



Safeguarding Training  
Sept 2024

# Safeguarding Team

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Was Not Heard

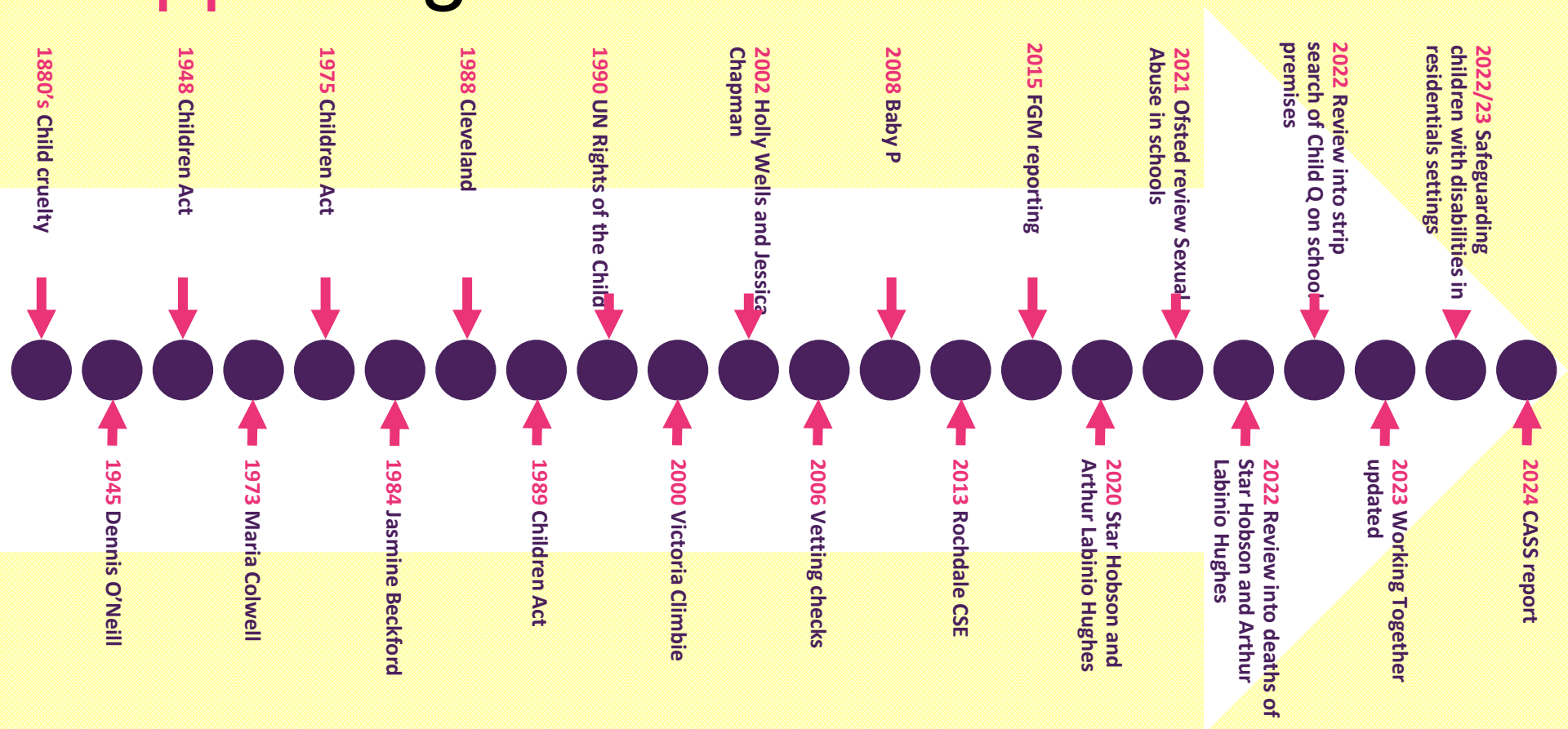
# Key learning:

By the end of this training, tutors and staff will have had an opportunity to **refresh** and **refocus** themselves on...

- What does safe look like for children, staff and community?
- The importance of being **professionally curious** to what you see, hear and how you feel.
- The confidence to report and share safeguarding concerns.
- How to keep yourself and others safe.

And **remind** themselves that safeguarding is everyone's responsibility.

# This must never be allowed to happen again...



# Act, Legislation and Guidance

The Children's Act 1989 and 2004 are **legislation that provide the framework for safeguarding and child protection in England**<sup>1</sup>. The Children's Act 1989 established the principle that the welfare of the child is paramount and introduced the concept of parental responsibility. The Children's Act 2004 **developed and extended the 1989 Act by focusing on ensuring that all people and organisations that work with children have a responsibility for safeguarding children and promoting their welfare**<sup>2</sup>.



# Key Legislation

- Children Acts 1989 & 2004
- UN Convention on the Rights of the Child
- Human Rights Act 1998
- Education Acts 2002 & 2011
- Sexual Offences Act 2003
- FGM Act 2003
- Mental Capacity Act\ 2005
- Forced Marriage (Civil Protection) Act 2007
- Counterterrorism and Security Act 2015
- Data Protection Act 2018 & UKGDPR
- Domestic Abuse Act 2021

# Key Guidance

- Keeping Children Safe in Education 2024
- Use of Reasonable Force in Schools 2013
- SEND Code of Practice 2015 (Updated 2020)
- Working Together to Safeguard Children 2023
- Information Sharing 2024
- Mandatory Reporting of FGM Guidance 2020
- Early Years Foundation Stage Statutory Framework 2021
- PREVENT Duty Guidance 2021
- Domestic Abuse Guidance 2022
- Behaviour in Schools 2022
- Guidance for Safer Working Practice 2022
- Searching, Screening and Confiscation 2022
- Forced Marriage Guidance 2023

# What is Safeguarding?

We use term Safeguarding a lot, but what is the definition? What do we mean by Safeguarding?





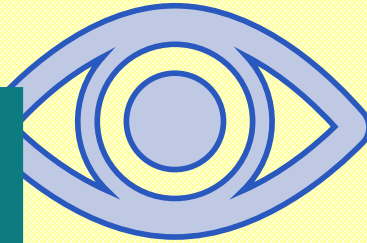
# Safeguarding is...

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- 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
- taking action to enable all children to have the best outcomes



# Safeguarding - Umbrella Culture

**Look**



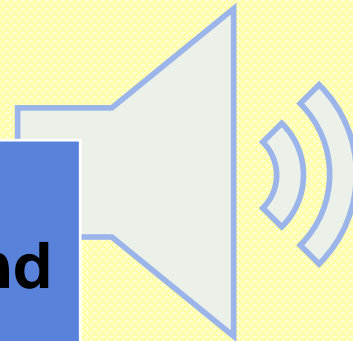
**Feel**



What does safe look, feel and sound like in our setting?

What do ***you*** do to make this happen?

**Sound**



How would you articulate our open and positive safeguarding culture to others?



# Safeguarding – our setting

1. Who is the safeguarding team at our setting? The DSL and DDSL?
2. Who is the Safeguarding Trustee?
3. Where can you go to find out more about our safeguarding policies and practice?
4. What are the most common concerns/niggles that our setting has for the pupils attending?
5. How do you spot these concerns?
6. If you have a concern, what should you do?
7. What is Early Help, and what part do you play in Early Help for our pupils?
8. What are the contextual safeguarding concerns for our school and community?
9. How do you monitor pupils IT use?
10. What might a low-level concern about a member of staff look like?



# Our most common safeguarding issues in MMF:

- CYP not thriving
- CYP with a high level of anxiety
- Unrealistic parental expectations

And in our local area:

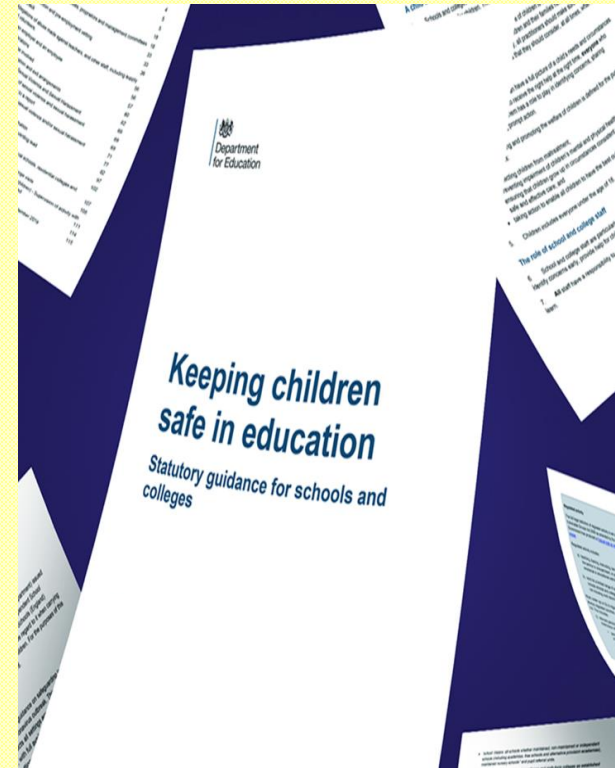
- Neglect
- Deprivation
- Gang culture

# Key documents

All staff should be aware of systems within their school or college which support safeguarding...

This should include the:

- Child protection policy
- Behaviour policy
- Staff behaviour policy (sometimes called a code of conduct)



**But what else should you be aware of,  
should you know?**

# Children with additional vulnerabilities

Think of the pupils and families you interact with, work with and support. Are there any with additional vulnerabilities?

What are these vulnerabilities?

REMEMBER

'Every relational interaction is an intervention'

What additional support or information do you provide for these pupils and their families?

What do other professionals and agencies do to support?

# Children with additional vulnerabilities

Think of the pupils and families you interact with, work with and support.  
Are there any with additional vulnerabilities?

What are these vulnerabilities?

**That's EARLY  
HELP!**

What additional support or information do you provide for these pupils and their families?

**That's  
EARLY  
HELP too!**

What do other professionals and agencies do to support?

## Be even more alert to our ...

### Children with SEND

They can be more vulnerable because they might:

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

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

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



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



## Be even more alert to our...

### Children who are lesbian, gay, bisexual or transgender

They can be more vulnerable because they might:

- Be a **more likely target** for bullying
- Be at **higher risk of** homophobic, biphobic or transphobic hate crimes
- Feel **different and isolated** from their peers
- Not have a **trusted adult** to talk to about their identity



Pupils who may be perceived to be lesbian, gay or bisexual share the same risk factors as those who are

# What is abuse?

... a **form of maltreatment of a child**. Somebody may abuse or neglect a child by **inflicting harm or by failing to act to prevent harm**. Harm can include **ill treatment that is not physical as well as the impact of witnessing ill treatment of others**. This can be particularly relevant, for example, in relation to the impact on children of all forms of **domestic abuse, including where they see, hear or experience its effects**.

Children may be **abused in a family or in an institutional or community setting by those known to them or, more rarely, by others**. Abuse can take place **wholly online, or technology may be used to facilitate offline abuse**. Children may be abused by an **adult or adults** or by another **child or children**.

**Abuse:** a form of maltreatment of a child.

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Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

Children may be abused by an adult or adults or by another child or children.

# Categories of abuse



Physical



Emotional



Neglect



Sexual

# Abuse definitions

## Physical

- A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical symptoms may also be caused when a parent or carer fabricates symptoms of, or deliberately induces, illness in a child.

## Emotional

- The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

## Neglect

- 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.

## Sexual

- Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-penetrative acts. They may also include non-contact activities. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

# Signs and indicators

## Physical

- Unexplained injuries
- Injuries on certain parts of the body
- Injuries in various stages of healing
- Injuries that reflect an article used
- Flinching when approached
- Reluctant to change
- Crying/ instability
- Afraid of home
- Behavioural extremes
- Apathy/depression
- Wanting arms and legs covered even in very hot weather

## Emotional

- Failure to thrive
- Attention seeking
- Over ready to relate to others
- Low self esteem
- Apathy
- Depression/self harm
- Drink/drug/solvent abuse
- Persistently being over protective
- Constantly shouting at, threatening or demeaning a child
- Withholding love and affection
- Regularly humiliating a child

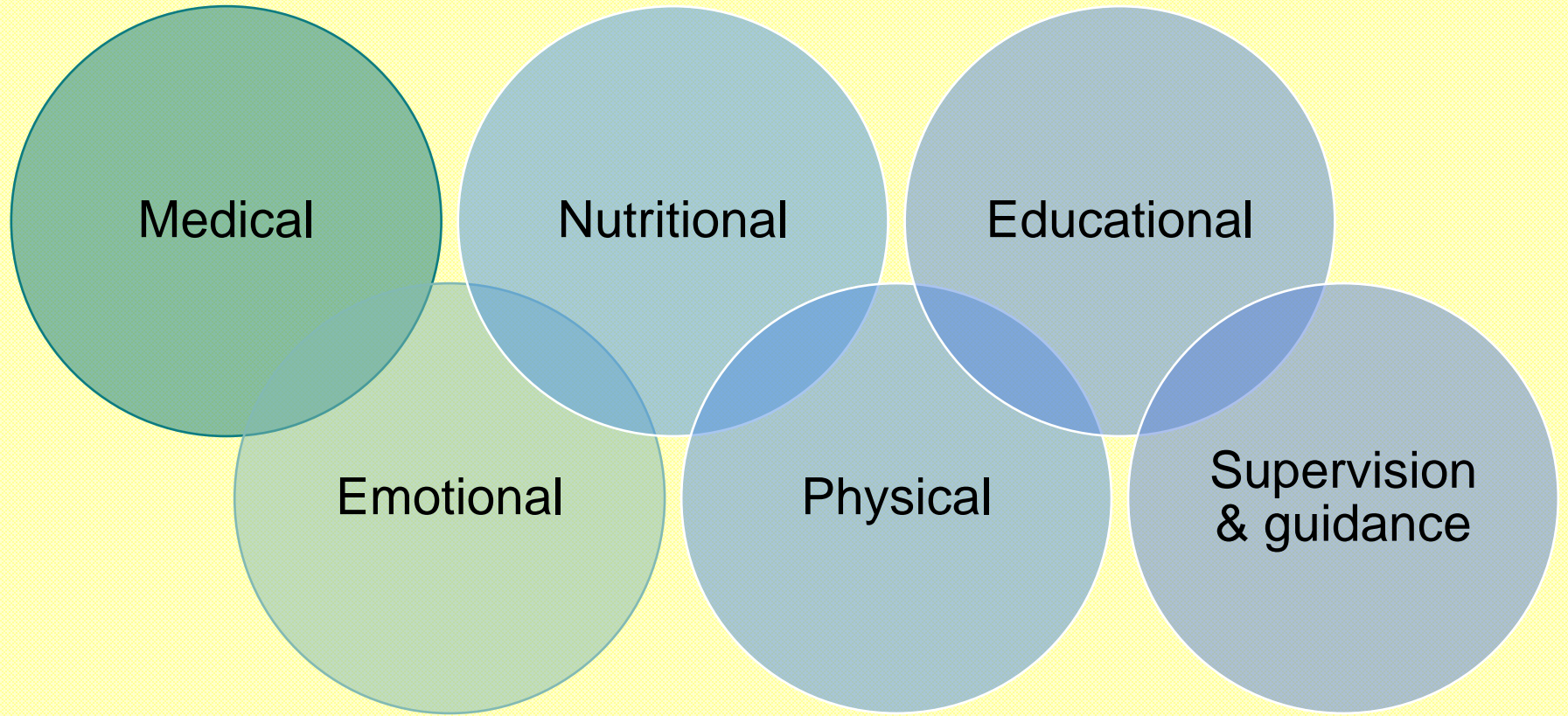
## Neglect

- Tired/listless
- Unkempt
- Poor hygiene
- Untreated medical conditions
- Medical appointments missed
- Constantly hungry or stealing food
- Over eats when food is available
- Poor growth
- Poor/late attendance
- Being regularly left alone or unsupervised
- Dressed inappropriately for the weather condition
- Having few friends and/or being withdrawn
- Ill equipped for school

## Sexual

- Age inappropriate sexual behaviour/knowledge / promiscuity
- Wary of adults/ running away from home
- Eating disorders/ depression/ self harm
- Unexplained gifts/ money
- Stomach pains when walking or sitting
- Bedwetting
- Recurrent genital discharge
- Sexually transmitted diseases

# Categories of abuse: Neglect



# Categories of abuse: Neglect

## MEDICAL

- Minimising illness or health needs
- Fail to seek medical attention
- Not providing medicine or treatment

## EMOTIONAL

- Unresponsive to child's basic needs
- Fail to interact
- Lack of affection
- Undermining self esteem and sense of identity
- Emotional neglect = omission of care

## NUTRITIONAL

- Not receiving adequate calories/nutrition
- Failure to thrive
- Malnutrition
- Obesity

## PHYSICAL

- Lack of appropriate clothing, food, cleanliness and/or living conditions

## EDUCATIONAL

- Fails to provide stimulating environment
- Fail to respond to SEN
- Fail to comply with state requirements re: attendance

## LACK OF SUPERVISION AND GUIDANCE

- Level of supervision does not ensure child's safety
- Child may be left alone or with inappropriate carers
- Inappropriate boundaries (underage sex, alcohol use)



# Neglect

Smelly

Persistently  
absent

Tooth ache,  
rotting teeth

Hungry

Tired

Inhaler out of  
date

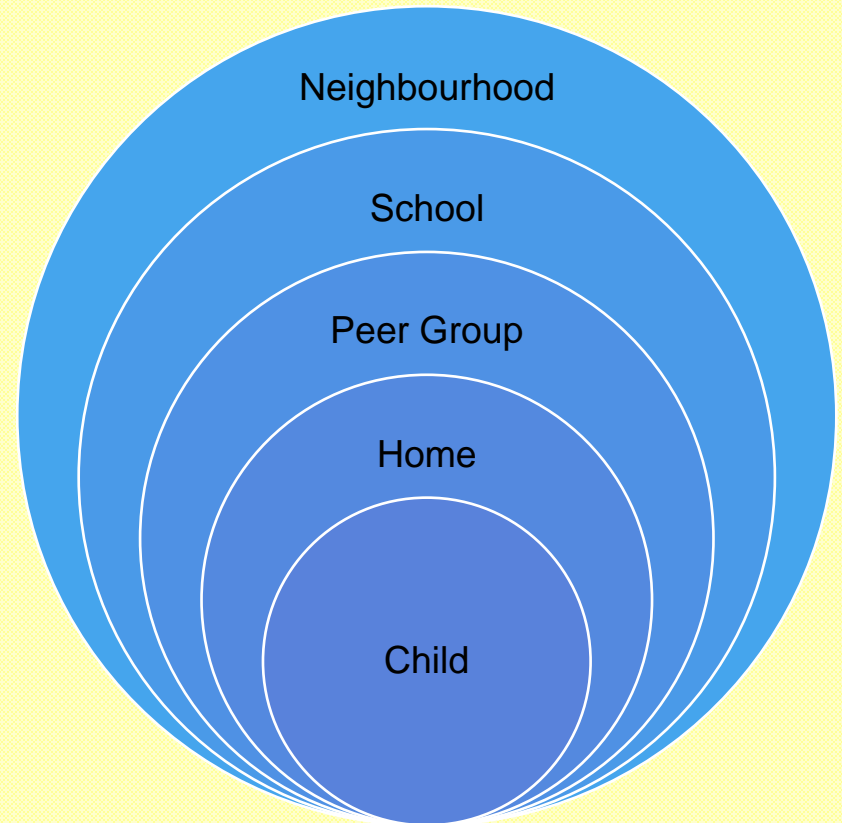
Imagine you are  
experiencing one of  
the above for a day  
– how would it affect  
you?

Now imagine you  
experience e.g.  
tooth ache every  
day.

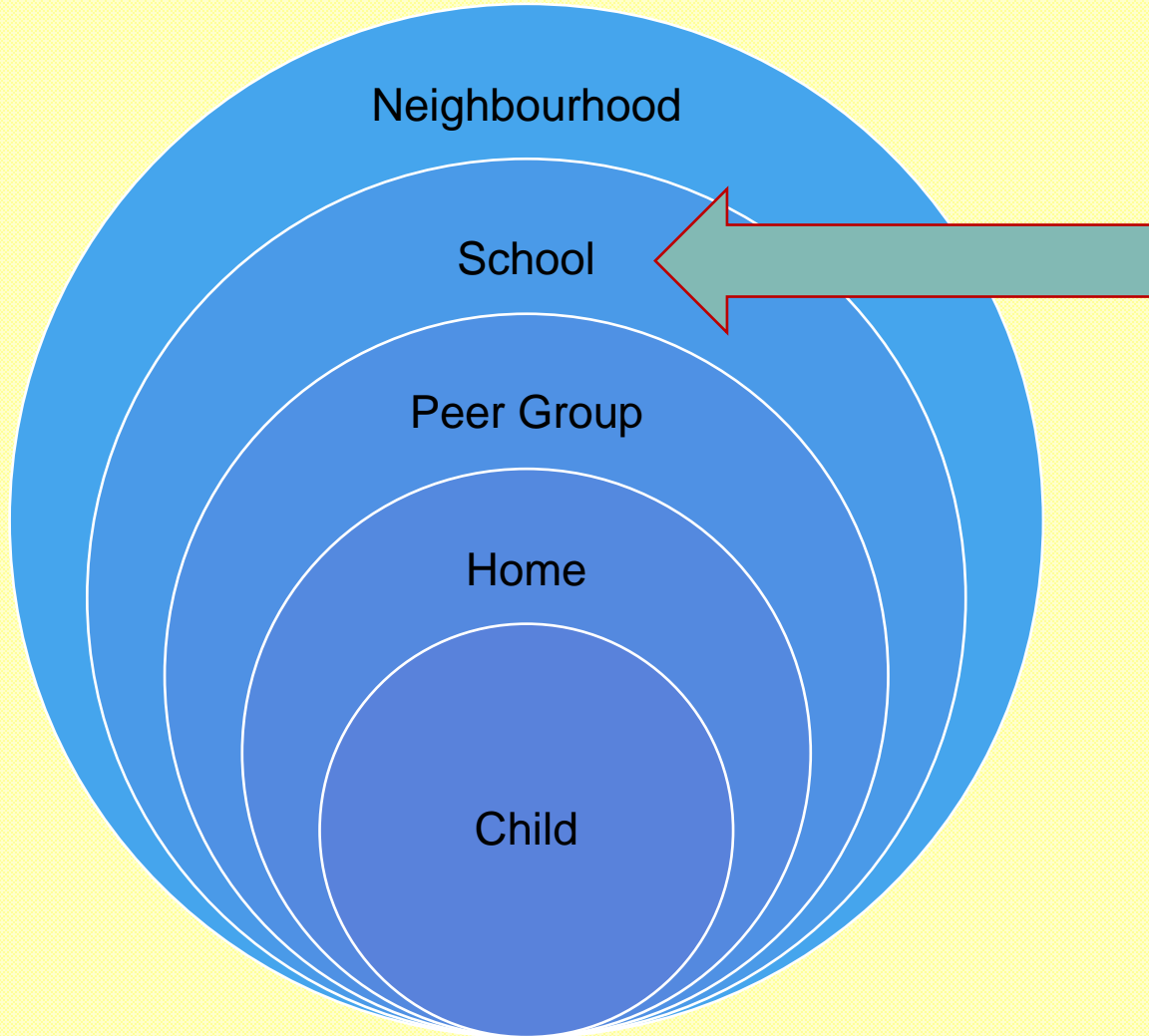
REMEMBER WHAT YOU SEE IS JUST  
THE TIP OF THE ICEBERG

# Contextual safeguarding

- Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families.
- **It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.**
- Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.



# Contextual Safeguarding



What are the contextual risks for our MMF setting?

# Contextual Safeguarding

Staying out late or over night

Being secretive

Accessing extremist material online

Change in circle of friends

Being frightened of some people, places or situations

STI's

Having unexplained new possessions e.g. a mobile phone

Displaying inappropriate sexualised behaviour

Unexplained injuries

A new nickname

Isolation from peer group, family and friends

Missing school

Using hand signals or code to speak with friends

Change in appearance

Drug and alcohol misuse

- County Lines
- Sexual (CSE)
- Radicalisation/ Extremism
- Modern Slavery
- Criminal Gangs
- Trafficking

**Which signs match which exploitation indicators?**

# Prevent

Everyone should:

- protect children from radicalisation
- help pupils build resilience against radicalisation
- provide a safe space in which children and young people can understand the risks associated with terrorism
- develop the knowledge and skills to be able to challenge extremist arguments.

# Prevent

What are the definitions?

**Radicalisation**

**Extremism**

**Terrorism**

# Prevent

What are the definitions?

## **Radicalisation**

The process by which a young person comes to support terrorism and forms of extremism leading to terrorism.

## **Extremism**

Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

## **Terrorism**

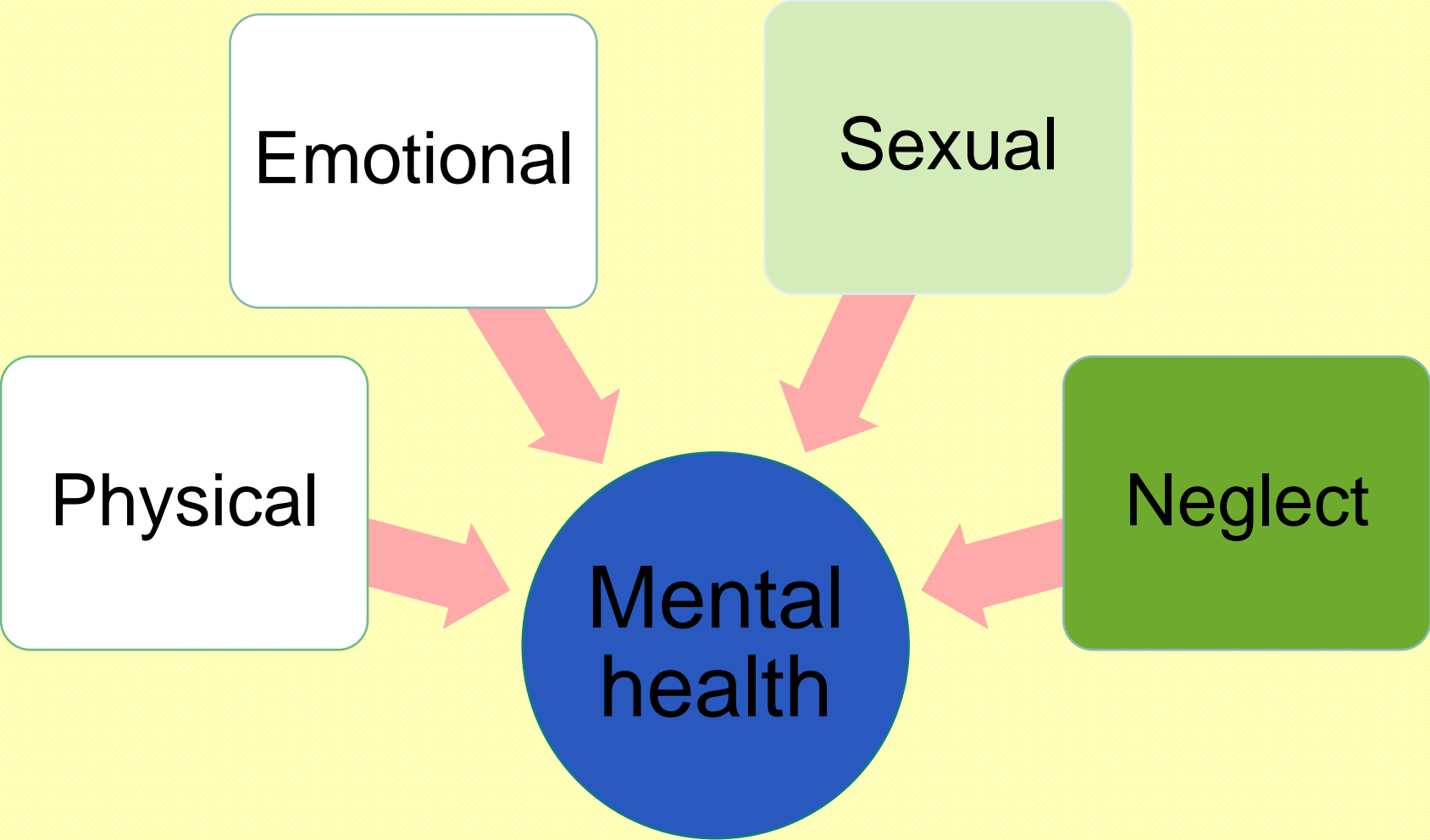
Violence/ property damage/ endangering life/ disruption of electronic devices designed to influence government or intimidate the public; to advance a political, religious, racial or ideological cause.

# Child on child abuse





# Mental Health



# Online safety

## **So what is 'Online Safety'?**

In simple terms, online safety refers to the act of staying safe online. It is also commonly known as internet safety, e-safety and cyber safety. It encompasses all technological devices which have access to the internet from PCs and laptops to smartphones and tablets.

Being safe online means individuals are protecting themselves and others from online harms and risks which may jeopardise their personal information, lead to unsafe communications or even effect their mental health and wellbeing.

Operating within an online space is something most of us simply do subconsciously, but have you ever stopped to consider the potential dangers which exist on the web, especially for our children?

*Extract from National Online Safety website*

# Filtering and Monitoring

All staff need to:

Be aware of their role (meeting digital and technology standards in setting).

Have received appropriate training.

Follow settings policies, processes and procedures.

And REPORT for safeguarding and technical concerns if:

Unsuitable material has been accessed

They are teaching topics which create unusual activity on the filtering logs.

There is a failure in the software system or abuse of the system.

There are perceived unreasonable restrictions that affect teaching, learning or administrative tasks

Abbreviations or misspellings are noticed that allows access to restricted materials.

Recognise  
Respond  
Report  
Record



## TED method

Tell

- "Tell me what you mean by that?"
- "Tell me how that made you feel?"

Explain

- "Can you explain to me what happened that night"
- "Explain what you would like to happen now that you have told me"

Describe

- "Can you describe what you were thinking and feeling"
- "Describe why you feel like that"

Practice  
Practice  
Practice

# TED and recording

You have noticed that a year 12 male learner has become more distant from his friends. He appears tired, has been caught shoplifting and does not appear to have money for lunch

He is often distracted by his phone and sometimes messages received appear to upset and agitate him.

*Post 16*

On your way to work you notice a group of pupils gathered in the local park. You think that you see them pass items to each other, they seem agitated. Later in the staffroom you hear concerns that some student's behaviour is challenging and that they may be drunk.

*Secondary*

A male child in Year 3 is overheard telling a female child that they are a 'f\*\*king slag and they deserve a punch'.

When a member of staff speaks to the male child about this he hides under a classroom table.

*Primary*

# Recording

- Child's name and date of birth
- Date and time of the concern
- Factual account of what happened, where and who was present using the child's own words
- Any opinion / interpretation needs to be explained
- Your response
- Ensure the voice of the child is recorded
- Printed name and signature of person making the record
- Job title of person making the record
- Date and time of the record

# How do you keep yourself safe?

Where or when are you most vulnerable?

What are the core elements of our settings  
Code of Conduct?



# Key principles

## **The welfare of the child is paramount**

Staff should:

- Be responsible for their behaviour
- Avoid conduct which would raise concern
- Work in an open and transparent way
- Discuss concerns / take advice from a senior member of staff
- Apply the same professional standards regardless culture disability gender, language racial origin religious belief / or sexual identity.
- Monitor and review practice
- Follow guidance

# Whistleblowing

We all have a personal responsibility to act properly and professionally

- If your concern is about a colleague (adult within your setting) contact the Chief Executive
- If your concern is about the Chief Executive contact the Chair of Trustees

Believe it can happen in your setting

# Changes to KCSiE 2024

There have been few changes in KCSiE 2024, but the changes include reference to Early Help:

*Professionals should be alert to the need for Early Help for a child who –*

- *is frequently missing/goes missing **from education, home or care***
- *has experienced **multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit***
- *has a **parent or carer in custody** or is affected by parental offending*

*Not everything meets the needs  
of statutory intervention, What  
can we do as MMF?*

# Effective Support Model

The Effective Support model is a tool used to support the assessment of needs of children, young people and families.

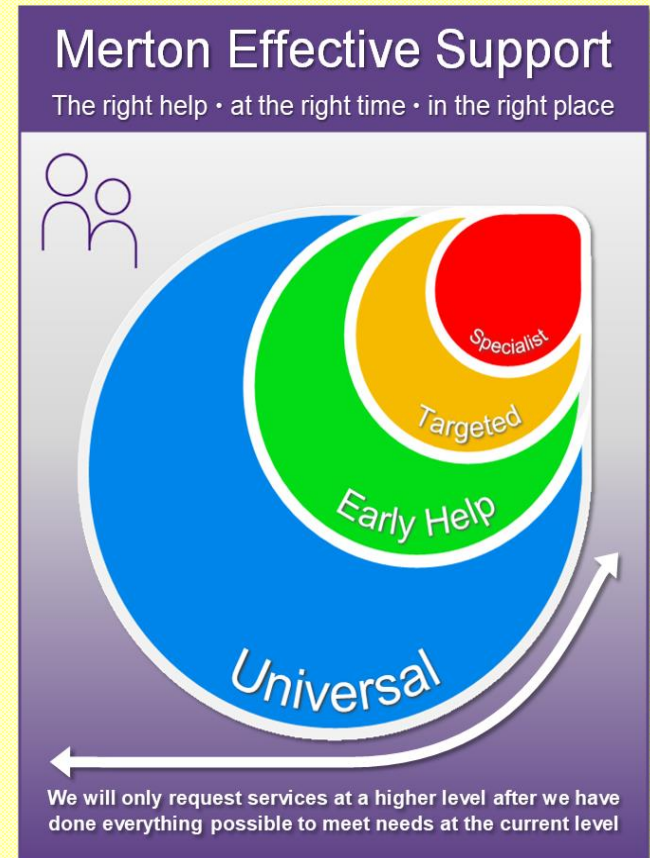
## Thrive framework and i-Thrive delivery

The Thrive model is a national framework that thinks about the mental health and wellbeing needs of children, young people and families through five different needs based groupings as shown in this image.

We have aligned this framework to our Effective Support Model:



Getting Advice  
Getting Help  
Getting More Help  
Getting Risk Support



## Early Help

‘Early help’ describes support that children and families receive as soon as problems emerge, at any point in a child's life, with the aim of improving outcomes and preventing escalation of needs or risk.

**Early Help is everyone's business**

# Early Help

- Is not a specific team, it is everyone's business
- Improves outcomes for young people and prevent concerns escalating
- Is whole family
- The Level of Need Tools

# Early Help

What does Early Help look like in our setting?

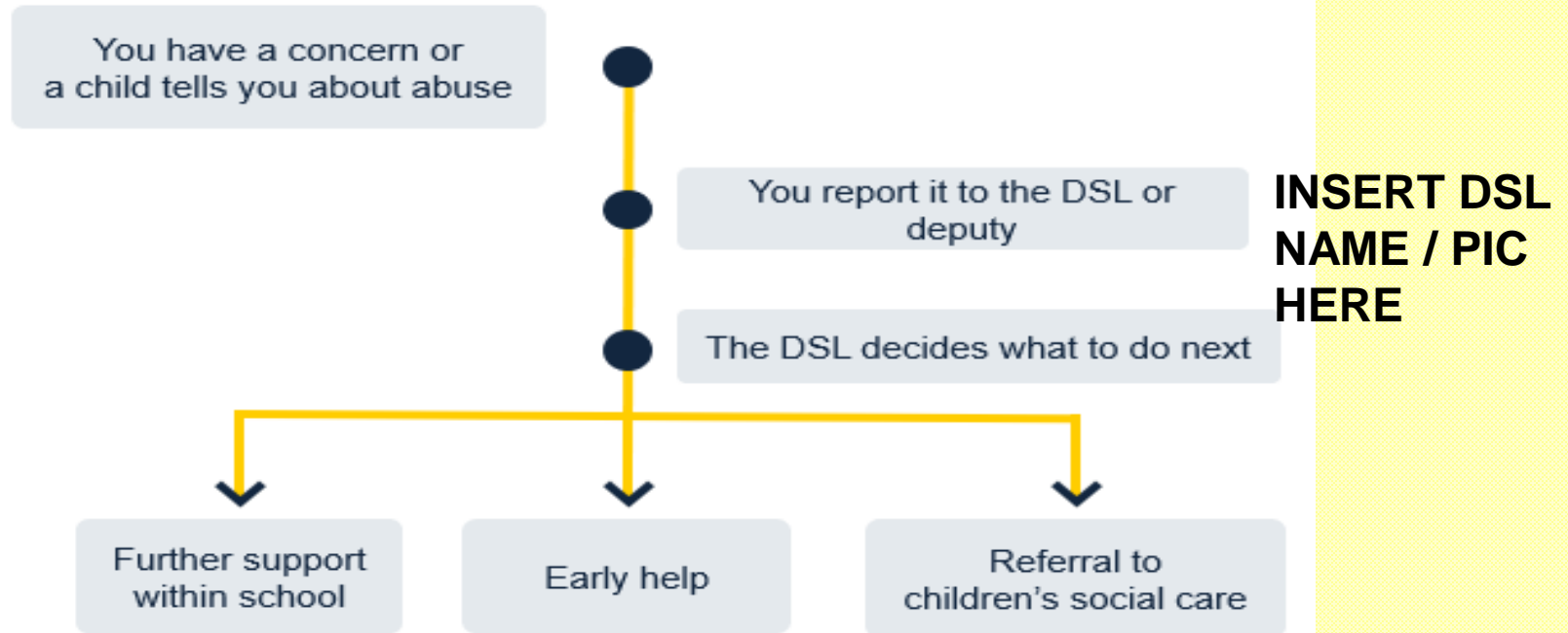
What is your role in Early Help?

How do you identify a need for Early Help?

It's not always the DSL who explores Early Help or is the best person to have those tricky conversations with parents, it could be you.



## What happens after you make a report



If the child is in **immediate danger** and the **DSL/deputy isn't available**:

Make a referral to Merton Children and Families Hub  
**Service Email: [candfhub@merton.gov.uk](mailto:candfhub@merton.gov.uk)**

**Contact: 020 8545 4226 or 020 8545 4227**

**Out Of Hours: 020 8770 5000**

Request for Service Form : [Children and Family Hub Request for Service form](#)

Call the police if appropriate: **999**

# Managing Allegations Against Staff, Tutors and Volunteers

# Managing Allegations Against Adults who work with Children

Share any concerns about other members of staff

**If you have concerns about ...**

A member of staff

**Speak to ...**

Chief Executive

**How ...**

elisabeth.wigley@mmf.org.uk

A volunteer

Chief Executive

elisabeth.wigley@mmf.org.uk

The Chief Executive

Chair of Trustees

chairoftrustees@mmf.org.uk

## Managing Allegations Against Adults who work with Children

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

Local Authority Designated Officer

John Shelley

Lado@merton.gov.uk



**Remember: think  
the unthinkable**

Low-level concerns include behaviour that's:

## Act on 'nagging doubts' too

Low-level concerns include behaviour that's:

Inadvertent or  
thoughtless

Inappropriate for  
the circumstances

Ultimately intended  
to enable abuse

Report low-level concerns in writing by:

contacting the Chief Executive to discuss your concerns.

# Quick Quiz:

## Low-level concern: yes or no?

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

Talking to pupils on social media

Chatting to a group of pupils about their hobbies at lunchtime

Failing to report pupils trying to access inappropriate websites

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

# Some Action points

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**Time** Take time to read and make sure you **understand the guidance** and MMF's policies

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**Create** Create a **culture** where children can speak out or share their concerns with staff

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**Know** Know the **signs and indicators** of abuse / neglect, including online concerns

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**Report and record** **Report and record** your concerns, including concerns about professional adults

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**Commit** Commit to and **engage** in continued professional development

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