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Safeguarding Twilight

The difference between Safeguarding and Child Protection

In essence,

Safeguarding applies to all children and young people.

Child Protection refers to the procedures and support given to those children and young people who have experienced abuse in their lives.

Safeguarding and promoting the welfare of children is everyone's responsibility.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

(Source: Keeping Children Safe in Education (2022), paragraph 2)

In short:

Safeguarding is proactive and child protection is reactive.

Statutory safeguarding responsibilities of all staff

Keeping Children Safe in Education (DfE 2021)

Part 1 and Annex B or Annex A

Behaviour Policy

Staff Code of Conduct
Guidance for Safer Working Practice

Safeguarding & Child
Protection Policy

Children missing education
(inc. during the school day)

Safeguarding Training
(inc Online safety training)

Designated safeguarding lead
(inc. their roles & responsibilities)



Keeping children safe in education 2021

Statutory guidance for schools and
colleges

September 2021

Part 1
Safeguarding information for all Staff
Annex B or Annex A (as directed)

Part 2
The management of safeguarding

Part 3
Safer recruitment

Part 4
Allegations & concerns about adults

Part 5
Child on child sexual violence & sexual harassment



Part 1: Statutory guidance for schools - information for all school and college staff. Keeping Children Safe in Education (KCSIE) is statutory guidance from the Department for Education (DfE). It sets out the legal duties that govern all schools and colleges in England when carrying out their duties to safeguard and promote the welfare of children under the age of 18.

Annex A: Safeguarding information for school and college staff

Annex A is a condensed version of Part one of Keeping children safe in education. It can be provided (instead of Part one) to those staff who do not directly work with children, if the governing body or proprietor think it will provide a better basis for those staff to promote the welfare and safeguard children.

Annex B: contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

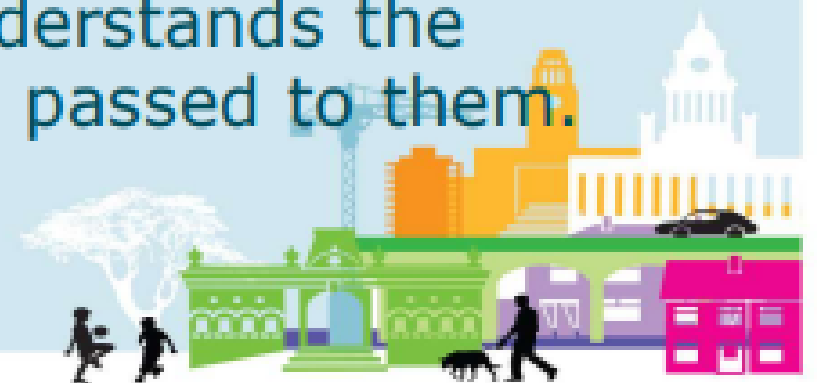
As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy). Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

ANNEX C: Role of the designated safeguarding lead

Refer cases to social care of suspected significant harm	Promote the educational outcomes of vulnerable children	Act in the "best interests" of children i.e custody disputes	Attendance at child protection and review conferences including during holiday periods
Ensure appropriate support packages are in place for vulnerable children, including referrals to other agencies (CAMHS)	Work in partnership with other professionals agencies/information sharing	Follow LSCP processes for example in cases of CE, FGM, PREVENT, HSB (ie Aim Checklist, FGM Mandatory reporting, Channel)	Liaise with the head teacher and other staff as appropriate in respect to CP issues.
Ensure the wishes and feelings of children are reflected/represented appropriately.	Induction arrangements: Ensure all staff, visitors are aware of the DSL role and reporting procedures.	Regular staff briefings and updates on safeguarding and child protection issues/updates	Complete risk assessments for children (i.e HSB, self-harm etc..)
Complete regular training every 2 years.	" Early Help" provide support at an early stage.	Respond to Domestic abuse notifications	Maintain CP records including a clear summary of the concern, how the concern was followed up and record any actions/decisions reached and the outcome. Transfer & archive CP records in keeping with policy

The role of the DSL following a DVA notification

- ❖ To determine and deliver appropriate level of support, and link with Cluster / Safer Schools Officer, where available / appropriate.
- ❖ The DVA Notification and record of calls must be held securely in the same way as other Child Protection paperwork.
- ❖ The DSL must ensure that all staff understands the confidential nature of any information passed to them.



Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including non-contact activities, including online abuse.

Key features

There may be few physical signs and more likely to be emotional and behavioural factors.

- Aggression
- Withdrawn
- Self harming, including eating disorders
- Drawings of sexually explicit behaviours
- Inappropriate sexualised conduct
- Sexually explicit behaviour
- Reluctance to remove clothing for swimming or PE

Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience. Studies indicate that over 90% of cases involve a known adult.

Sexual abuse can take place online and technology can be used to facilitate offline abuse.



Physical Abuse

Physical abuse involves any action that causes physical harm to a child including fabricating the symptoms of or deliberately inducing illnesses.

Key features

- Bruising of various ages
- Bite marks
- Burns and scalds
- Fractures in non-mobile children
- Injuries in unusual areas or with well-defined edges
- Old injuries or scars
- Refusal to discuss injuries
- Inconsistent explanations
- Talk of punishment which seems excessive
- Arms and legs kept covered
- Reluctance to remove clothing for swimming or PE
- The parents are uninterested or undisturbed by an accident or injury

Neglect

Neglect is the failure to meet a child's physical and or psychological needs.

Key features

- Persistently hungry
- Inadequate clothing for the child's size, weather or time of year
- Underweight for age
- Frequent school absences
- Poor health
- Emotionally needy

Further Information

The statutory guidance for schools is set out in the following documents:

Keeping Children Safe in Education (DfE)

Working Together to Safeguard Children (DfE)

Emotional Abuse

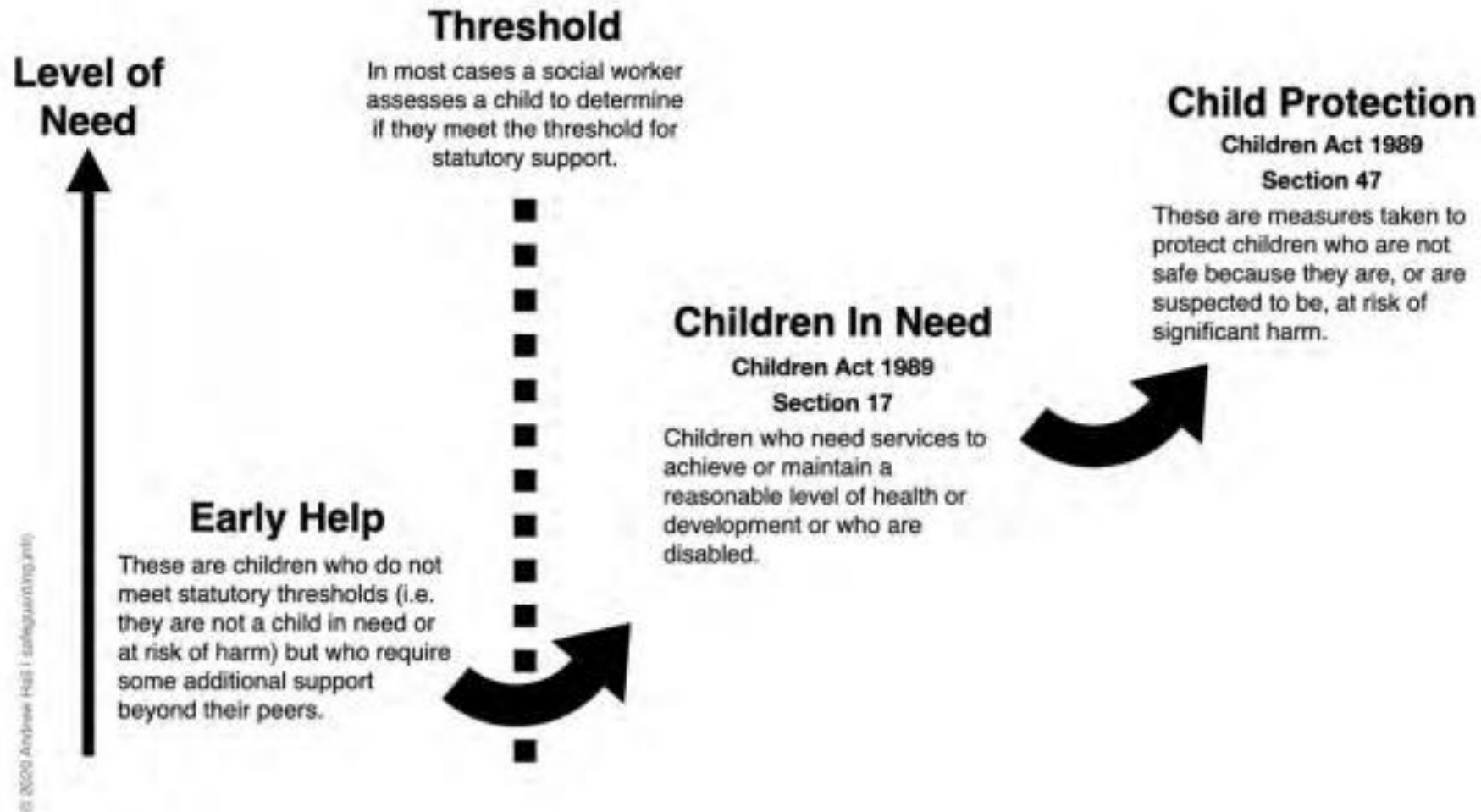
Emotional abuse is the persistent emotional maltreatment of a child.

Key features

- Development delay.
- Abnormal attachment to parent/ carer.
- Low self-esteem.
- Lack of confidence.
- Inappropriate emotional response.

Child Protection Procedures: an overview

Considering the Criteria for Levels of Intervention



Safer Working Practice

- ▶ It was initially issued as those working with children had expressed concern about their vulnerability and requested clearer advice about what constitutes illegal behaviour and what might be considered as misconduct. Education staff asked for practical guidance about which behaviours constitute safe practice and which behaviours should be avoided. This safe working practice document is NOT statutory guidance from the Department for Education (DfE); it is for employers, it is for employers, local authorities to decide whether to use this as the basis for their code of conduct / staff behaviour guidelines.

Adults have a crucial role to play in the lives of children.

- ▶ This guidance has been produced to help them establish the safest possible learning and working environments which safeguard children and reduce the risk of them being falsely accused of improper or unprofessional conduct.

Underpinning principles - code of conduct

- ▶ The welfare of the child is paramount
- ▶ Staff should understand their responsibilities to safeguard and promote the welfare of pupils
- ▶ Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- ▶ Staff should work, and be seen to work, in an open and transparent way including self reporting if their conduct or behaviour falls short of these guiding principles.
- ▶ Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- ▶ Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
- ▶ Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
- ▶ Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- ▶ Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency
- ▶ Staff and managers should continually monitor and review practice to ensure this guidance is followed
- ▶ Staff should be aware of and understand their establishment's child protection policy, arrangements for managing allegations against staff, staff behaviour policy, whistleblowing procedure and the procedures of the relevant Multi-agency Partnership (MAP).

Whistleblowing

Whistleblowing Policy - Leeds Model Policy

- ▶ This policy sets out the principles that enable you to raise concerns about a danger, risk, malpractice or wrongdoing that affects others, without fear of adverse consequences such as harassment or victimisation.

Concerns to be reported under this policy may relate to something which involves an issue in the public interest and which you have reasonable belief to be true, for example where:

- a criminal offence has been committed, is being committed or is likely to be committed;
- ▶ • a person has failed, is failing or is likely to fail to comply with any legal obligation to which that person is subject;
- ▶ • is against the school's Contract Procedure Rules, Financial Procedure Rules or other policies;
- ▶ • falls below established standards or practice;
- ▶ • amounts to improper conduct, including serious misuse or abuse of authority;
- ▶ • a miscarriage of justice has occurred, is occurring or is likely to occur;
- ▶ • the health and safety of any individual had been, is being or is likely to be endangered;
- ▶ • the environment has been, is being or is likely to be damaged
- ▶ • mismanagement of funds has occurred, is occurring or is likely to occur; or
- ▶ • the information tending to show any of the above is being or is likely to be concealed.

Who to report to?

- ▶ As a first step, you should normally raise concerns with your immediate manager or other appropriate manager. This depends, however, on the seriousness and sensitivity of the issues involved and who is thought to be involved in the malpractice. For example, if you believe that management is involved, you should contact the Head Teacher, the Governing Body or Internal Audit, Leeds City Council.

How will school respond?

- ▶ The action taken by the school will depend on the nature of the concern. The matters raised may:
- ▶ be investigated internally, (this is the most likely option)
- ▶ be referred to the Police
- ▶ be referred to the external auditor
- ▶ form the subject of an independent inquiry
- ▶ or any combination of the above

Within ten working days of a concern being received, where appropriate, the school will write to you.

Pupil Whistleblowing

- ▶ This policy is to use in regard to a pupil reporting a concern with regards to knowledge or information that a pupil/ parent/ other, is carrying a knife/ weapon/ displaying other activity that could cause injury/ harm to anyone in school. It also concerns pupils/ parents/ other making threats to harm another with a knife/ weapon/ any other activity that could cause injury/ harm to anyone.
- ▶ This procedure is not a substitute for normal Child Protection/ Safeguarding processes but an addition to them. Staff should always use the existing Cause For Concern (CFC) processes for raising concerns. This procedure is for the purpose of raising confidential information which protects the identity of pupils reporting concerns from others involved. The CFC is to be marked as 'Confidential' and staff then follow normal procedure. In the instance where people were at risk, the Police will be phoned ASAP.

Possible Dangers

- ▶ ● Knowledge / suspicion/ information/ rumour that a pupil/ pupils or others are or could be in possession of knives or weapons in school. This includes any other activity that could cause injury/ harm to others safety in school.
- ▶ ● Bullying with threats of violence towards yourself or other pupils involving knives/ weapons in school.
- ▶ ● Worries or fear for safety of yourself or others in school.
- ▶ ● Threats of violence towards anyone, from pupils in school involving knife/ weapons.
- ▶ ● Criminal activity, carrying a knife or weapon/ or drugs in school.
- ▶ ● Danger to Health and Safety of anyone in school.
- ▶ ● Child protection and/or safeguarding concerns related to knives/ weapons/ threats of violence in school OR any activity deemed a threat to oneself/ others safety.
- ▶ ● Unauthorised disclosure of confidential information.
- ▶ ● The deliberate concealment of any of the above matters.

Investigation and outcome

- ▶ Once a pupil has raised a concern, the school will carry out an initial assessment to determine the scope of any investigation.
- ▶ In most cases staff with relevant experience of investigations or specialist knowledge of the subject matter will carry out the investigation. The investigator(s) may make recommendations for change to enable the school to minimise the risk of future concerns.
- ▶ However, sometimes the need for confidentiality may prevent the school from giving specific details of the investigation.

Remaining Vigilant

What we do well?



Where we need to improve?

- ❖ Never think you have done enough in terms of creating a safer culture.
- ❖ Always believe it could happen here.
- ❖ Keep safeguarding high on everyone's agenda.
- ❖ Never rely on any one process to keep children safe.
- ❖ Safeguarding is everyone's responsibility.

