

Safeguarding and child protection: awareness raising and update for governors

September 2022

Session Objectives

By the end of the session you should understand:

- ▶ the current guidance available to staff and governors in relation to safeguarding
- ▶ what is meant by safeguarding in schools and the categories of child abuse
- ▶ the school and governors' roles in safeguarding, including the roles of Nominated Governor and Chair of Governors

Further references and website addresses

Essex Safeguarding Children Board

<http://www.escb.org.uk/>

Includes a link to the **SET procedures** (May 2022)

National Society for the Prevention of Cruelty to Children

www.nspcc.org.uk

The **NSPCC Helpline** is a service for anyone concerned about the safety or welfare of a child. You can contact the helpline 24 hours a day, seven days a week by phone, email or online. 0808 800 5000

Childline

<https://www.childline.org.uk/>

0800 1111

Ofsted website

<http://www.ofsted.gov.uk/>

Ofsted helpline

08456 404045

Educate Against Hate

<http://educateagainsthate.com>

Essex Schools Infolink safeguarding resources

<https://schools.essex.gov.uk/pupils/Safeguarding/Pages/Safeguarding.aspx>

Essex Effective Support for children and families - referrals and guidance

<https://www.essexeffectivesupport.org.uk/>

ThinkUKnow <https://www.thinkuknow.co.uk/>

Brook Sexual Behaviours traffic light tool

<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

The Blast Project

<http://www.mesmac.co.uk/projects/blast>

Alright Charlie

<https://www.youtube.com/watch?v=UGEgn767XAk>

www.stopitnow.org.uk

NSPCC PANTS campaign

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

Publications:

Keeping children safe in education –statutory guidance for schools and colleges (September 2022)

What to Do If You're Worried a Child Is Being Abused (2015)

Working Together to Safeguard Children (December 2020)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2#full-publication-update-history>

Guidance for safer working practice for those working with children and young people in education settings (October 2021)

Effective Support for Children and Families in Essex – guidance for all practitioners in working together with children and families to provide early help and targeted and specialist support (October 2021)

No one noticed, no one heard: a study of disclosures of childhood abuse (NSPCC)

How safe are our children? NSPCC report 2018

PREVENT Duty – DfE guidance July 2015

PREVENT Policy for Southend, Essex and Thurrock

All on the safeguarding page Essex Primary Headteachers' Association www.essexprimaryheads.co.uk

How many children are abused or neglected in the UK – NSPCC 2017 data

We don't know exactly how many children in the UK are victims of [child abuse](#). Child abuse is usually hidden from view and children may be too young, too scared or too ashamed to tell anyone about what is happening to them. There were over 58,000 children identified as needing protection from abuse in the UK in 2017.

Every year the NSPCC compiles the most robust and up-to-date child protection data that exists in England, Northern Ireland, Scotland and Wales.

They set out 20 different indicators to help us identify trends over time and across nations and to answer the question "how safe are our children?".

Below are the main findings of our [most recent report](#) published in 2017.

- Reports of sexual offences against children have increased in the UK
- Numbers of children in the child protection system are increasing

Online abuse

We don't know how many children and young people are affected by online abuse. Children often:

- don't tell anyone because they feel ashamed or guilty
- may not know who to tell
- may not realise they are being abused.
- Almost 1 in 4 of 8 to 11-year-olds and 3 in 4 of 12 to 15-year-olds has a social media profile
- 1 in 3 internet users are children
- 1 in 4 children have experienced something upsetting on a social networking site.
- Around 1 in 8 young people have been bullied on social media

Sexual abuse

Official statistics, published annually, show the amount of child sexual abuse recorded by authorities in the year. The problem is much bigger than shown in official statistics, as most crimes are not disclosed and/or reported.

- Over 2,900 children were identified as needing protection from sexual abuse in 2015/16
- Over 90% of sexually abused children were abused by someone they knew
- Around a third of sexual abuse is committed by other children and young people
- 14% of contacts to the NSPCC's helpline last year were concerns about sexual abuse
- Nearly 30,000 registered offenders have been convicted of offences against children

Physical abuse

We do not know exactly how many children are physically abused. But official statistics, research studies and what children tell us, give us a good idea about the abuse they are experiencing.

- 1 in 14 children have been physically abused
- 19% of contacts to the NSPCC's helpline last year were concerns about physical abuse
- Over 6,000 children were identified as needing protection from physical abuse last year

Neglect

- Over 26,000 children were identified as needing protection from neglect in 2016
- Neglect is the most common reason for taking child protection action

Emotional abuse

- Over 19,000 children were identified as needing protection from emotional abuse in 2017
- Emotional abuse is the 2nd most common reason for children needing protection from abuse in the UK

<https://www.nspcc.org.uk/services-and-resources/research-and-resources/statistics/>

The vast majority of the 309,000 children in Essex led healthy, safe lives in 2017-18, but a small minority faced challenges in their life and family circumstances which puts their wellbeing and safety at considerable risk. For example:

9,145 children were referred to Children's Services during the year because someone had a concern about a risk of abuse or neglect. Police (27%), schools (17%) and their own family members (8%) were most notable in making these contacts. 87% of these cases (over 7,900) were felt to need a Child and Family Assessment by Children's Services.

Investigations of child exploitation involved 166 Essex children with 72 of these being considered as high risk.

All children are vulnerable to exploitation and harm when they go missing from home, but some children are identified as at risk of exploitation and harm during their missing episode. Across the year 552 children were reported missing – 33% of them were 'looked after children', equating to 14% of all children in care during the year. This is a slight increase from the volume seen in 2016-17 (547 missing, 35% looked after: 13% of all children in care) and above the national average of 10% (2016-17). 132 children had a noted risk of exploitation during their missing episode (24%).

National estimates show 1 in every 5 children is exposed to domestic abuse by the age of 18. Essex Police recorded over 13,000 domestic abuse crimes in the year, many involved children as witnesses or in the household at the time of abuse. As per the national picture, this is a further increase in the annual volume of domestic abuse crimes recorded, which has been increasing for the last four years due to the work being undertaken to increase the number of victims who disclose abuse to services. While volumes are increasing, the proportion of Domestic Abuse crimes as a percentage of all crimes is equal to the overall picture across England and Wales at 11% (2016-17).

Family issues significantly add to the levels of stress and anxiety for children, affecting their mental wellbeing. 25% of Essex households have children under 5 in a household where family members have self-diagnosed with depression or stress.

Keeping Children Safe in Education 2022

The government has published Keeping Children Safe in Education 2022, which comes into force on 1st September 2022. There aren't any huge announcements, but be clear on the most important changes now.

Part 1 - key things to know

New paragraphs on:

- Explaining that children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, but this shouldn't stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL) (paragraph 19)
- Domestic abuse (paragraph 43), notably:
- Children who witness domestic abuse are also victims
- Witnessing domestic abuse can have a lasting impact on children
- Children can be victims in their own relationships too

Part 2 - key things to know

- All governors and trustees should receive appropriate safeguarding and child protection (including online) training at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge (paragraph 81)
- New sections adding greater detail on the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty (PSED) - the duties aren't new, but KCSIE explains how they apply to safeguarding (paragraphs 83 to 93)
- Schools play a crucial role in preventative education (paragraph 130). This is in the context of a whole-school approach to preparing pupils for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. This will be underpinned by:
 - Your behaviour policy
 - A pastoral support system
 - A planned programme of RSHE delivered regularly, tackling issues such as: boundaries; consent; body confidence; stereotyping; and sexual harassment
- A focus on reinforcing the importance of online safety, including making parents aware of what you ask children to do online (e.g. sites they need to visit or who they'll be interacting with online) (paragraph 139)
- Child-on-child abuse is the new name for peer-on-peer abuse (paragraph 155)
- New paragraphs around the additional barriers faced by children who are lesbian, gay, bi or trans (LGBT). See paragraphs 202 to 204. KCSIE highlights that:
- These children can be targeted by other children
- It's vital you provide a safe space for these children to speak out and share their concerns with members of staff

Part 3 - key thing to know

You should consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online (paragraph 220)

Part 4 - key things to know

- Additional clarity around low-level concerns, including that:
- Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure (paragraph 427)
- Schools should have procedures in place for confidentially sharing low-level concerns and clarity around the role of the DSL and headteacher in this (paragraph 432)
- In the examples of adult behaviour that could be a low-level concern, KCSIE has replaced sexualised language with 'humiliating pupils' (paragraph 425)

Part 5 - key things to know

- The DfE's standalone guidance on sexual violence and sexual harassment is now absorbed fully within KCSIE (this is explained on page 7 of their [consultation response](#))
- It should be clear to all victims that the law on child-on-child abuse is there to protect them, not criminalise them (paragraph 468)
- You should consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment (paragraph 482)
- Schools, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements (paragraph 492)
- Children who have experienced sexual violence can display a wide range of responses, so schools should remain alert to the possible challenges of detecting those signs and show sensitivity to their needs (paragraph 533)

Annex C - key things to know

The DSL is expected to be aware that children must have an 'appropriate adult'.

Governors and trustees should:

- Receive appropriate safeguarding and child protection (including online) training at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge. This is so they can be assured that safeguarding policies and procedures are effective and support your school to deliver a robust whole school approach to safeguarding (paragraph 81)
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty (PSED) (paragraph 82). Note that these duties haven't changed
- Make sure:
 - Your designated safeguarding lead (DSL) has the appropriate status and authority to carry out their job. Governing bodies need to give the DSL the additional time, funding, training, resources and support needed to carry out their role effectively (paragraph 103)
 - Online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies/procedures (this has now been specified as a responsibility of governing bodies and proprietors) (paragraph 136)
 - The leadership team and relevant staff are aware of and understand the filters and monitoring systems in place, manage them effectively and know how to escalate concerns (paragraph 140)
 - Your school has procedures to manage **any** safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns), about staff members (including supply staff, volunteers and contractors). See paragraph 151
 - The child protection policy reflects that children with special educational needs or disabilities (SEND), or certain medical or physical health conditions can face additional barriers, including cognitive understanding (being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges, or the consequences of doing so). See paragraph 198
- Seek assurance that where another body is providing services or activities, that they have appropriate safeguarding and child protection policies/procedures in place. This applies regardless of whether or not the children who attend these services/activities are children on the school roll/attend the college (paragraph 166)

Human Rights Act

83. The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

84. Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination,²⁵ and
- Protocol 1, Article 2: protects the right to education.

85. Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights | Equality and Human Rights Commission (equalityhumanrights.com).

Equality Act 2010

86. Schools and colleges have obligations under the Equality Act 2010 (the Equality Act).

87. According to the Equality Act, schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

88. Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

89. Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. A school or college, could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

90. Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), it may also be useful for colleges. For further information Equality Act guidance | Equality and Human Rights Commission (equalityhumanrights.com).

Public Sector Equality Duty

91. The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools and colleges, advice on this – including on specific duties, is set out in the advice linked in paragraph 90.

92. The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics (see para 87) and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that

relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism. This is one reason why good record-keeping and monitoring of all forms of abuse and harassment is essential.

93. The PSED helps schools and colleges (which are subject to it) to focus on key issues of concern and how to improve pupil and student outcomes. Some pupils or students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. Such concerns will differ between education settings, but it is important schools and colleges are conscious of disproportionate vulnerabilities and integrate this into their safeguarding policies and procedures. For further information please see Technical Guidance on the Public Sector Equality Duty: England | Equality and Human Rights Commission (equalityhumanrights.com)

The responsibilities of governing bodies, proprietors and management committees

Requirement (KCSiE September 2022 paragraph reference in brackets)	In place ✓ or X	Action to be taken
Mandatory		
All staff are aware of systems in the school that support safeguarding and these have been explained to them as part of staff induction. (13) These include: <ul style="list-style-type: none"> • Part 1 of KCSiE and Annex B (2022) • the child protection policy • the school’s behaviour policy • the staff code of conduct • the safeguarding response to children who go missing from education • the role of the designated safeguarding lead (including the identity of the DSL and any deputies) 		
The school has a senior board level lead to take leadership responsibility for safeguarding arrangements. (80)		
All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated. (81)		
The Governing body is aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements. (82)		
There is a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. (94 -96)		
The school has a child protection policy and procedures in place – including a staff behaviour policy (Code of Conduct) that are in accordance with government and local authority guidance, updated annually (as a minimum) and made available publically via the school’s website. (98)		
The school has put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future. (98/174)		
The school holds (where reasonably possible) more than one emergency contact number for each pupil. (101)		
A senior member of the school’s leadership team is designated to take lead responsibility for safeguarding - the “designated safeguarding lead”, who will undertake training every two years.		

Requirement (KCSiE September 2022 paragraph reference in brackets)	In place ✓ or X	Action to be taken
(102) The school/academy ensures that there is a designated lead available at all times that the school is open for staff to discuss concerns. (55) Any deputy is trained to the same standard as the DSL. (104) In addition to formal training, their knowledge and skills are updated at regular intervals, or at least annually, to keep up with any developments relevant to their role. (103)		
The job description for the person appointed as designated safeguarding leads should include specific reference to the role (102)		
All concerns, discussions and decisions made, and the reasons for those decisions, are recorded in writing. Information is kept confidential and stored securely. (68)		
The school contributes to multi-agency working in line with the statutory guidance, Working Together to Safeguard Children (December 2020) and knows that the three safeguarding partners – local authorities, health (CCGs) and the police – have a shared and equal duty to work together to safeguard and promote the welfare of children, in partnership with relevant agencies (including education) (106)		
The school recognises the importance of information sharing between practitioners and local agencies. (115) The school processes personal information fairly and lawfully and keeps the information it holds safe and secure. (117) The school understands that fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. (119) Relevant staff have due regard to the data protection principles (118) and are aware that the “safeguarding of children and individuals at risk” is a processing condition that allows practitioners to share information (118)		
When a child leaves the school the DSL ensure that their child protection file is transferred to the next schools or college as soon as possible and obtains a receipt for the file. (121) Where appropriate, the DSL shares information with the new school in advance of the child leaving. (122)		
All staff members undergo safeguarding and child protection (including online safety) training at induction. (123) Staff receive regular child protection updates as required (and at least annually) to provide them with relevant skills and knowledge to safeguard children effectively. (124) Staff are given to opportunity to contribute to and shape safeguarding arrangements and child protection policy, in recognition of the expertise that they build by managing safeguarding concerns on a daily basis. (125) Safeguarding training, including online safety training is integrated, aligned and considered as part of the whole school safeguarding		

Requirement (KCSiE September 2022 paragraph reference in brackets)	In place ✓ or X	Action to be taken
<p>approach and wider staff training and curriculum planning. (126) Staff are aware that technology is a significant component in many safeguarding and wellbeing issues. (24/126) Training has regard to the Teachers’ Standards. (127)</p>		
<p>Appropriate filters and monitoring systems are in place to safeguarding children from potentially harmful and inappropriate online material. (133)</p>		
<p>The school ensures that children are taught about safeguarding, including online safety. (136) The school’s approach to online safety is reflected in the child protection policy. (137)</p>		
<p>The school has appropriate filters and monitoring systems in place governors regularly reviews their effectiveness. They ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Governing bodies and proprietors should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks. (140)</p>		
<p>The child protection policy includes:</p> <ul style="list-style-type: none"> • procedures to minimise the risk of peer on peer abuse; • the systems in place (and they are well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously; • how allegations of peer on peer abuse will be recorded, investigated and dealt with; • clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported; • a recognition that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported; • a statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children; • recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and • the different forms peer on peer abuse can take. (156) 		
<p>Systems are in place to allow children to express their views and give feedback about safeguarding. (96)</p>		
<p>The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers, including governors, who work with children, taking proportionate</p>		

Requirement (KCSiE September 2022 paragraph reference in brackets)	In place ✓ or X	Action to be taken
<p>decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. (231)</p> <p>At least one person who conducts an interview in the school has completed safer recruitment training. (208)</p>		
<p>The school makes any further checks it thinks is appropriate so that any relevant events that occurred outside the UK can be considered.</p>		
<p>As part of the shortlisting process the school considers carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview (220)</p>		
<p>Staff have the skills, knowledge and understanding to keep looked after and previously looked after children safe. (188)</p> <p>The school has appointed a designated teacher to promote the education achievement of registered pupils who are looked after, who has the appropriate training and relevant qualifications and experience. (189)</p>		
<p>The child protection policy reflects that fact that additional barriers can exist when recognising abuse or neglect of children with SEN and disabilities. (198)</p>		
<p>The school has processes and procedures to manage any safeguarding concerns about staff members (71-73/151) and for dealing with allegations of abuse against staff and volunteers and also any allegations against other children.</p> <p>The school has policies and procedures in place to deal with concerns (including allegations) which do not meet the harm threshold – low level concerns. (151/Section 2 Part 4)</p>		
<p>The headteacher and all other staff working with children undertake appropriate training to equip them to carry out their responsibilities for child protection, which is regularly updated. All staff members should receive safeguarding and child protection updates as required, but at least annually. (124)</p> <p>All staff are aware that any child may benefit from early help, and that some have particularly vulnerabilities.</p>		
<p>A member of the governing body (usually the Chair) is nominated to be responsible for liaising with the local authority and/or partner agencies in the event of allegations of abuse being made against the headteacher (358)</p>		
<p>If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have carried out on a girl under the age of 18, the teacher know that they must report this to the police (via the DSL) (44)</p>		
<p>A single central record in place and is up to date and complete. (267)</p>		
<p>School staff who are identified as working in childcare settings</p>		

Requirement (KCSiE September 2022 paragraph reference in brackets)	In place ✓ or X	Action to be taken
have completed a self-declaration to state that they are not in breach of the Childcare Disqualification Regulations 2006. (262)		
There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. (153/346)		
The school has an admission register and attendance register. All pupils are places on both registers. School attendance guidance (publishing.service.gov.uk)		
All schools must inform the Local Authority within five days when a child is removed from the school roll or starts at school out of normal transition dates. Stat guidance template (publishing.service.gov.uk)		
Good practice		
A nominated governor has been appointed to champion child protection and monitor safeguarding		
The school completes a schools and colleges audit (Section 11 audit) in line with the requirements of the Essex Safeguarding Children Board (or as directed)		
An annual safeguarding audit and report to governors is completed		

The Key for School Leaders offers helpful information on questioning and the evidence that governors can look for.

To ask good questions, be sure to keep them:

- Open-ended - invite an explanation, instead of a 'yes' or 'no' answer
- Strategic - focus on the top level and don't get operational, i.e. don't ask about the practical day-to-day running of the school
- Focused - ask questions with a clear idea of what you need to find out

To probe deeper on a safeguarding question, great question starters are:

- How do you know...?
- Why do you think this is happening...?
- What are you doing about...?

You'll probably ask a few questions that are too operational. If you do, your DSL should let you know.

The more you know about safeguarding, the easier it'll be for you to tell a good answer from a weak or unhelpful one. But even before you've developed an in-depth knowledge of safeguarding, there's a key principle to help you evaluate an answer:

A good answer will tell you how your DSL knows something, not just what they know. Good answers are tangible and specific, and refer to **evidence** such as:

- Outcomes of staff/pupil/parent surveys
- Conversations with staff, pupils and parents
- Policies, documents and procedures (e.g. the child protection policy and Keeping Children Safe in Education)
- Facts and figures (e.g. number of reports and referrals)
 - Remember, having referrals shows your procedures are working. Pupils disclosing information shouldn't be seen as an inconvenience or as something your school is doing wrong
- Plans and priorities (e.g. the school improvement plan or an action plan)
- Lesson observations carried out by the DSL
- Interventions that are in place
- Courses staff have attended
- Focus days and curriculum content

Child Sexual Exploitation (CSE)

Sexual exploitation is a form of sexual abuse that affects thousands of children and young people every year in the UK, when young people under 18 receive 'something' (food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) in exchange for performing, and/or others performing on them, sexual activities. It can happen to any young person from any background and affects boys and young men as well as girls and young women.

In Essex, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

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.

CSE can occur through the use of technology without the child's immediate recognition, for example being persuaded to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and /or economic or other resources.

There are 3 important and recognisable elements of child sexual exploitation:

- Children are 'groomed' and there is power and control held by the perpetrator/s
- An 'exchange' (such as gift, food, money, drugs etc.) is present, this could be to a third party and not always to the child themselves
- Sexual acts or the exchange of sexual images is present

Impact

Sexual exploitation can seriously affect a victim's life into adulthood. Victims may also suffer sexual and reproductive health problems as a result of the exploitation they have suffered. Even when children or young people appear to have recovered or overcome the psychological, physical and emotional effects suffered from the sexual exploitation, they may still be unable to stay in the area where they live if it has associations with the abuse against them.

Who is more vulnerable to becoming a victim?

Any young person regardless of their age, gender, ethnicity and sexuality can be at risk of being sexually exploited. However, there are a number of factors that can increase a young person's vulnerability. These include

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;

- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

The Role of Child Sexual Exploitation (CSE) Champions

As part of Southend, Essex and Thurrock’s approach to tackling CSE, the concept of CSE Champions was introduced in 2013. Since then the ESCB has trained over 600 champions. The role is non-statutory. The purpose of having Champions within each organisation is to

- Have a key contact for people within your organisation to go to for support and advice in relation to CSE
- Have a key contact for ESCB to share updates, resources and examples of good practice

The role of the CSE Champion is to:-

- keep up to date with Essex CSE arrangements
- share relevant information and resources internally
- keep up to date with policy and procedures in relation to CSE
- to act as a focal point within their organisation
- to provide advice and signposting in relation to individual cases

The CSE Champion in our school is

I Didn't Know campaign

'I Didn't Know' campaign has been set up collaboratively between Essex Police and Southend, Essex and Thurrock Local Safeguarding Children Boards. The concept for the campaign was inspired by a project designed and created by the [Essex Children in Care Council](#). They continued to work with us on our poster messages, script and voice-overs for the campaign’s promotional film.

The campaign aims to raise awareness about Child Sexual Exploitation (CSE) across the wider Essex area and support communities understanding of what CSE is, how to recognise it, and what to do to get help and support.

CSE Basic Awareness E-Learning for Parents and Carers

Parents Against Child Sexual Exploitation (Pace) and the Safeguarding Children e-Academy have teamed up to provide this short (20-30mins) online course designed for parents and carers. It is often hard to tell the difference between difficult teenage behaviour and the signs of sexual exploitation. The more information you have about the dangers and risks that children may face the better equipped you’ll be to keep them safe. Register for this free online course at

<http://www.safeguardingchildren.co.uk/safeguarding-news/keep-them-safe/>

Further information on Female Genital Mutilation

Female Genital Mutilation comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons (WHO). It is also sometimes referred to as female genital cutting or female circumcision. There are no health benefits to FGM and it is recognised internationally as a human rights violation.

<http://forwarduk.org.uk/key-issues/fgm/>

- 60,000 girls under 15 are at risk of FGM in the UK
- 137,000 girls and women are living with the consequences of FGM in the UK
- Over 130 million girls and women worldwide have undergone FGM
- FGM is practiced in more than 29 countries across Africa, parts of the Middle East, South East Asia and countries where migrants from FGM affected communities live.

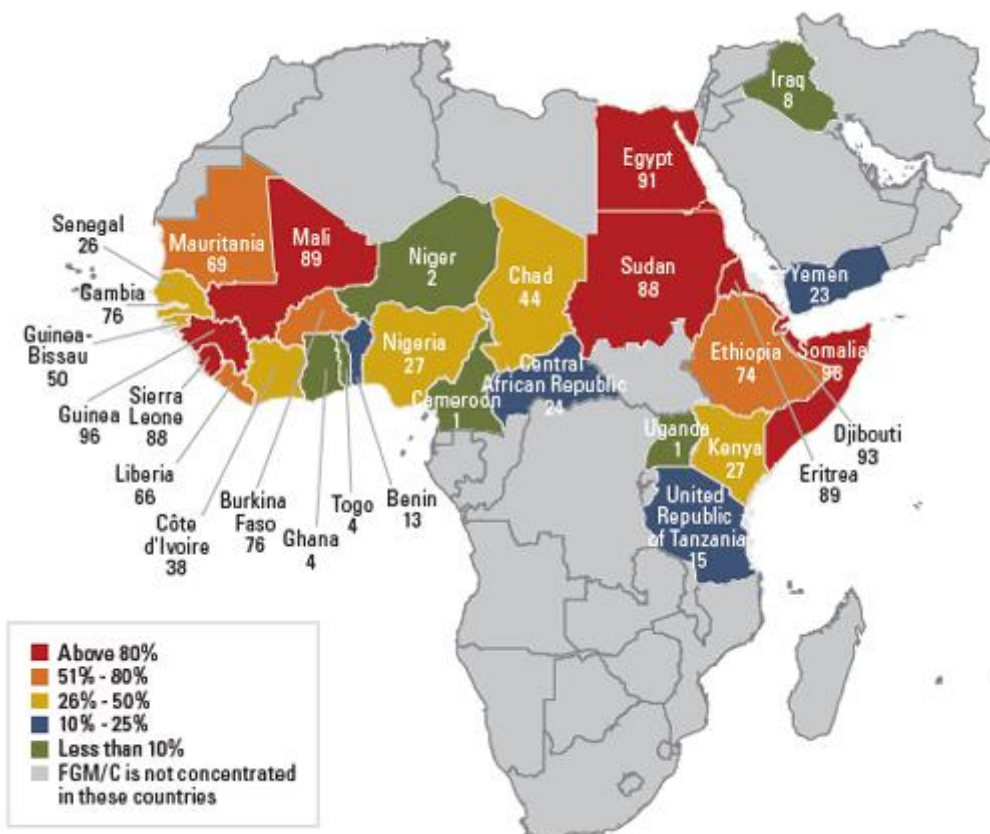
The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes:

- the right to anonymity for victims
- the offence of failing to protect a girl aged under 16 from the risk of FGM
- the provision of Female Genital Mutilation Protection Orders (FGMPO); and
- the duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18.

NB For school staff this will occur from a disclosure and not a physical examination

Online training is provided by the Home Office

<https://www.fgmelearning.co.uk/>



Further information on Preventing Radicalisation - “the Prevent duty”.

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism - “the Prevent duty”.

<http://educateagainsthate.com>

Since July 2015, schools and a range of other public bodies have a legal responsibility to have due regard to the need to prevent people from being drawn into terrorism. This is known as the Prevent duty.

Themes

There are four themes within the Prevent duty:

- Risk assessment
- Working in partnership
- Staff training
- IT policies

Identifying ‘at risk’ pupils

Local authorities and police will have contextual information

No single way to identify a young person who is at risk.

Small changes in behaviour might indicate there are concerns about their wellbeing.

Even very young children might show signs of radicalisation

Schools should act ‘proportionately’: the prevent duty does not require teachers to ‘carry out unnecessary intrusion into family life’.

Online training about Channel can be found here:

www.safeguardingschools.co.uk/onlinechannel

Schools should find out their local referral route, before they need it. If there is a quick contact sheet or flowchart, the extremism contact should be added there.

Working in Partnership

LSCBs to co-ordinate local agencies responses to safeguarding children from extremism or radicalisation.

LSCBs will refer to radicalisation or extremism concerns in their threshold guidance

The Home Office has funded Prevent co-ordinators to work in the community, including with schools.

Effective partnerships with parents to signpost them towards sources of support.

Training

Home Office has developed a training package called WRAP – Workshop to Raise Awareness of Prevent

Individual schools should decide their own training needs

As a minimum, Designated Safeguarding Leads (DSLs) should undertake Prevent awareness training

DSLs should be able to offer advice and support to other staff

IT

IT filtering prevents extremist material being accessed in schools (be aware of pupils using community languages to circumvent filtering)

Internet safety

Develop an awareness of online risks and how extremists use social media to engage with young people

Every teacher needs to be aware of the online activity of extremist and terrorist groups

Building resilience to radicalisation

Schools should offer a 'safe environment' to explore sensitive or controversial topics

Department for Education Helpline

Dedicated telephone helpline for extremism

Telephone: 020 7340 7264

Email: counter.extremism@education.gsi.gov.uk

As teachers, you have a vital role to play in meeting these obligations. In order to do this, you need to be able to identify children who may be vulnerable to radicalisation, and know what to do if you have a concern.

Protecting pupils from the risk of radicalisation should be seen as part of your wider safeguarding duties, and is similar to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. It is not about spying on pupils or carrying out unnecessary intrusion into family life. It is about ensuring that you know how to identify behaviour of concern and how to refer pupils who may be at risk of radicalisation for appropriate support.

As well as reading the guidance on the Prevent duty itself, you should also refer to the following statutory guidance on safeguarding; "[Keeping children safe in education](#)", and "[Working together to safeguard children](#)", which provide further details of schools' and teachers' responsibilities in this area.

As teachers, you can also build children and young people's resilience against extremism by providing a safe space for them to debate controversial issues and develop the critical thinking skills and knowledge they need to be able to challenge extremist arguments. You can find the resources to help you on the Educate against Hate website

<http://educateagainsthate.com/teachers/what-are-my-responsibilities-teachers/>

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

How do we act to safeguard children in our school?

<p>Teachers Listen/refer Risk assessments Undertake training Identify signs and symptoms First aid</p>	<p>Teaching in the curriculum Assemblies/circle time Safer recruitment accreditation Management of Early Years settings Information technology Understanding of Prevent, CSE, FGM Data protection and information sharing</p>
<p>Support staff Listen/refer Risk assessments Undertake training Identify signs and symptoms</p>	<p>Pastoral support Child-centred contracts (one to one SEN) Intimate care Management of Early Years settings Administering medicines First aid Data protection and information sharing</p>
<p>Administrative staff Listen/refer Risk assessments Undertake training Identify signs and symptoms Data protection and information sharing</p>	<p>Attendance Pupil records Welfare Single Central Record Identity and recruitment checks Administering medicines First aid</p>
<p>Midday Assistants Listen/refer Risk assessments Undertake training Identify signs and symptoms</p>	<p>Behaviour management Anti-bullying Data protection and information sharing</p>
<p>Site Managers Listen/refer Risk assessments Undertake training</p>	<p>Security Managing split sites Suitability and safety of outdoor and indoor spaces, furniture and equipment Data protection and information sharing</p>
<p>Catering and cleaning staff Listen/refer Undertake training</p>	<p>Maintenance of premises Identifying children with eating disorders (over and under-eating) Data protection and information sharing</p>
<p>Governors Listen/refer Risk assessments Undertake training Data protection and information sharing</p>	<p>Policies and procedures Safer recruitment accreditation Ensuring safe recruitment checks are carried out Monitoring and accountability Resources</p>

All schools should protect children and promote their welfare by:

- providing a safe environment for children to learn in;
- creating a culture which recognises and understands the importance of safeguarding - including listening to and discussing with children;
- identifying children who are suffering or likely to suffer significant harm, both at school and at home, and referring immediately any concerns to the local authority children's social care services;
- preventing unsuitable people from working with children;
- having systems and processes that ensure children are kept safe and allow for poor and unsafe practice to be challenged;
- identifying instances in which there are grounds for concern about a child's welfare, and initiating or taking appropriate action to keep them safe; and
- contributing to effective partnership working between all those involved with providing safeguarding services for children.

Recognising Child Abuse

The following signs may signal the presence of child abuse

The Child

- Shows sudden changes in behaviour or school performance
- Has not received help for physical or medical problems brought to the parents' attention
- Has learning problems (or difficulty) concentrating, that cannot be attributed to specific physical or psychological causes
- Is always watchful, as though preparing for something bad to happen
- Lacks adult supervision
- Is overly compliant, passive or withdrawn
- Comes to school or other activities early, stays late and does not want to go home

The Parent

- Shows little concern for the child
- Denies the existence of – or blames the child for – the child's problems in school or at home
- Asks teachers or other caregivers to use harsh physical discipline if the child misbehaves
- Sees the child as entirely bad, worthless or burdensome
- Demands a level of physical or academic performance the child cannot achieve
- Looks primarily to the child for care, attention and satisfaction of emotional needs

The Parent and Child

- Rarely touch or look at each other
- Consider their relationship entirely negative
- State that they do not like each other

The Designated Safeguarding Lead (DSL)

The role of the Designated Safeguarding Person was specified in the Children Act 2004 and ensured the every organisation had a “named person” for safeguarding children and young people. Prior to that, the role had frequently been known as the Child Protection Officer. The Designated Safeguarding Person has a responsibility at both a strategic level within the organisation and on a day to day basis.

The school/academy’s Designated Safeguarding Lead (DSL) is the first point of contact for any member of the school staff who has a concern about the safety and well-being of a pupil.

Our school’s Designated Safeguarding Lead is
Our Deputy DSL is
and
and

Key Aspects of the Designated Person role includes:

- Making sure all staff are aware how to raise safeguarding concerns
- Ensuring all staff understand the symptoms of child abuse and neglect
- Referring any concerns to social care
- Monitoring children who are the subject of child protection plans
- Maintaining accurate and secure child protection records

Governing bodies, proprietors and management committees should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder’s job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should 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 to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead, this **lead responsibility** should not be delegated.

Keeping Children safe in Education 2022 sets out the role of the Designated Safeguarding Lead in Annex C, which includes the following responsibilities:

Manage referrals

The designated safeguarding lead is expected to:

- 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.

Work with others

- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff;

- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- The designated safeguarding lead should ensure the school or college's child protection policies are known, understood and used appropriately;
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.