Safeguarding Training

Agenda

1. Introduction, background and legislation
2. Legislative Context
3. Definitions & signs of abuse
4. Managing concerns
5. Our school procedures
6. Safer Working Practice
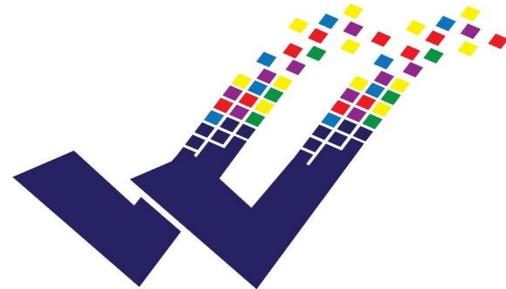
Session Agreement

During the training it is expected our agreement with each other will be to:

- Respect each other and our individual experiences

- Keep any personal matter shared today private unless by doing so will be detrimental to a child

- Be sensitive talking about our professional experiences as the subject often raises personal as well as professional issues for ourselves and each other

Learning Outcomes

- Describe what safeguarding is and the different ways in which children can be harmed.

- Appreciate your own role and responsibilities and those of others in safeguarding and promoting the welfare of children at Whickham.

- Outline what to do if you have concerns about a child in line with the school's policy.

- Identify the procedures for sharing concerns about another adult's behaviour in line with our Whistleblowing Policy.

Context

Children spend half their waking hours in school and for some it is the only safe place in their daily lives.

School staff are in a position to identify concerns early and provide help to children to prevent things escalating.

They may be the first people that children tell about their experiences of abuse.

School staff need to work with colleagues in other agencies to promote the welfare of children and protect them from harm

Background & Legislation

- **1989** - The Children Act.
- **1999** - Protection of Children Act
- **2000** - Framework for the Assessment of Children in Need and their families
- **2002** - The Education Act
- **2003** - Every Child Matters
- **2003** – Sexual Offences Act
- **2004** - The Children Act.
- **2005-6** - Local Safeguarding Children Boards established
- **2006** - Safeguarding Vulnerable Groups Act
- **2007** - Safeguarding Children and Safer Recruitment in Education
- **2009** – The School Staffing (England) Regulations 2009
- **2011** – Munro Review of Child Protection
- **2012** – Protection of Freedoms Act
- **2015** – Working Together to Safeguard Children
  - **-** Keeping Children Safe in Education
  - **-** What to do if you're worried a child is being abused
  - - Information Sharing: Advice for practitioners

Keeping Children Safe in Education (2015)
The Role of School

- The *Teacher Standards 2012* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

- All school staff have a responsibility to provide a safe environment in which children can learn.

- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Safeguarding and Promoting Welfare

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.
- Children includes everyone under the age of 18.

Recognising concerns

- Children are unique and varied individuals

- Their response to trauma will be as individual as they are

- Child abuse can happen to any child in any family in any organisation or setting

- Children are more likely to be abused by people they know

- Indicators of abuse are physical, emotional, behavioural and social

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Working Together to Safeguard Children (2015)

4 Categories of abuse

- Physical

- Emotional

- Sexual

- Neglect

The Role of Staff in Safeguarding Children

✓	✗
• Recognise • Respond • Report • Record • Re-refer and challenge if the situation does not seem to be improving	• Ignore • Dismiss • Investigate • Examine a child • Take photographs of injuries • Attempt to resolve in isolation

Safer Practice

- Your behaviour should be open and transparent

- You must adopt high standards of personal conduct

- Your behaviour in or out of school must not compromise your position within the school

- Avoid being alone with a student behind a closed, windowless door

- Never give an individual student a gift that is not part of the 'Rewards Policy'

- Never give your personal mobile number or personal e-mail address to a student

- Be aware of the dangers of social networking site

What do I know?

1. Have you read the school's safeguarding and child protection policy?
2. Do you understand the categories of abuse and recognise the possible indicators of concern?
3. Do you know what the school's child protection procedures are and how to report any concerns?
4. Do you know who the Designated Safeguarding Lead(s) for safeguarding are and who you should report any concerns to?
5. How do you pass on concerns? In what timeframe?
6. Have you read the School's Code of Conduct? Do you know how to report a concern about another adult's behaviour?

CPOMS

Scenario …

"What would you do if…?"