

Safeguarding in learning – essential update for schools

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NSPCC

Aims

- To be informed of some of the key messages from the latest safeguarding and child protection research as it relates to schools
- To consider innovative practice in safeguarding for schools
- To be aware of how external partnerships and resources can support schools in developing the best safeguarding practice

How Safe Are Our Children?

- In some ways children are safer than in previous years
- But more than 1 child dies because of maltreatment every week
- One in five have experienced physical or sexual abuse, severe physical or emotional neglect
- One in four 11 and 12 year olds see something on social networking sites that bothers them every day

In this context

- Increased referrals to Children's Social Care
- A higher number of children considered to be 'in need'
- More children subject to Child Protection Plans

And for schools...

- Changes in legislation
- Increased autonomy for schools
- Decreased resources in Local Authorities for support and guidance
- A number of high profile cases which put education in the spotlight
- A growing list of safeguarding concerns

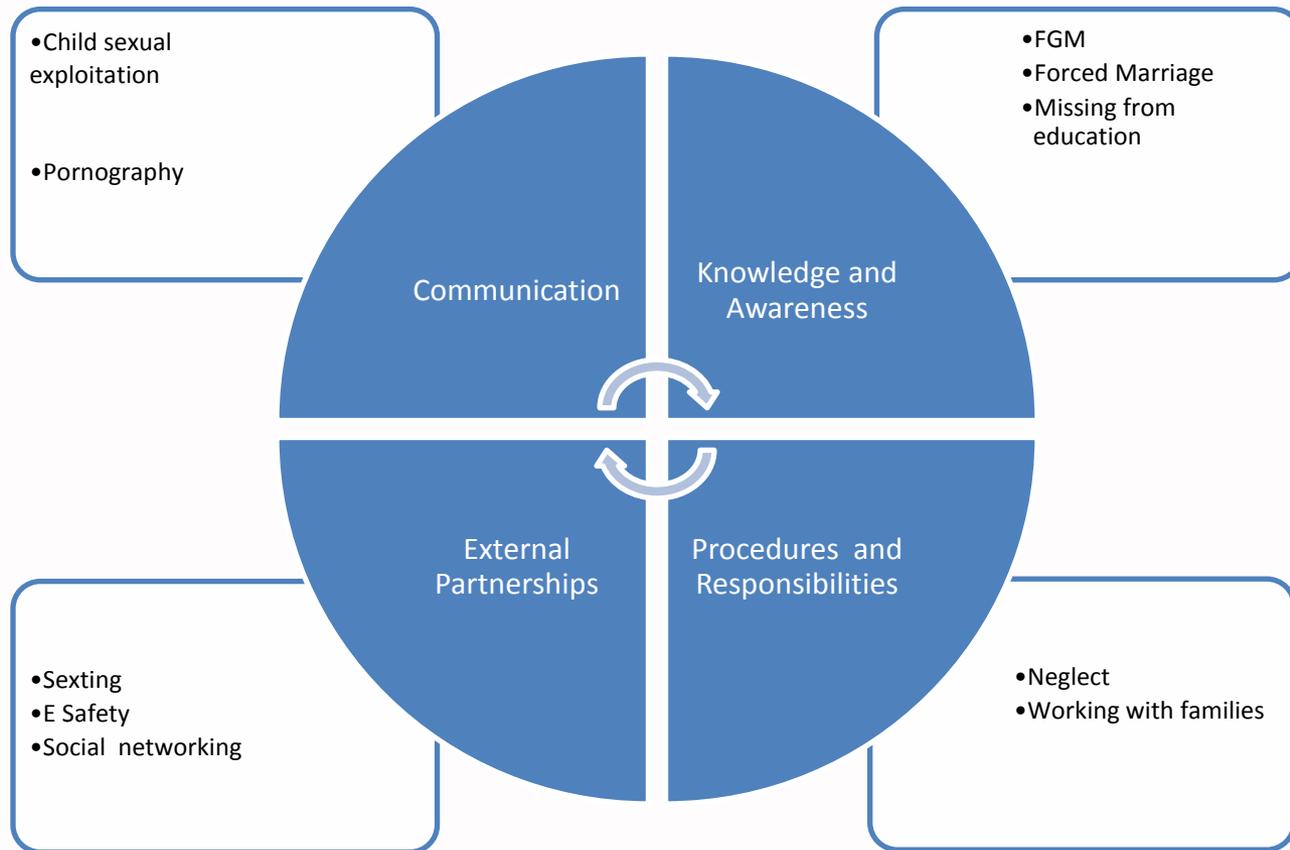
Working Together to Safeguard Children (2013)

- Loses good practice guidance
- More focussed on the legal requirements
- Emphasis on early help
- Focus on substantial and sustainable improvement

Keeping Children Safe in Education

- To replace Safeguarding Children and Safer Recruitment in Education
- Concerns about:
 - Requirement for safer recruitment training
 - Quality of child protection training
 - Reduced support for DSP if training timescales are removed
 - Inconsistent practice
 - Less understanding of good practice

Safeguarding



Who is at risk?

- Experience of parental domestic abuse
- Parental mental ill health
- Parental history of childhood abuse
- Parental learning difficulties
- Parental substance misuse
- Poverty and debt

Who is at risk?

- Children from some ethnic minority communities
- Children in the care system
- Children with disabilities

OCC Inquiry – Child Sexual Exploitation in Gangs and Groups (2012)

- All agencies should be aware of the warning signs and vulnerabilities to CSE
- Evidence to the inquiry shows that schools were identifying victims – either by school staff or specialist agencies working with schools
- Groups operate in different ways – some are linked to peer group and local schools
- Where this is the case, abuse is more likely to take place in school and other neighbourhood locations
- Significant impact of the use of mobile technology in peer group abuse

Home Affairs Select Committee

- Localised grooming and child sexual exploitation – Rochdale and Oxford
- Education services to be:
 - Alert to signs (absence, appearance)
 - Involved in early assessment of risk
 - Fully aware of local protocols and responses
- Recommends a statutory duty on services to co-operate and share information in order to tackle CSE

Caught in a Trap (2012)

- Impact of grooming – child, family, community
- Impact is long term
- Not being believed
- Emotional impact
- 82% did not understand that what was happening/had happened was grooming or child sexual exploitation

Running from hate to what you think is love (2013)

- Barnado's report on running away and child sexual exploitation
- Schools can develop good working relationships with local projects by facilitating work between agencies and young people
- Some schools act as a barrier to local projects by not giving access, time and space for them to meet pupils
- Schools can be the agency that young people engage with most consistently
- Schools can provide the safe environment needed

OCC – Basically Porn is Everywhere (2013)

- SRE should include safe use of the internet
- SRE should promote respect, non-violence, care for each other
- SRE should teach what is illegal, understanding of consent
- Schools need to work with parents on this issue

The Children's Society Well Being Report 2013

- Happiness with school drops more between the ages of 8 and 15 than at other ages.
- In the same age range, happiness with appearance and choice also drops
- Happiness with friendships remains high during the same period
- Children with low well being are 20 times less likely to feel safe at home

You Have Someone to Trust (2012)

- NSPCC report for the Office of the Children's Commissioner in England
- Outstanding safeguarding practice in primary schools
- **Values underpinning the school culture**
- Communication and Relationships
- Culture and Ethos
- Pupil Empowerment
- **Practical implementation of the whole school strategy**
- Policy and procedures
- Training
- Leadership Management
- Reflective Practice

Questions for Schools

- 1) Is the leadership team involved in all aspects of safeguarding?
- 2) Is safeguarding a shared responsibility?
- 3) Are staff approachable?
- 4) Do staff feel well supported?
- 5) Are concerns recorded consistently and do they inform early intervention?
- 6) Do staff receive safeguarding training?

Questions for Schools 2

- 7) Are there listening and support strategies for pupils?
- 8) Do pupils feel listened to?
- 9) Are pupils taught about keeping safe?
- 10) Does the school engage parents and carers?
- 11) Does the school have effective external partnerships?
- 12) Do policies develop based on reflection and learning?

Ofsted – Pupil Premium

- What works:
 - Targeted support to increase attendance, improve behaviour, make links with families to remove barriers to learning
 - Pastoral work focussed on desired outcomes
 - Planning for pupils taking into account their home context
 - Engaging families

Could it happen here?

- Learning from Serious Case Reviews
- Learning from media coverage of high profile cases
- Learning from an audit of your school's safeguarding arrangements, any difficulties that have arisen through the year, any patterns in concerns, referrals
- Any new issues affecting the safety and welfare of pupils

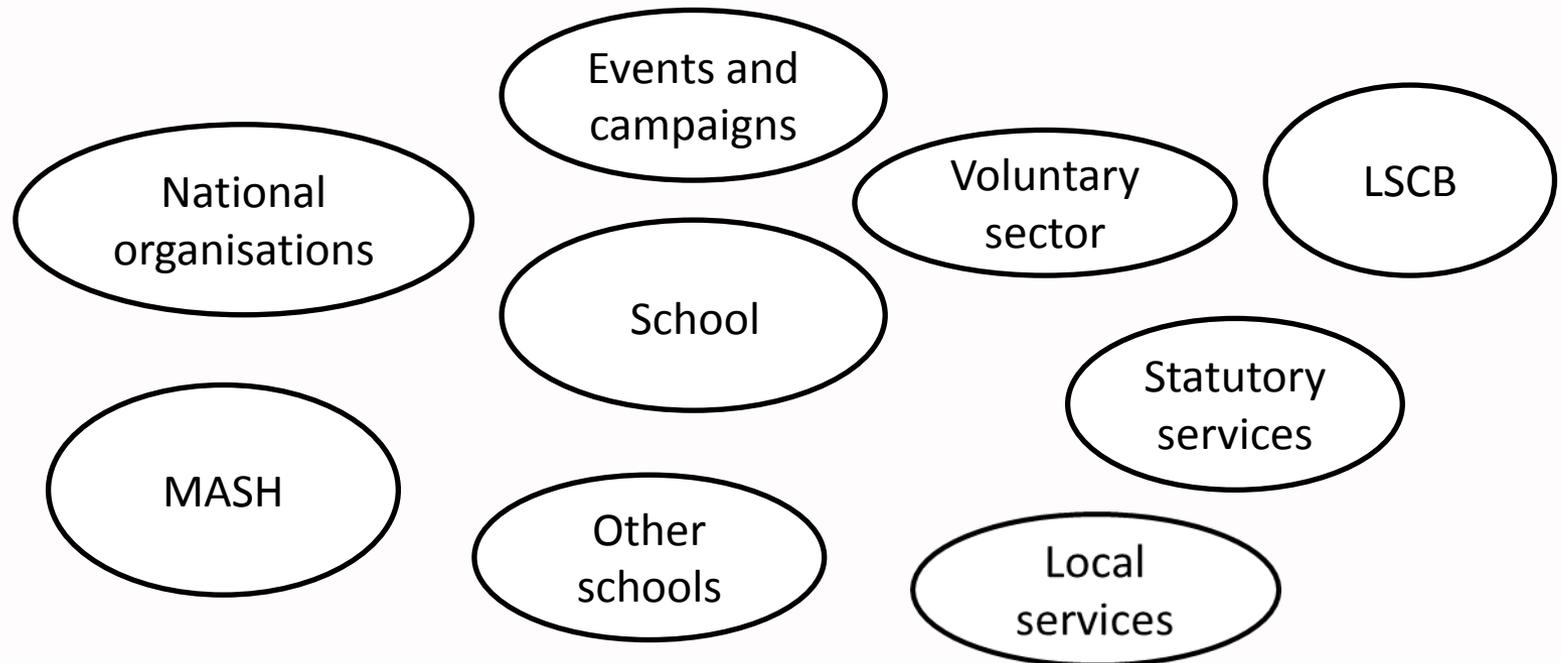
Could it happen here?

Ban for principal who ignored sex abuse claims

Chris Hood, the former head of Hillside First School in Weston-super-Mare, Somerset, has been banned from teaching for failing to raise concerns about a teacher who went on to sexually abuse pupils. A professional conduct panel had found Hood had failed to take action over Nigel Leat's increasingly sexual behaviour and did not support staff in raising concerns. Leat was jailed indefinitely in 2011 after admitting 36 sexual offences.

The Independent, Date: 13/04/2013, Page: 12

Getting Support



NSPCC Self- Assessment Tool

- Child protection, safety and security
- Emotional health and well-being
- Multi-agency working
- Staff and Governance

NSPCC Self- Assessment Tool

<p>Standard 1 Element 1: The school has a written Child Protection Policy</p>	<p>MET</p> <p>The policy is reviewed and revised annually</p> <p>It is linked to other relevant school policies and procedures</p> <p>It is read and signed by all members of staff and evidence of this is kept in staff files</p> <p>Induction for staff includes specific information on safeguarding</p> <p>It is made available to parents</p> <p>It is written in accordance with LSCB guidance and agreed interagency procedures</p>	<p>UNMET</p> <p>Use the policy checklist to review and revise the policy</p> <p>Consider holding a staff meeting to disseminate the policy to all staff</p> <p>Ensure the policy is made available to parents via the school website</p> <p>Consult LSCB to ensure references to local arrangements are up to date</p>	<p>CP policy checklist</p> <p>Introduction to Child Protection training</p> <p>Designated Safeguarding Officer training</p>
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NSPCC Safety in Learning

- Training resource for schools
- Half day or full day programme aimed at all staff
- Case studies, presentation slides, trainer notes
- Suitable for all phases



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Resources to support schools, colleges and academies in keeping children safe

Safeguarding resources



Essential guidance, resources and training to support the work of the Designated Senior Person for safeguarding and child protection in schools.

[For the designated safeguarding person](#)

Classroom resources



Our curriculum-linked classroom resources can help you address difficult topics with pupils. Includes publications aimed at children and young people to help them tackle exam stress and bullying.

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Good practice briefings



Find out more about the role of schools in protecting children from harm with our topical good practice briefings.

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[Read up on the latest news, events and policy updates relevant to the education sector.](#)

Sign up for emails

Keep up-to-date with all the latest child protection news. Register for free weekly.

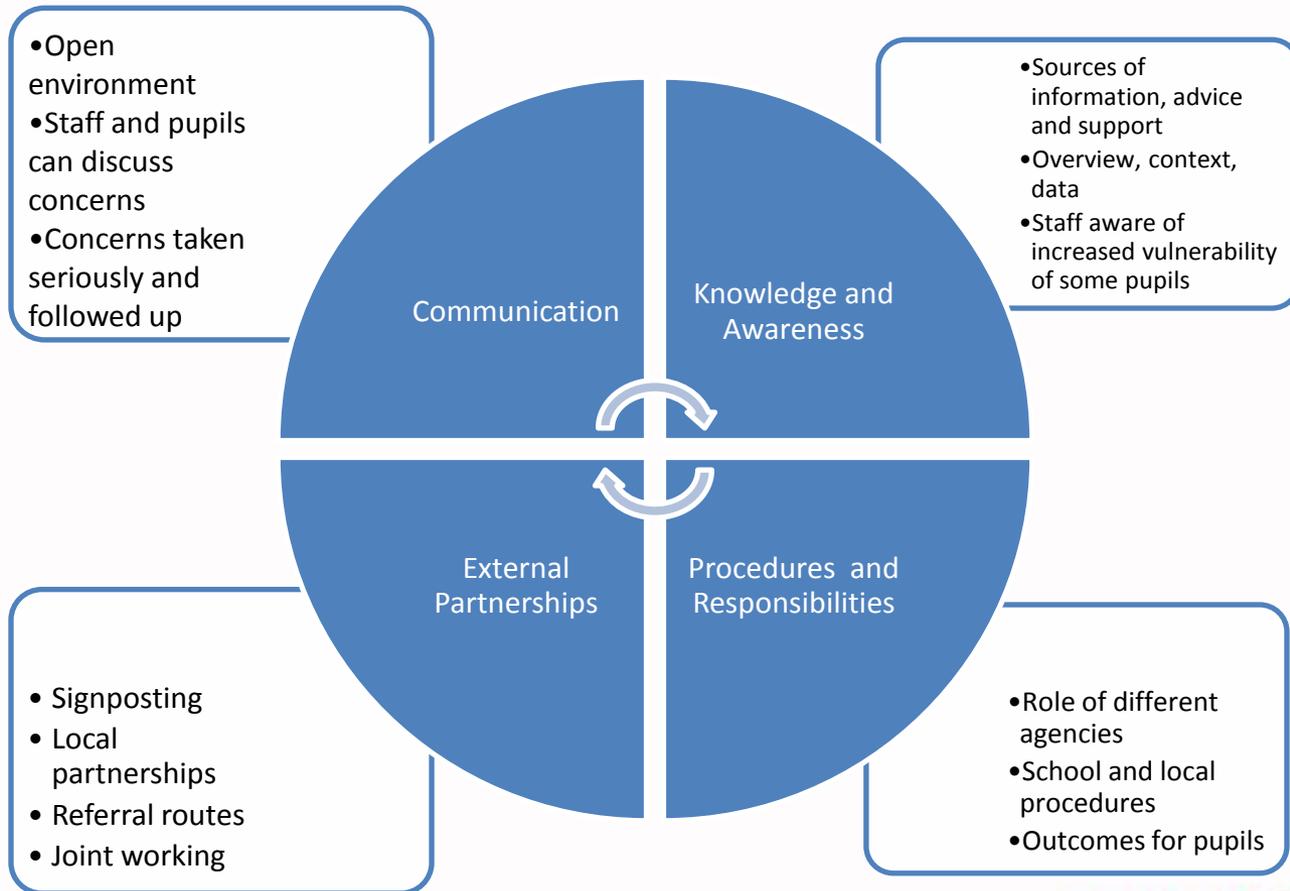
NSPCC Resources

- **Good practice briefings**
- http://www.nspcc.org.uk/Inform/resourcesforteachers/designated-sr-person/designated-safeguarding-person_wda86590.html
- **Anti-bullying**
- http://www.nspcc.org.uk/Inform/resourcesforteachers/classroomresources/bullying_wda55551.html
- **DSP**
- http://www.nspcc.org.uk/Inform/resourcesforteachers/designated-sr-person/designated-safeguarding-person_wda86590.html
- **Classroom resources**
- http://www.nspcc.org.uk/Inform/resourcesforteachers/classroomresources/classroomresources_wda49900.html
- **Learning resources for staff**
- http://www.nspcc.org.uk/Inform/resourcesforteachers/publications/publicationsforteachers_wda49902.html
- **Training for schools and colleges**
- http://www.nspcc.org.uk/Inform/resourcesforteachers/training/training_wda79387.html

Link with events and campaigns

- Anti-Bullying Week
- Safer Internet Day
- Home Office Teenage Relationship Abuse campaign (www.thisisabuse.direct.gov.uk)
- Local initiatives and projects

Safeguarding



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