

The Federation of Rawcliffe Bridge and Rawcliffe Primary School

Annual staff child protection &
safeguarding update briefing
September 2020



The aims of this briefing are to provide;

- Updates to staff on national and local developments or changes in aspects of safeguarding.
- Reiteration of, and any updates about. in-school arrangements for the reporting and recording of safeguarding concerns.
- Reminders about some key aspects of safeguarding.

Sept 2020 Child Protection, Safeguarding and C19

- At the start of this school year like no other there is a likelihood, if not certainty that some pupils will have experienced or been involved in various situations involving abuse, domestic abuse, neglect, mental health problems or exploitation including online, over the lockdown.
- It is therefore vital that all staff remain aware and vigilant about the indicators or disclosures that may suggest pupils are experiencing or have experienced harm or neglect.

School Covid 19 safety arrangements

- In addition to the usual safeguarding responsibilities that all staff have it is vital that all staff are fully aware of the details of the C19 arrangements and procedures designed to protect, as far as possible, the safety of the entire school community.
- Staff must ensure that they act as role models in this and should alert senior staff, H&S or union reps or the DSL to any concerns about the operation of the control measures.

Rawcliffe Bridge and Rawcliffe Primary School Child Protection & Safeguarding Arrangements

Designated Safeguarding Lead

- The DSL is Hayley McNeill

Who has the overall strategic responsibility for the operation of safeguarding & child protection arrangements.

- The deputy DSL is are Rachel Knight, Sam Dean, Catherine Cully
- The designated Safeguarding Governor is Lisa Jenkins and Mark Panting

School Child Protection & Safeguarding internal referral procedures

- **All** concerns (no matter how small) are raised during Monday staff meeting or directly with DSL (DDSL) as and when they arise.
- Staff member raising concern to record under 'confidential' on Scholarpack with agreed follow up actions also recorded.
- DSL to follow up and record when done so.
- Follow up may result in TAF meeting, EHA, or referral to EHASH
- If no DSL available, staff may refer direct to EHASH if appropriate.

Child Protection or Safeguarding ?

Safeguarding activity is universal and based on prevention of harm and the promotion of wellbeing of **all** pupils .

Child Protection is part of safeguarding and promoting welfare but refers to the specific activity undertaken to protect children (0-18) who are suffering, or at risk of suffering **Significant Harm**

School staff & Safeguarding

All staff have a responsibility to be aware of :

- Indicators of possible neglect, abuse , exploitation or other safeguarding concerns such as child mental health.
- Indicators that a pupil or family may be in need of additional support or Early Help.
- The school Designated Safeguarding Leads and the internal systems to refer and record concerns and seek advice
- What to do if concerns persist, after seeking internal reassurance and who to contact (See final slide)

All schools are required to follow the statutory responsibilities outlined in:

- Keeping Children Safe in Education 2020

&

- The Child Protection and Safeguarding procedures and policies of the Local Safeguarding Children Partnership.

The Safeguarding partners are : **Health, Police & Social Care** which make up the **ERSCP**



Keeping Children Safe in Education 2020 changes & additions

Part 1

New / updated information particularly important for staff to be aware of

- **21 Contextual safeguarding** children at risk of harm due to exploitation and abuse outside the family home
- **28 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**
- **37 Mental Health.** If staff have a mental health concern about a child that is also a safeguarding concern and the DSL should be made aware.

Annex A 2020

Further updated information on;

- CCE & CSE & County Lines
- Domestic Abuse
- 'Honour' Based Abuse
- Radicalisation

Annex C

- Additional guidance on online safety and home or virtual learning

The impact of domestic abuse on children during lockdown

"I'm really scared of my dad, especially when he's been drinking. Sometimes he gets really angry and throws things at my mum. It's been getting worse since the coronavirus and I worry a lot. I have no idea what to do as I can't escape because of the lockdown."

Boy, aged 15, Childline

What is Domestic Abuse (DA)?

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

PHYSICAL, EMOTIONAL, PSYCHOLOGICAL, SEXUAL AND FINANCIAL

Both men and women can be abused or abusers. Abusive behaviour can occur in any relationship regardless of gender, sexuality, ethnic group, social class. It can continue even after the relationship has ended.

DA ISN'T JUST ABOUT VIOLENT INCIDENTS – AN ABUSER CAN COERCE AND CONTROL OTHERS WITHOUT EVER USING VIOLENCE

‘Children don’t just witness DA they experience it in every cell of their being’

‘All children can witness and be adversely affected by DA in the context of their home life when it occurs between family members.

Exposure to DA and/or violence can have a serious, long lasting emotional and psychological impact on children.

In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

(KCSiE 20)

Understand what life is like for the child

Listen to and observe children - not all children will show obvious signs of trauma at school.

Look for behaviours that are out of the ordinary. Don't quiz children but be alert for clues about what day to day life is like, are there restrictions on what they can do, who is living in the home ...? remember it may be all they've ever known

Listen to and observe parents – are there indicators that they are victims or perpetrators of DA ?

What traumatised children may need

- Kindness & understanding
- A trusted self aware adult i.e. the adult goes at the child's pace, is calm, aware of their own tone of voice and facial expressions
- No judgement or expectations that they'll comply or talk about it
- A safe space they can easily access without fuss
- Awareness that a range of sensory stimuli may trigger a reaction'
- Understanding that nowhere currently feels safe

Responding to DA

If you are made aware by the DSL that there has been a DA incident at a child's home continue to observe, listen and support in a sensitive, child centred way and pass on relevant information to your DSL. Unless the child initiates a conversation or disclosure about the incident you shouldn't

A child can be living with DA even if there hasn't been a report to the school, police or Social Care. You may be the first person outside the home to notice indicators or the pupil discloses to.

Child mental health & lockdown

- Children may be experiencing increased anxiety, behavioural problems, or increased conflict at home. The disruption to a home or school routine may be stressful for children, and they may be bored, lonely or confused.
- Children with existing mental health conditions may find that they are exacerbated by the lockdown.
- If staff become aware of any such symptoms they should be responded to as a safeguarding referral

Indicators of abuse

All school staff should be aware that abuse, neglect and safeguarding issues are rarely stand alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another such as:

Physical

Emotional (including the witnessing of Domestic abuse)

Sexual

Neglect (the most common form of abuse)

Contextual safeguarding

Contextual safeguarding, means that all working with should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Contextual Safeguarding, therefore goes beyond focusing just on families because young people are vulnerable to abuse in a range of social contexts such as:

- Child Criminal Exploitation & County Lines
- Child Sexual exploitation
- Harmful Sexual behaviour
- Radicalisation
- Substance misuse
- Online abuse

Indicators of Child Criminal Exploitation

- **Possible indicators** of both CSE & County Lines include unexplained gifts, possessions or phones, older friends or partners, changes in mood, misuse of drugs & alcohol, irregular or poor attendance, carrying knives or similar, physical injuries, signs of emotional harm and neglect.
- **In Primary or Early years** settings school staff may become aware of possible CCE by disclosures or comments from children or interaction with parents , or other community members older siblings
- **All such concerns should be reported to the DSL immediately.**

Worries & Concerns

- Because of the wide range of possible neglect, abuse or exploitation both within the family or as part of the contextual life of the child staff need to be aware of signs and indicators. They not feel they need to specifically identify the exact cause or investigate themselves.
- What is vital is the constant awareness of the need to identify children who are at risk and alert the DSL so that this information can inform other specialist safeguarding professionals. Without such information they cannot disrupt exploitation or make the child safe.

Read, Understand & Follow

All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes:

- ✓ the child protection procedures for reporting & recording concerns
- ✓ the role of the **Designated Safeguarding Lead** and Dep DSL
- ✓ **reading & understanding** KCSiE part 1 & Annex A (Sept 20)
- ✓ the staff code of conduct
- ✓ the safeguarding whistle blowing & allegation procedures

All staff must also receive appropriate child protection training which is regularly updated.

What to do if you have a concern about a child.

- Any member of staff who has a concern about a child's welfare **must** follow the internal **referral process** outlined above.
- Staff should ensure that concerns are recorded clearly and a Body Map used in the case of marks, bruises or other injuries.
- You must not investigate but refer concerns **immediately**.
- At all times you must maintain the strictest confidentiality in respect of individual Child Protection matters.

Responding to - Disclosures

- React calmly, promise CONFIDENTIALITY **not** SECRECY
- Tell the child that they have done the right thing by telling you
- Avoid making comments or judgements about what is shared
- Keep responses short, simple, slow and gentle
- Do not stop a child who is talking freely about what has happened
- Observe and listen but only ask open ended **TED** type questions if you need to clarify but this may be better left to the DSL or others

TELL me what happened

EXPLAIN what you mean

DESCRIBE how it made you feel

- Tell the child what will happen next

If you are still concerned

- If your concerns persist or you have had no feedback or update after you have referred a Child Protection concerns or concern about the conduct of a colleague or volunteer you should raise these concerns with the DSL or Headteacher.
- If after these discussions there are still concerns that the school has not acted appropriately to protect a child or to address inappropriate behaviour by a member of staff you should contact the Chair of Governors, ER Safeguarding Children Hub or in the case of allegations the Local Authority Designated Officer.

The 'Prevent duty'

- must not stop pupils discussing controversial issues.
- On the contrary, schools should provide a safe space in which children and young people can debate ideas and discuss controversial issues.
- If there are concerns about individual pupils or the conduct or comments of parents or older siblings the DSL must be notified.

The School 'Code of Conduct' is designed to:

- Help all staff establish a safe learning environment which safeguards children and staff
- Reduce the risk of adults being unjustly accused of unprofessional, inappropriate or abusive conduct
- Help staff to work safely to protect pupils and themselves
- Ensure that all staff are aware of what is regarded as appropriate or inappropriate conduct and practice
- Support the School managers in setting clear expectations for all staff

Allegations against school staff

The school follows the procedure outlined in KCSiE part 4 if there is an allegation that a member of staff or volunteer has possibly:

1. Behaved in a way that has harmed a child, or may have harmed a child;
2. Committed a criminal offence against or related to a child;
3. Behaved towards a child in a way that indicates they would pose a risk of harm to children.
4. May have behaved in a way that indicates they may not be suitable to work with children (new Sept 20)

Allegations2

- These allegation criteria apply not just to behaviour towards children at work but can also include concerns about incidents within the community or family life.
- **It should be noted** that the 4th criteria new on Sept 1st 2020 states that behaviour not related to children may indicate unsuitability to work with children. For example school would need to consider if a member of staff was involved in a DA incident not involving children whether that would suggest that they may react inappropriately or unsafely in a challenging situation in school.

If you are worried about a colleague's behaviour

- You have the same responsibility professionally and morally to refer this concern if a child is thought to be at risk or has been harmed.
- Refer to Head or SLT
- If concern is about the head to DSL,SLT, Chair of Govs or Local authority Designated Officer LADO.

If things don't change.....

- Concerns about a child - seek advice & update from your DSL
- Concerns about a colleague - seek advice & update from Head (or COG / SLT)
- If concern persists **contact LADO or NSPCC using school whistle blowing procedures.**

Professional Online reputation

Your online reputation will be formed through:

- Posts by you
- Posts by others but about you or linked to you
- Posts by others pretending to be you

See: www.saferinternet.org.uk

Facebook – checklist

Professional Reputation



Safeguarding contact list September 2020

School Designated Safeguarding Lead / Child Protection Coordinator	Hayley McNeill
Deputy DSL / Child Protection Coordinator	Rachel Knight, Catherine Cully, Sam Dean
Designated Safeguarding Governor	Lisa Jenkins Mark Panting
Chair of Governor	Shelley Messenger
Safeguarding Children Hub Office & Out of Hours	CP initial urgent referral & Advice 01482-395500 childrens.socialcare@eastriding.gov.uk
School Safeguarding adviser	Tony Marsh 07813007237 tony.marsh@eastriding.gov.uk
Local Authority Designated Officer	Lorraine Wilson Referral of allegations against staff & volunteers 01482-396999 LADO@eastriding.gov.uk