DSL's responsibilities are outlined in 'Keeping Children Safe in Education' (2019), Annex B:

Managing referrals

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies

The Role of the Governing Body

*For detailed guidance see
Governance handbook (DfE, 2019) and competency framework (DfE, 2017)
www.safeguardinghandbook.co.uk/governors*

The Governing Body has a duty to ensure that the school meets its statutory responsibilities and ensure that the children and young people attending the school are safe. This applies equally to all school settings, including maintained schools, academies and free schools.

Section 175 of the Education Act 2002, and regulations under section 157 relating to safeguarding pupils in Independent Schools (including academies), place a duty on the governing bodies of maintained schools, and academy trusts, to have arrangements in place to ensure that they:

- carry out their functions with a view to safeguarding and promoting the welfare of children; and*
- have regard to the statutory guidance issued by the Secretary of State in considering what arrangements they need to make for the purpose of that section.*

The statutory guidance, Keeping Children Safe in Education, places statutory requirements on all governing bodies.

Boards must ensure their schools have effective safeguarding policies and procedures in place that take into account local risks, any statutory guidance issued by the Secretary of State, any LA guidance and locally agreed inter-agency procedures.

Governing Bodies will decide for themselves how they organise their strategic and monitoring functions. Keeping Children Safe in Education and Working Together to Safeguard Children both set out that an individual on the governing body should take leadership responsibility for the organisation's wider safeguarding arrangements, which include the Prevent duty.

The Competency Framework for Governance says that 'everyone on the board should understand the duties relating to safeguarding, including the Prevent Duty.

To make sure governors have the knowledge and information they need to perform their functions and understand their responsibilities, everyone on the board has training about safeguarding.

(unless the allegation concerns the headteacher) and Local Authority Designated Officer (LADO) to confirm the facts about individual cases. They are also expected to reach a joint decision on the way forward in each case.

In cases that involve the headteacher, the Chair of Governors is the key person to deal with the allegation.

Referring cases to the Teaching Regulation Agency and the Disclosure and Barring Service (DBS)

Allegations of serious misconduct against a teacher may be referred to the National College for Teaching and Leadership (NCTL) when they have dismissed a teacher for misconduct, or would have dismissed them had they not resigned first.

A referral to the DBS must be made if someone has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Referrals should be made to both the DBS and the NCTL in cases where there is alleged serious teacher misconduct as well as harm or risk of harm to a child.

DBS Referrals: www.safeguardinghandbook.co.uk/dbsreferrals

TRA Referrals: www.safeguardinghandbook.co.uk/trareferrals

Allegations of abuse made against other children

Governing bodies should recognise that children are capable of abusing their peers and ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with.

Prevent Duty

Since the July 2015 all schools must have “due regard to the need to prevent people from being drawn into terrorism” under section 26 of the Counter-Terrorism and Security Act 2015. This duty is known as the Prevent duty.

Promoting the welfare of pupils

All governing bodies (including those in maintained schools, academies, free schools and independent schools) need to ensure that pupils at the school are being adequately being cared for and protected from harm while in school.

‘Wellbeing’ as defined in the Children Act 2004 includes:

- physical and mental health and emotional wellbeing; and
- protection from harm and neglect;

Safeguarding and Mental Health

In *Keeping Children Safe in Education (2020)*, the definition of safeguarding was updated to specifically include mental health.

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.

The legacy of traumatic events is often reflected in a life-long impact on mental health and potential barriers to learning, both academic and social. Poor mental health as a result of trauma can often manifest in a young person's behaviour, both outward and inward.

Trauma can arise from abuse, exploitation and neglect, even when there is no obvious cause. When considering behaviour, particularly that which some staff may regard as 'challenging', consideration should be given to a potential safeguarding issue, either currently or in the past.

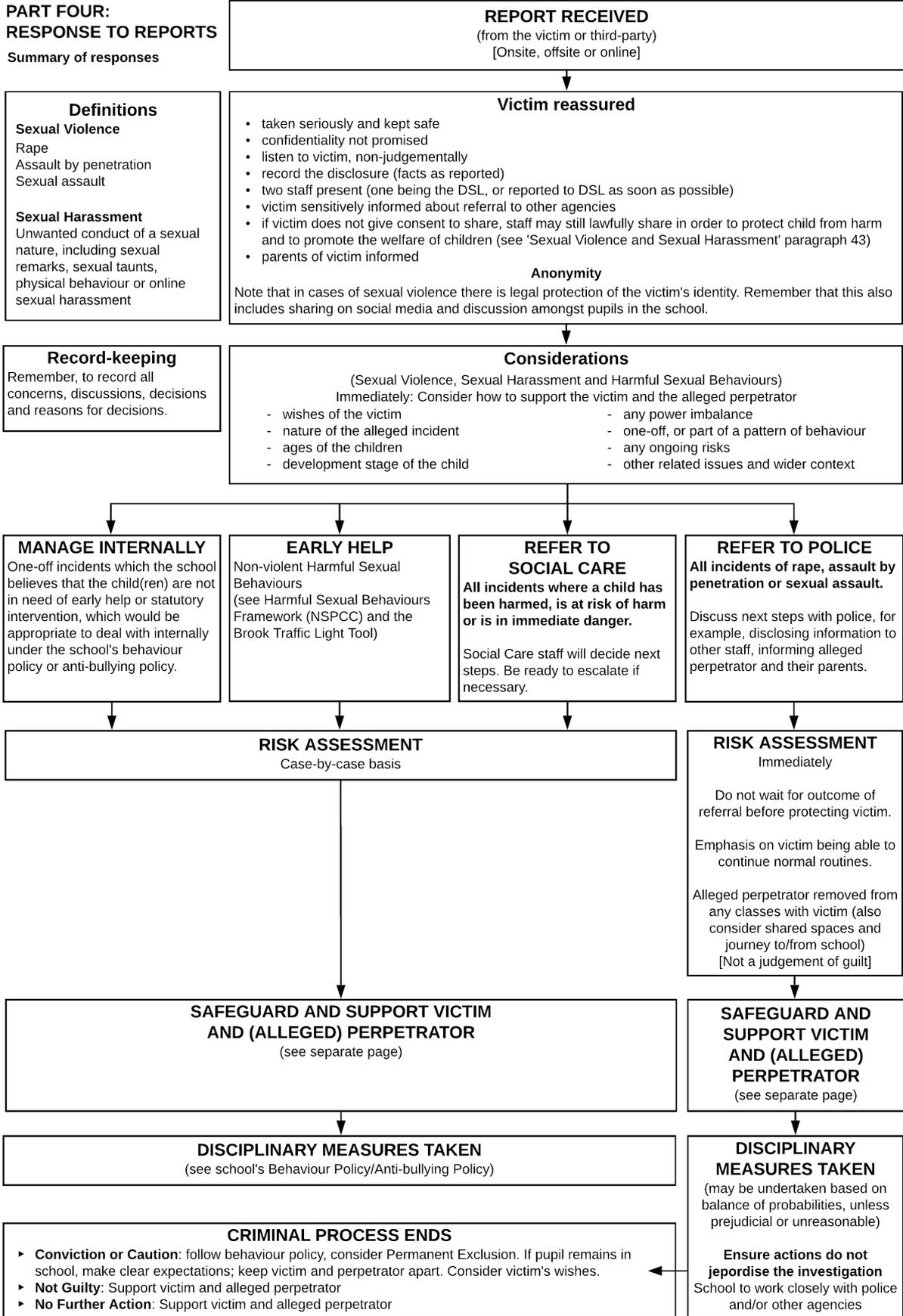
Keeping Children Safe in Education (2020) says that schools should 'ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.'

It is not the role of school staff to provide a diagnosis, only appropriately trained specialists are able to do so. Staff who know their pupils well will be able to make observations that can support colleagues in diagnosing what may be happening.

It is useful to think about a graduated approach towards mental health and well-being:

- Good mental health for all pupils
- Support for vulnerable pupils (on a short, medium or long-term basis)
- Specialist response for more serious impacts on mental health

**PART FOUR:
RESPONSE TO REPORTS**
Summary of responses



© 2018 Andrew Hall

Source:
Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2018)

VSVA Flow Chart for Schools 2018 v.1.1

Filename: Safeguarding Handbook for Schools September 2020 v.11.0 FINAL.docx

Responding to sexting in schools and colleges UKCIS Guidance

Sexting in schools and colleges, responding to incidents, and safeguarding young people, guidance from the UK Council for Child Internet Safety (UKCCIS) [Now known as the UK Council for Internet Safety]

In August 2016 the UK Council for Child Internet Safety (UKCCIS) published non-statutory guidance on managing incidents of sexting by under-18s. Over 200 organisations were involved in creating the guidance, including the internet industry, government (Home Office and DfE), children's charities, UK Safer Internet Centre, National Crime Agency (including Child Exploitation and Online Protection Centre (CEOP)), Police, and teachers' groups.

The UKCCIS guidance is non-statutory, but should be read alongside 'Keeping Children Safe in Education'. This guidance was revised in January 2017.

Definition of sexting

There is no clear definition of 'sexting'. Instead, this document talks about 'youth-produced sexual imagery'. This is imagery that is being created by under 18s themselves and involves still photographs, video, and streaming. In the guidance, this content is described as sexual and not indecent. Indecent is subjective and has no specific definition in UK law.

Incidents covered by this guidance:

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18s shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.

Incidents not covered by this guidance:

- Under 18s sharing adult pornography.
- Under 18s sharing sexual texts without sexual imagery.
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

Educational Issues in Relationship Abuse

<ul style="list-style-type: none">• Being late for school / not attending• (especially if abuser attends same school)• Arriving early / staying late to avoid abuser• Not focused in lessons as he or she is preoccupied and worried	<ul style="list-style-type: none">• Very gendered expectations of career and achievement• Feeling unsafe as afraid of being traced by abuser via school• Disturbed sleep affecting concentration	<ul style="list-style-type: none">• Appearing isolated and removed• Worried that everyone at school knows what is happening
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Leadership and management

Positive traits

- Staff wellbeing is actively considered and supported
- Governance ensures that the school fulfils its statutory duties
- School has an effective culture of safeguarding

Ineffective traits

- Safeguarding does not meet statutory requirements
- Safeguarding gives serious cause for concern
- Insufficient action has been taken to remedy weaknesses following a serious incident

Effective culture of safeguarding

 <p>Always act in the best interests of the child.</p>	 <p>Secure help in a timely way.</p>
 <p>Identify pupils who are at risk of harm or have been harmed.</p>	 <p>Manage safer recruitment and any allegations about adults.</p>

Source: Schools Inspection Framework (OfSTED, 2019)

Ineffective Safeguarding

 <p>Allegations about staff not appropriately handled.</p>	 <p>Pupils frequently missing from school, but this is not addressed.</p>
 <p>Pupils do not feel safe in school. Pupils do not feel confident staff will help.</p>	 <p>Incidents of bullying or discriminatory behaviour are common.</p>

Source: Schools Inspection Framework (OfSTED, 2019)

Appendix 1

CPD Matrix for staff learning

Keeping Children Safe in Education (DfE 2020)	Included in the CPD Programme?
Know that safeguarding and promoting the welfare of children is everyone's responsibility.	
Know that safeguarding children is everyone's responsibility	
Know that that professionals should always consider what is in the best interests of the child.	
Know that everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action	
Know the definition of safeguarding and promoting the welfare of children (paragraph 4)	
Know that children refers to everyone under the age of 18.	
Know that all school and college staff have a responsibility to provide a safe environment in which children can learn.	
Know that all schools and colleges should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties	
Know that all school and college staff should be prepared to identify children who may benefit from early help	
Know that in the first instance, staff should discuss early help requirements with the designated safeguarding lead.	
Know that all staff may be required to support social workers and other agencies following any referral	
Know that all teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession	
Be aware of the contents of the school's child protection policy	
Be aware of the contents of the school's staff behaviour policy (code of conduct)	
Be aware of the role of the designated safeguarding lead	
All staff members should be aware that they must take part in safeguarding and child protection training which is regularly updated, at least annually	



Andrew Hall
Specialist Safeguarding Consultant

How Andrew Hall can help:

After I left full-time school headship, it had become clear that the safeguarding agenda was broadening to absolutely encompass supporting all children and young people to stay safe. No-one can do that alone, and having been one, I know how busy DSLs are and how they struggle to fit everything in. So I set out to make their job easier and by doing so, reduce risk and better protect all children.

What people say

"I just wanted to say that I would never have continued to volunteer being the safeguarding governor at our school, had it not been for your fantastic safeguarding briefings! They are what allows me to do my role well and makes me believe I can somehow stay up to date with the vast amount of information that is being published."

Safeguarding Reviews

Safeguarding audits often tell you what's wrong, but not how to build stronger, more effective safeguarding systems. Inviting Andrew to review safeguarding in your school is a collaborative opportunity that headteachers and DSLs find incredibly beneficial.

Safeguarding CPD

Andrew offers a wide-range of learning events for people of all roles, including whole staff training, DSL workshops, governor knowledge sessions and safer recruitment.

Free Safeguarding Briefing

A free weekly safeguarding briefing for anyone interested in a broad-range of safeguarding issues.

To get your copy, go to:

www.safeguardingbriefing.co.uk

Safeguarding.Pro

Our paid members-only site Safeguarding.Pro is dedicated to helping Designated Safeguarding Leads save time with an ever increasing range of exclusive resources and downloads.

To join, go to: www.safeguarding.pro

Andrew Hall

Andrew Hall has extensive experience working with vulnerable students as a teacher and headteacher. Starting as a primary school teacher, Andrew's career spans mainstream schools, special schools, pupil referral units and the headship of a school in a child and adolescent psychiatric hospital.

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