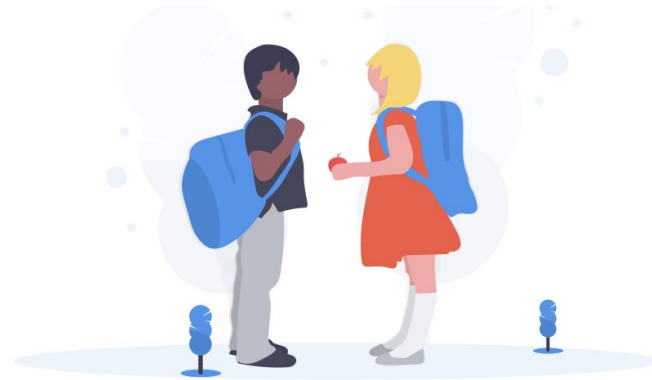




TRAINING

Safeguarding Children

Level 2



INTRODUCTION

About this training

Guidance documents

The training refers to several key documents you will need to read.

- [Part 1 of Keeping Children Safe in Education 2021](#) is minimum essential reading for all staff who work in schools
- The other documents you may read during or after the training

INTRODUCTION

Learning outcomes

Completing this introductory training will enable you to:

- Develop confidence and competence to effectively safeguard children
- Clearly identify your professional role in safeguarding children
- Have knowledge and understanding of relevant guidance and legislation
- Effectively implement policies and legislation for safeguarding children

You are encouraged to update and deepen your learning through reading, staying on top of updates in guidance, and school-based professional development.

INTRODUCTION

About this training

This training has been designed and prepared by Helen Woodward with support from Rafik Iddin.

About Helen



Helen's roles have included head of school improvement at the Department for Education (DfE), programme leader for the National Professional Qualification in Headship (NPQH) and several lead roles in local authorities across the North West. She has served on Area Child Protection Committees and contributed to serious case reviews.

About Rafik



Rafik has worked extensively in children's services for over 30 years. He provides external and independent support and training for public sector agencies with statutory responsibilities for safeguarding vulnerable children and adults.

INTRODUCTION

Key responsibilities

This training focuses on five key responsibilities we all have in responding to safeguarding concerns:

1. Recognising
2. Responding
3. Recording
4. Reporting
5. Referring

The safeguarding and welfare of children is **everyone's responsibility** and should be **child-centred**. This means, at all times the primary consideration is what is in the **best interests of the child**.

Resources

There's a resource section which you can access outside of the workshop should you want to refer to materials, carry out additional reading or explore further online courses.

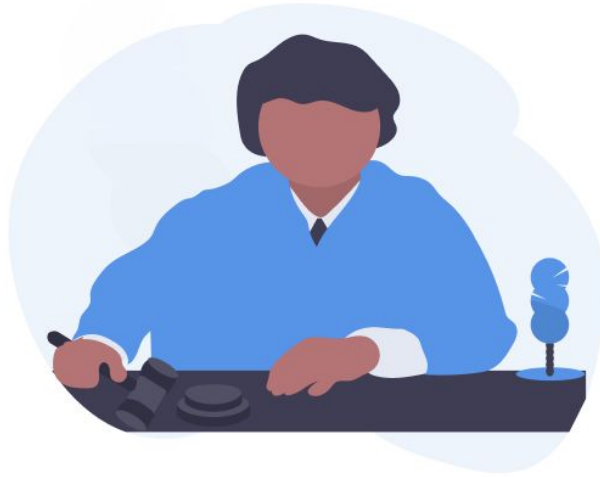
- [View resources](#)

INTRODUCTION

Training overview

This training is divided into ten sections:

1. What do all children need?
2. Child maltreatment and abuse: recognition and definitions
3. The United Nations Convention on the Rights of the Child
4. Understanding children's needs
5. Recognising, responding, recording and reporting safeguarding concerns
6. Early Help
7. Referrals, legislation and guidance
8. Safeguarding children during the COVID-19 Pandemic
9. Findings from serious case reviews
10. Quiz



SECTION 1

What do all children need?

WHAT DO ALL CHILDREN NEED?

Physical needs

Physically children need:

Safety, food, warmth, shelter, space to sleep, freedom from the threat of harm, space to play, and access to medical help when ill or injured.

WHAT DO ALL CHILDREN NEED?

Emotional needs

Emotionally children need:

A nurturing environment. Care, warmth, kindness, clear boundaries, empathy, safe spaces to play and learn and trusting relationships with adults. This is critical for children's development and safety. Dr Sebastian Kraemer expresses this beautifully here.

The important thing about being looked after is that it is done by someone who not only protects you from harm but also keeps you in mind, who thinks about you quite a lot of the time, even when you are not there.

— Sebastian Kramer. Extract from 'Parenting Yesterday, Today and Tomorrow' by Kraemer. S. in *A Professional Handbook for Enhancing Parenting*, (ed) K.N. Dwivedi, Wiley & Sons. (1997)

<https://www.youtube.com/watch?v=gEn5Ql9jWtE>

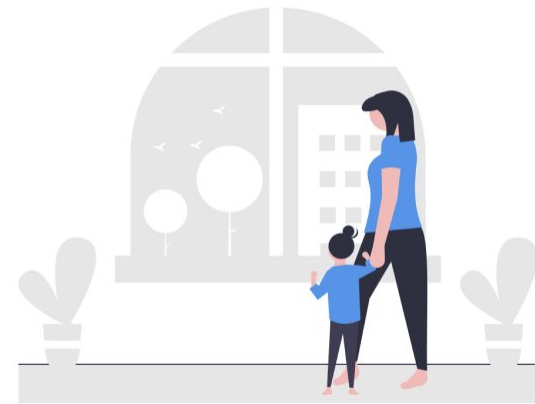


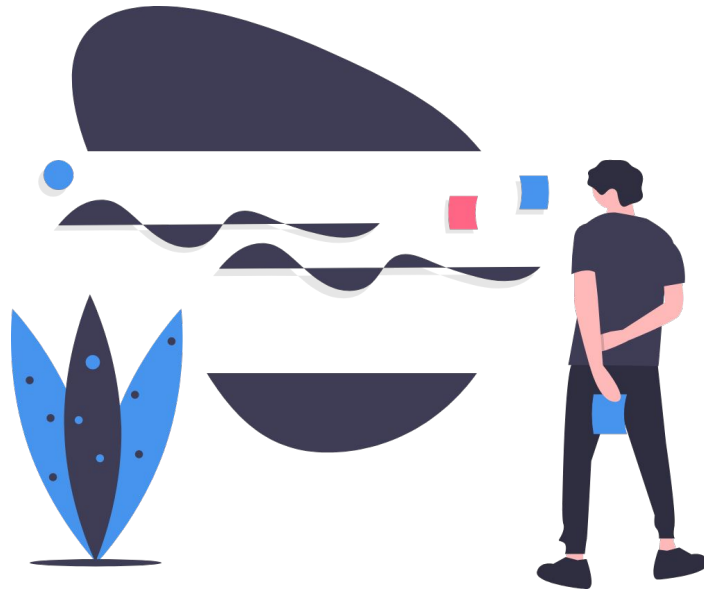
WHAT DO ALL CHILDREN NEED?

Social needs

Socially children need:

- Opportunities to build good relationships within and beyond their family
- Good communication skills to be modelled and nurtured by caring adults
- To see and experience sharing, turn taking, caring for others and building trust
- Good experiences of problem solving and conflict resolution helping children develop a sense of their own agency
- To be respected to develop a sense of their own personal boundaries, identity and self esteem





SECTION 2

Child maltreatment and abuse: recognition and definitions

Recognition and definitions of abuse

Having thought about what children need, we need to be able to clearly recognise what is defined as abuse.

The definitions on the following slides are from [Keeping Children Safe in Education 2021](#). Take time to read the definitions, give yourself time to think, reflect, and be sure your understanding is clear.

You can read these definitions alongside the possible signs of abuse in: [What to do if you're worried a child is being abused Advice for practitioners](#)

Understanding abuse and neglect

Abuse and neglect are 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.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. In many cases abuse will take place concurrently via online channels and in daily life.

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

If staff are unsure they should **always** speak to the designated safeguarding lead or deputy.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Staff should be alert to injuries which may be non accidental e.g. bruising to soft body parts, hand prints, bite marks.

For further reading see: [What to do if you're worried a child is being abused](#)

CHILD MALTREATMENT AND ABUSE

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

It may include:

- conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction.
- seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Practitioners should be aware that witnessing domestic violence is traumatic for victims and children and therefore a safeguarding issue.

CHILD MALTREATMENT AND ABUSE

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. Sexual abuse may involve physical contact or non-contact activities.

Physical contact activities may include:

- Assault by penetration, for example rape or oral sex, or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

Non-contact activities may include:

- Involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

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

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect

Neglect is 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.

Neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care-givers
- ensure access to appropriate medical care or treatment
- be responsive to a child's basic emotional needs.

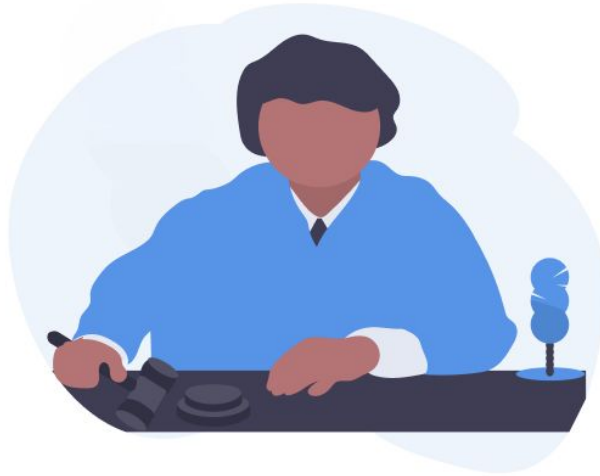
Neglect may also occur during pregnancy, for example, as a result of maternal substance abuse.

Reflection: Definitions and signs of abuse

Reflecting on these definitions think about some of the possible signs of child abuse or maltreatment we should be alert to in our everyday work.

These resources have more signs and examples to check against:

- NSPCC fact sheet: [Definitions and Signs of Child Abuse](#)
- Government guidance: [What to do if you're worried a child is being abused](#)



SECTION 3

The United Nations Convention on the Rights of the Child

The United Nations (UN) Convention on the Rights of the Child

The UN Convention on the Rights of the Child sets out the human rights of every person under 18. It was adopted by the UN General Assembly in 1989 and ratified by the UK in 1991.

Article 2 of the convention states that it “applies to **every child** without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.”

The convention focuses on 3 key ideas:

1. Participation
2. Provision
3. Protection

RIGHTS OF THE CHILD

The 43 rights all children have

Unicef created this summary of the United Nations Convention on the Rights of the Child including the 43 rights all children have.

[Read the summary of the convention from Unicef](#)



UNITED KINGDOM
CHILD RIGHTS PARTNERS



UNITED KINGDOM
CHILD RIGHTS PARTNERS



THE RIGHTS OF EVERY CHILD

A SUMMARY OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

UNICEF IS THE WORLD'S LEADING ORGANISATION WORKING FOR CHILDREN AND THEIR RIGHTS

We work with families, local communities, partners and governments in more than 190 countries. The UN Convention on the Rights of the Child guides all our work. Unicef ensures more of the world's children are fed, vaccinated, educated and protected than any other organisation. We have done more to influence laws, policies and customs to help protect children than anyone else in history. We get things done. And we're not going to stop until the world is a safe place for all our children. We receive no funding from the UN budget. Most of our money comes from people, companies and other organisations.

Child Rights Partners brings together Unicef UK and local government to put children's rights at the heart of public services in the UK. Find out more about Unicef UK's Child Rights Partners programme at unicef.org.uk/child-rights-partners For more information, you can contact the Unicef UK Child Rights Partners team at ChildRightsPartners@unicef.org.uk

The UN Convention on the Rights of the Child sets out the human rights of every person under 18. It was adopted by the UN General Assembly in 1989 and ratified by the UK in 1991. The Convention applies to **every child** without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2).

This is a summary version of the UN Convention on the Rights of the Child, aimed at adults and children aged 11 and up. For the full text, go to unicef.org.uk/convention-fulltext

unicef.org.uk



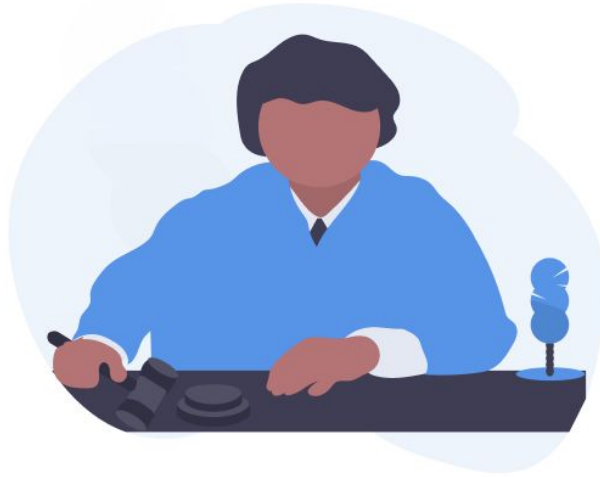
The right to participate

Children have the right to **participate** in decisions affecting them.

The 'right to participate' places high value on listening to children.

- When we listen carefully to what children are saying we acknowledge that their views, wishes and feelings are being taken seriously.
- We recognise that children have the right to express their views.
- We recognise children should be consulted in decisions that affect them

The need to give credence to the wishes and feelings of children with regard to court proceedings is referenced in the 1989 Children Act.



SECTION 4

Understanding children's needs

UNDERSTANDING CHILDREN'S NEEDS

Maslow's hierarchy of human needs

We can see these ideas in Abraham Maslow's model of the hierarchy of human needs. Maslow's model describes the pattern or stages through which human motivations generally move. For motivation to arise at the next stage, the previous stages must be somewhat satisfied. In other words, basic needs must be met before there is motivation at higher levels.

Physiological needs

The need for food, water, shelter and clothing

Safety needs

The basic need for social security in a family and a society that protects against hunger and violence

Love and belonging needs

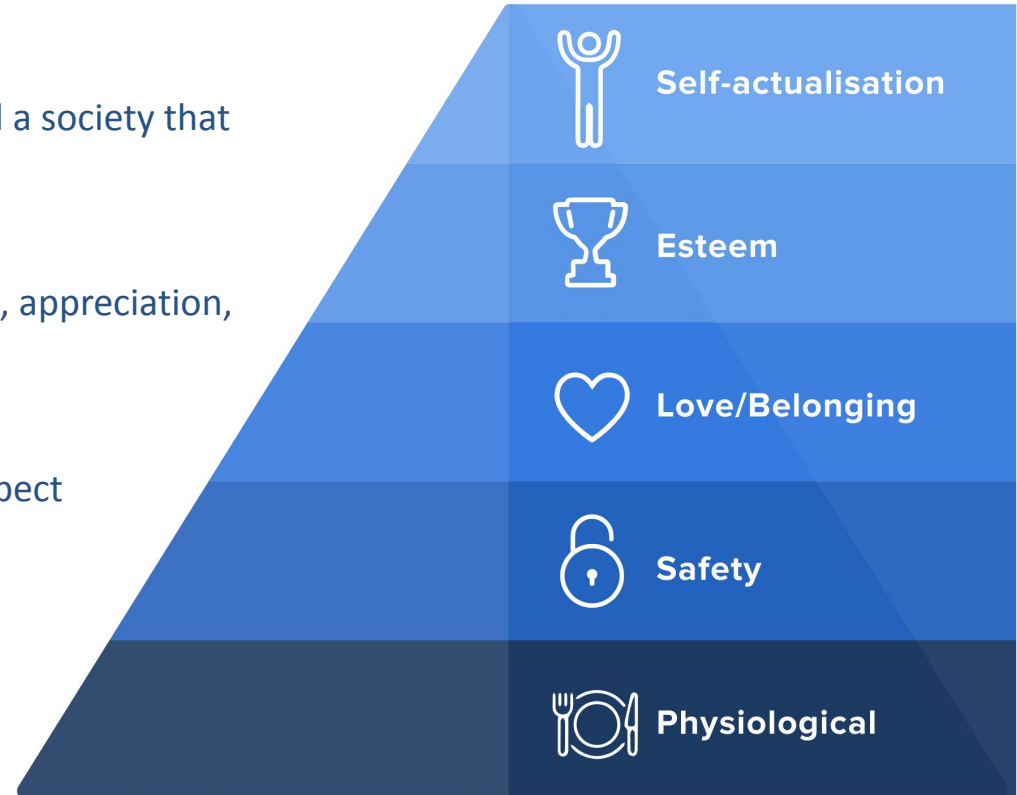
The need for belonging, to receive and give love, appreciation, friendship

Esteem needs

The need to be a unique individual with self-respect and to enjoy general esteem from others

Self-actualisation

Experience purpose, meaning, and realising all inner potentials.



Reflect: Maslow's hierarchy of needs

Task

Why is this model relevant for safeguarding children?

What are some of the basic needs of children which need to be attended to for them to be ready to learn at school?

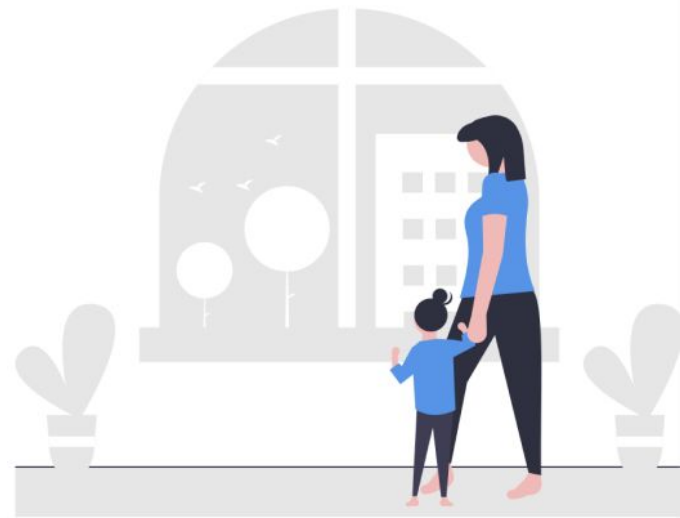
Meeting basic needs

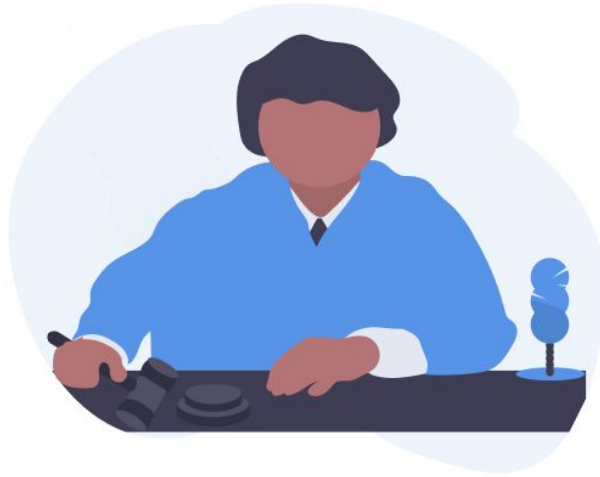
In the late 19th century, Margaret McMillan, a member of the schools board, began a campaign to improve the health of children including supplying free school meals for “poor or destitute and badly nourished children”. Central to her argument was the idea that hungry children cannot learn.

Her campaigning eventually led to the 1906 Provision of School Meals Act.

You can't teach hungry children.

Margaret McMillan





SECTION 5

**Recognition, responding, recording,
and reporting.**

Recognition, responding, recording and reporting.

Each of these steps help ensure children's safeguarding are the responsibility of all school staff.

Step 1. Recognition

- Always be alert to potential safeguarding issues and signs of abuse - you can revisit section 2 on recognition and definitions.
- Section 9 has more information on safeguarding issues to be aware of

Recognition, responding, recording and reporting

Step 2. Responding

Do

- Listen carefully and allow time and space for the child to talk
- Show compassion, warmth and care
- Write down the facts in the child's words as soon as you can
- Thank them for telling you
- Reassure the child they are being taken seriously, will be supported and kept safe.
- Share this with the Designated Safeguarding Lead as soon as you can
- Maintain an appropriate level of confidentiality, only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care

Don't

- Ask leading questions
- Say you can keep this confidential
- Look or sound shocked or alarmed

Recognition, responding, recording and reporting

Step 3. Recording

- Safeguarding concerns should be recorded as soon as possible after the event and with a focus on what you've seen and heard
- Record in writing:
 - a summary of your concerns and how the concern was followed up and resolved
 - discussions and decisions made, and the reasons for those decisions.
- Children's safeguarding records may be used in a court of law for criminal or family proceedings and inform decisions about who has contact with children and where they live
- If in doubt about recording requirements, staff should discuss with the Designated Safeguarding lead.
- We can only act on what we know. Withholding information may put a child at risk.

Step 4. Reporting

- Be sure to report any concerns as soon as possible to the Designated Safeguarding Lead
- If the Designated Safeguarding Lead is not in school, pass your concerns onto any member of the senior leadership team

RECOGNITION, RESPONDING, RECORDING, AND REPORTING

A case study from 2020

One of the challenges in children's safeguarding can be conflicting legislation. [The Guardian reported](#) on a case about an 11 year old girl, who was thriving at school, only speaks English, and was brought to the UK in 2012 by her mother, who was herself a victim of type 3 Female Genital Mutilation (FGM). Her two sisters died after being cut in their native Sudan. The mother brought her daughter to the UK to protect her from FGM and had exhausted her appeal rights in 2018. She was given notice the family would be removed to Bahrain where they lived before coming to the UK. The day before she was due to board a plane, Suffolk county council obtained an FGM protection order preventing the girl's departure.

Priti Patel, the home secretary, mounted a costly legal challenge around the family court's role in risk assessing the girl. The court of appeal on 15 June upheld the family court's assessment and dismissed the home office legal challenge. Patel's appeal claimed the immigration court's risk assessment of overseas FGM – "that there were no substantial grounds for believing there was a real risk" – should have been the starting point in the family court. The court of appeal judge found the home secretary "misses the point" because assessing risk is different in the family court where the child's welfare is central to inquiries – rather than simply being the dependent of an adult making a claim.

Immigration courts don't have child guardians so children can be regarded as 'part' of an adult claim rather than have their individual rights considered. The proactive role Suffolk County Council played secured this child's welfare. For family courts, child welfare takes precedence in line with the Children Act 1989 principle of paramouncy. I.e the needs of the child are paramount.

Court documents explain the family was likely to be directed from Bahrain, where their citizenship has expired, back to Sudan. They are from North Kordofan state where the prevalence of FGM is 97.7%. Three of the girl's cousins are known to have been cut. After a series of hearings, Justice Newton concluded: "It is difficult to think of a more serious case where the risk to [the girl] of FGM is so high."



RECOGNITION, RESPONDING, RECORDING, AND REPORTING

A case study from 2020

As this case shows, conflicting priorities of government departments can be a challenge in children's safeguarding. In a family court, the welfare of the child is paramount. The role of teachers and TAs advocating for a child can and does save children from significant harm.

Considering this case note your answers to the questions below:

Which people/organisations took action to protect the child?

What was the issue at stake?

Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours such as drug taking and or alcohol misuse, deliberately missing education, sharing nude or semi-nude images or videos are all safeguarding concerns.

This section outlines issues school staff need to be especially alert to.

- **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)** are forms of abuse and both occur when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity.
- **Mental Health:** all staff need to be aware mental health challenges can, in some cases, be an indicator a child has suffered or is at risk of suffering from abuse, neglect or exploitation. Traumatic adverse childhood experiences can have a lasting impact into adolescence and adulthood.

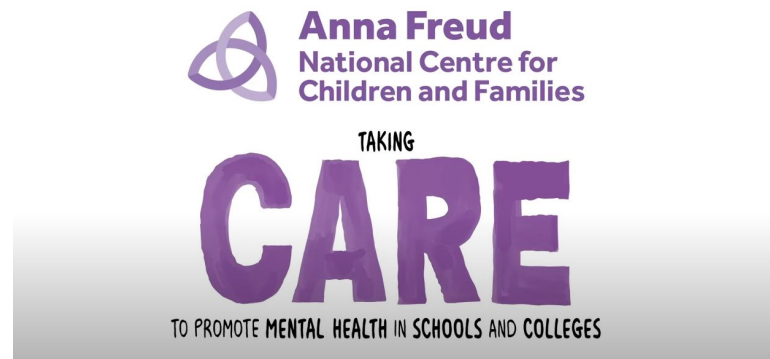
The Anna Freud Centre

There are some great resources available for schools from the [Anna Freud National Centre for Children and Families](https://www.annafreud.org/) including this video about the role of all school staff - good to share for whole school staff development!

'No young person struggling with their mental health should feel alone...'

The Anna Freud Centre

<https://www.youtube.com/watch?v=ATjcdfmPaoE>



Safeguarding Issues continued

Peer on peer abuse is when children abuse other children. This can include:

- Abuse in intimate relationships between peers
- Bullying (including cyber bullying)
- Physical harm (including threats of violence or harm and may include an online element)
- Sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which threatens, encourages or facilitates sexual violence)
- Sexual harassment such as sexual comments, remarks, 'jokes', online sexual harassment
- Sharing nude or semi-nude images or videos - 'sexting'
- Initiation/hazing type rituals involving harassment, abuse or humiliation as a way of initiating a person into a group (and may include an online element)
- Upskirting - taking a picture under a person's clothing without them knowing with the intention of gaining sexual gratification by viewing the content and or cause the victim humiliation, distress or alarm

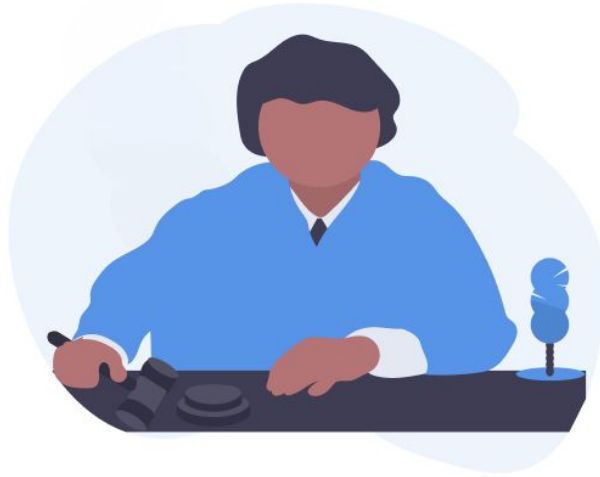
Safeguarding Issues continued

Serious violence

Indicators of risk can include:

- Increased absence from school
- A change of friendship groups with older individuals or groups
- A significant decline in performance
- Signs of self-harm or significant changes in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or possessions

Children and young people can be approached by individuals associated with criminal networks or gangs for the purposes of exploitation. All staff need to be aware and be ready to Recognise, Respond, Record, Report and Refer any concerns.



SECTION 9

Findings from serious case reviews

What to do if you have concerns about another staff member

Schools should have a process and procedures in place to manage any safeguarding concerns about staff members.

If staff have safeguarding concerns or an allegation is made about another member of staff posing a risk to children:

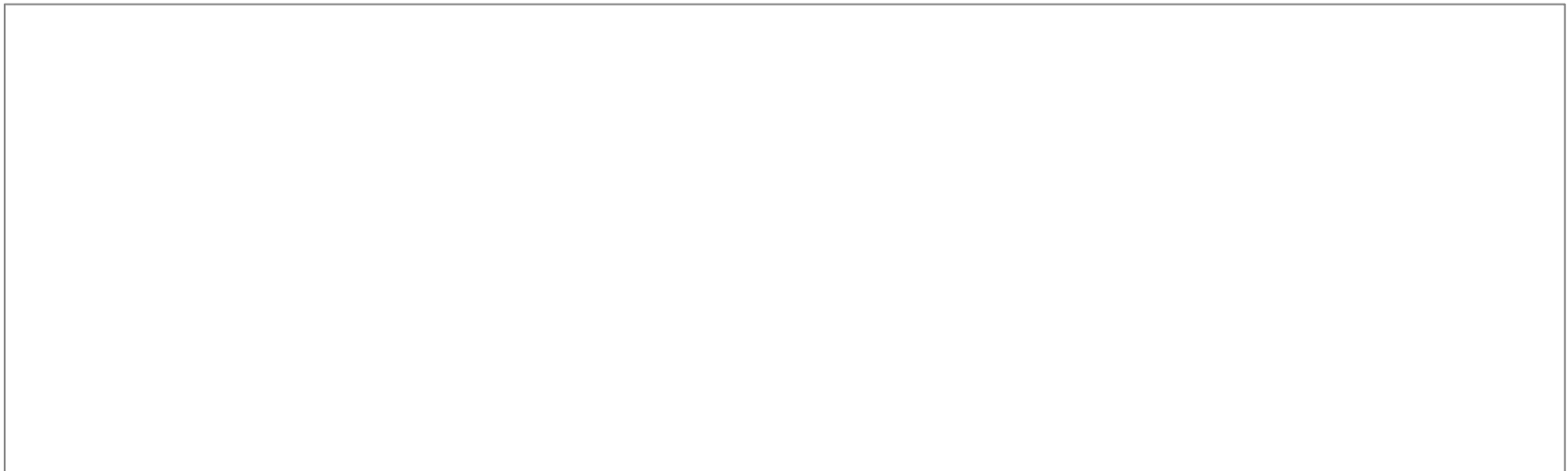
- refer this to the headteacher
- where the allegation concerns the headteacher this should be referred to the chair of governors, chair of the management committee or in an independent school to the proprietor
- if the concerns are about the headteacher who is also the proprietor in an independent school this should be referred to the Local Authority Designated Officer (LADO)

Recording

Accurate and timely recording of children's safeguarding concerns is a clear professional responsibility. The focus needs to be on exactly what you've seen and heard. Why is this?

Task

Take a few minutes to note your thoughts in the box below:

A large, empty rectangular box with a thin black border, intended for the user to write their thoughts during the task.

Gathering your thoughts and concerns

It's really important to give yourself time to think and make clear and accurate records of what has taken place. If what has happened has upset you, this can be difficult.

Read your record carefully and calmly to make sure you have recorded your points clearly and accurately.

- What exactly have you seen or heard which is raising your concerns? When? Where? How frequently? Who else has seen/heard this? How is the child presenting?
- Separate facts and feelings
- What additional information do you have which is aggravating or increasing the risk?
- What factors are in place to protect the child or young person?
- Is the child or young person at risk of significant harm now?

RECOGNITION, RESPONDING, RECORDING, AND REPORTING

Key message

It's not your responsibility to decide if this child is or is not at risk of potential harm.

It is your responsibility to record and report the information so others can make that decision.

What school staff need to know

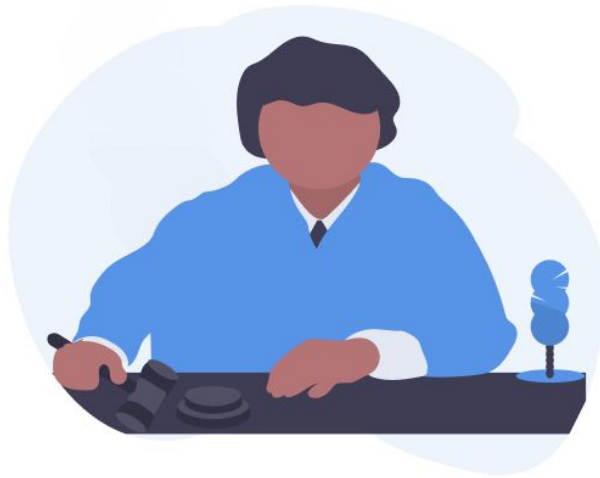
All staff need to know and understand the systems in school which support safeguarding. These include:

- The child protection policy
- Behaviour policy including measures to prevent bullying and cyberbullying
- Staff behaviour policy or code of conduct
- Safeguarding response to children who go missing from education
- Role of the designated safeguarding lead (including the role and identity of any deputies)

Checklist when visiting a new school

When you go to a new school make sure you:

- Know who the Designated Safeguarding Lead is
- Are familiar with school safeguarding policies
- Remain open and alert to the needs and concerns of the children in your care.
- Refer to the Keeping Children Safe in Education Guidance and updates to check your understanding of your role and responsibilities should a safeguarding issue arise.



SECTION 6

Early help

Effective early help

Effective early help relies upon local organisations and agencies working together to:

- identify children and families who would benefit from early help
- undertake an assessment of the need for early help
- provide targeted early help services to address the assessed needs of a child and their family focusing on improving outcomes for children or young people

Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of all children.

Children who may most need early help

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for Early Help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- has a family member in prison or is affected by parental offending
- is a privately fostered child

Effective early help

Providing early help is more effective in promoting the welfare of children than reacting later and can help prevent further problems arising.

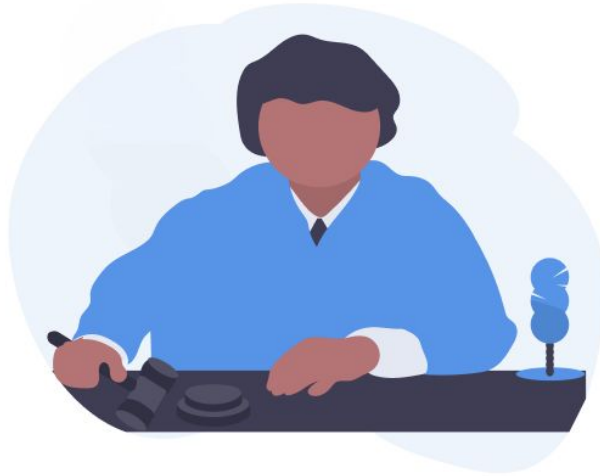
Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

Schools can play a key role in providing early help. Details about the early help offer are in [Working Together to Safeguard Children, Chapter 1](#).

Early help assessments

Early help assessments should be evidence-based, be clear about the action to be taken and services to be provided and identify what help the child and family require to prevent needs escalating to a point where intervention would be needed.

The Designated Safeguarding Lead in a school takes the key lead in deciding if early help is appropriate and which staff are key to enabling this to happen.



SECTION 7

Referrals, legislation and guidance

Children Acts of 1989 and 2004

The Children Act 1989 and Children Act 2004 are United Kingdom Acts of Parliament which allocate duties to local authorities, courts, parents, and other agencies in the United Kingdom, to ensure children are safeguarded and their welfare is promoted.

The key aspects are:

- Everyone has a responsibility to safeguard children
- The welfare of the child is paramount
- The legislative requirements and expectations on services to safeguard and promote the welfare of children
- A legal duty on healthcare and education providers to cooperate with Children's Social Care to promote the welfare of children
- The principle of no delay, as delay is likely to prejudice the welfare of the child

Making safeguarding referrals to children's social care

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially:

- section 17 (children in need) and
- section 47 (a child suffering or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in assessments.

You can talk with the designated safeguarding lead about the process in your local area. See also page 22 of [KCSIE 2021](#).

Making safeguarding referrals to children's social care

The Data protection Act 2018 and General Data Protection Regulations (GDPR) do not prevent the sharing of information for the purposes of keeping children safe.

Fears about sharing information **MUST NOT** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

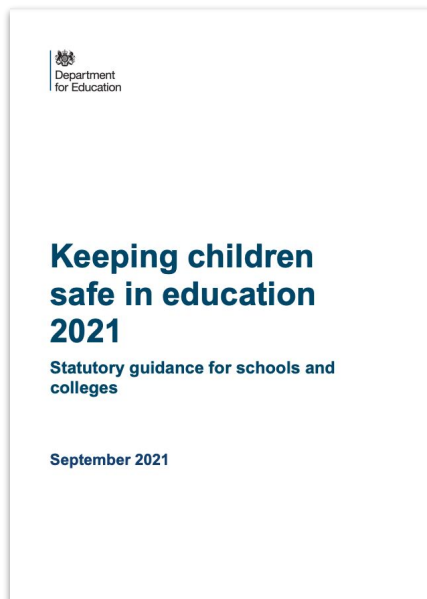
Anyone who has concerns about a child's welfare should make a referral to local authority children's social care and should do so immediately if there is a concern that the child is suffering significant harm or is likely to do so. Practitioners who make a referral should **always** follow up their concerns if they are not satisfied with the response. Most importantly - **the child's situation should improve.**

Guidance for teachers and teaching assistants 1/2

These documents are essential reading for all staff working in education and make clear the legal obligations staff have. All staff who work with Zen Educate are asked to read and refer back to them regularly.

You will be asked to sign a declaration confirming you have read Part 1 of Keeping Children Safe in Education 2021.

Keeping Children Safe in Education 2021

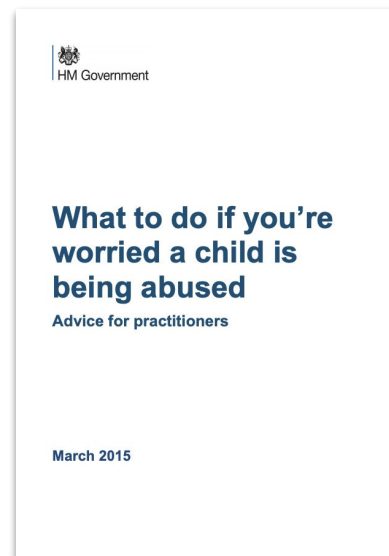


Annex G outlines the specific changes made in the 2021 guidance for implementation from 1st September 2021.

Part 1 of the Guidance is essential reading

[Read full guidance](#)

What to do if you're worried a child is being abused



This document clearly identifies signs which should alert our concerns.

[Read guidance](#)

Guidance for teachers and teaching assistants 2/2

The Safer Recruitment Consortium is a partnership between four organisations with the safety and wellbeing of children at their heart: [NSPCC](#) [NASS](#) [Lucy Faithfull Foundation](#) [CAPE](#)

You can find additional resources on the [Safer Recruitment Consortium website](#)

Guidance for safer working practices

Guidance for safer working practice for
those working with children and young people
in education settings

May 2019



Acknowledgments: Adapted and updated by the Safer Recruitment Consortium from an original IRSC / DfE document and with thanks to CAPE (Child Protection in Education) and NASS (National Association of Independent Schools and Non-Maintained Special Schools)

Guidance for safer
working practice for
those working with
children and young
people in education
settings May 2019

[Read guidance](#)

Specific concerns for school staff and related guidance

There are a number of specific and current concerns school staff need to be aware of. You can follow the links to read more.

- [Advice to schools and colleges on gangs and youth violence](#)
Advice is for leaders, their senior teams and staff in schools or colleges affected by gang or youth violence.
- [Female Genital Mutilation \(FGM\)](#)
Multi-agency guidelines on FGM for those with statutory duties to safeguard children and vulnerable adults.
- [Forced Marriage](#)
How to protect, advise and support victims of forced marriage – information and practice guidelines for professionals.

Specific concerns for school staff and related guidance

Preventing radicalisation and the Prevent Duty

Children are vulnerable to extremist ideology and radicalisation, children need protecting from this risk.

Extremism is the vocal or active opposition to our fundamental values including democracy, the rule of law, individual liberty, mutual respect and tolerance.

Radicalisation refers to the process when a person comes to support extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person or people; causes serious damage to property or disrupts infrastructure. The intention is designed to intimidate the public for advancing political, ideological or religious causes.

There is no single way of identifying if a child is at risk of extremist ideology and radicalisation.

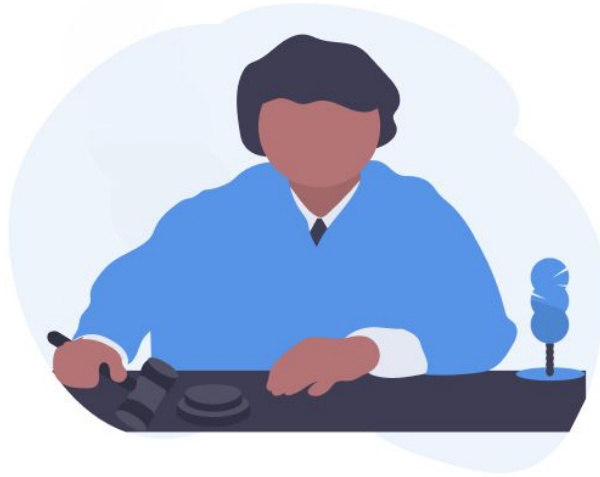
As with other safeguarding risks, staff should be alerted to changes in behaviour which may indicate that a child needs help or protection.

The school's designated safeguarding lead and deputies should be aware of local procedures for making a prevent referral.

The Home Office has [free Prevent Duty training](#)

Additional guidance for school staff to be aware of

- [Working Together to Safeguard Children](#)
Statutory guidance on inter-agency working to safeguard and promote the welfare of children.
- [Sexual violence and harassment between children in schools and colleges](#)
Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and Designated Safeguarding Leads.
- [Modern Slavery Act 2015 – Statutory Guidance for England and Wales](#)
There's growing evidence and concerns of child slavery in the UK. Section 13.38 provides guidance. School staff should be curious and alert if a child is not living with a relative or legal guardian.



SECTION 8

Safeguarding children when teaching remotely and online safety.

Safeguarding children when teaching remotely and online safety

Whilst many children will be safe and well at home, we know that home is not a safe place for all children. Safeguarding has particular challenges when teaching remotely.

It's especially important to:

- Remain alert to safeguarding concerns
- Notice how children present on screen or in person
- Remember since the pandemic there has been a significant rise in domestic violence so be alert to this
- Make sure children you are concerned about are actually seen in person and listened to with an open and curious mindset
- Record and pass on your concerns in the usual way
- Be aware of responses to needs for remote learning at the school you're working at e.g. attendance, engaging with parents and the wider community, social distancing measures

Online safeguarding

During the pandemic many children have had more time online and at home, sometimes with and sometimes without parent or carer supervision.

- Be alert and curious about children sharing information which raises concerns about their online activity
- Find out what the strategy at your school is for children's online safety and ensure you report any concerns in the usual way

Online safety

Keeping children safe online is part of safeguarding and includes games, apps, websites and social media. It's useful to think about 4 key areas of risk to help us understand what children may be experiencing.

1. Content

Harmful or illegal material, for example, pornography or extremist views

2. Contact

Harmful interactions, for example, bullying, aggression, grooming, pressure to engage in harmful activities or spend money

3. Conduct

Behaving in a way that causes or increases the likelihood of harm, for example, making, sending or receiving explicit images

4. Commerce

Risks including online gambling, phishing or financial scams.

Children need the support of interested and caring adults to help them stay safe online.

Online safety continued

The [UK Council for Child Internet Safety](#) has produced the 'Education for a Connected World' framework. It describes the Digital knowledge and skills children and young people should have the opportunity to develop at different ages and stages of their lives.

The document supports one of the key aims of the government's Internet Safety Strategy of supporting children to stay safe and make a positive contribution online, as well enabling teachers to develop effective strategies for understanding and handling online risks.

[Read UKCIS Education for a Connected World](#)

How could you use this to support your current understanding and work with children and young people?

What are serious case reviews?

Serious case reviews are required in the Working Together statutory guidance and take place if a child dies or is seriously injured, and abuse or neglect is thought to be involved.

The aim is to identify clearly:

- lessons learned within and between agencies
- how and within what timescales they will be acted upon
- what is expected to change as a result

They aim to improve intra- and inter-agency working to better protect and safeguard children.

Findings from serious case reviews

Key findings include the importance of:

- information being passed on when families move areas or children move schools
- reporting and communicating concerns promptly and accurately, and re-assessing concerns if the situation does not improve
- safeguarding children is everyone's responsibility
- checking the identity and references of all school staff and those who work with children
- professionals actually seeing children (rather than relying on parental/carer reports that all is well), that children are listened to and what they say is taken seriously.
- all staff who have contact with children sharing safeguarding concerns to ensure full understanding and appropriate responses, for example across, education, health, police, and private day care
- Challenging inaction or failure to respond by colleagues and agencies

Further information can be found online as once anonymised serious case reviews are in the public domain.

FINDINGS FROM SERIOUS CASE REVIEWS

Case Study: Victoria Climbié

Lord Laming chaired the Inquiry and made 108 recommendations to improve practice.

The Inquiry is dedicated to the memory of Victoria.

Victoria Adjo Climbié

2 November 1991 – 25 February 2000



FINDINGS FROM SERIOUS CASE REVIEWS

Case Study: Victoria Climbié

In 2000 in London, an eight-year-old Ivorian girl, Victoria Adjo Climbié (2 November 1991 – 25 February 2000), was tortured and murdered by her guardians. Her death led to a public inquiry and produced major changes in child protection policies in the United Kingdom.

Take some time to read this summary of the case.

Adults involved: Social workers, housing officers, police officers, church workers, her aunt, health workers, taxi driver, un-registered childminder.

Which two adults do you think sought emergency medical help for her?

Multi-Agency Safeguarding Hubs

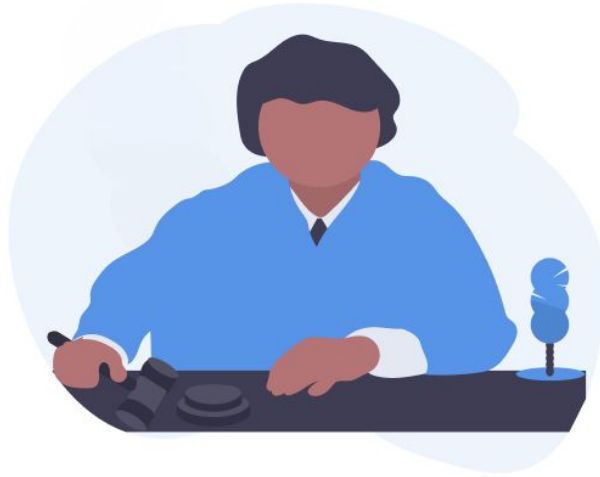
Learning from serious case reviews prompted the establishment of Multi-Agency Safeguarding Hubs (MASH).

Their purpose is to facilitate information sharing and decision-making on a multi-agency basis within a local authority area. They often, although not always, co-locate staff from the local authority, health agencies and the police.

Local Safeguarding Children Partnerships

Local Safeguarding Children Partnerships exist in every local authority area. They are the key statutory mechanisms for agreeing how the relevant agencies in each local area will cooperate to safeguard and promote the welfare of children in that locality and for ensuring the effectiveness of what they do.

- Three safeguarding partners are represented: the police, the local authority and health services
- They are independently chaired to ensure accountability, challenge and effectiveness
- In the event of the serious injury or death of a child it is the LSCP who commission the review as required in the legislation



Finish

You have completed the workbook review