

Basic Child Protection Training for Adults Working in Schools

Aim

To provide child protection training for staff, supply staff, school volunteers/helpers and students on placement, which will raise awareness of:

- how to recognise indicators of abuse
- how to report safeguarding concerns about a child and to whom
- safe working practice by adults in school

Working Together to Safeguard Children (2015)

Keeping Children Safe in Education (2016)

Safeguarding

Protection from maltreatment

Preventing impairment to health and development

Ensuring that children are safe

Take action so children have the best outcomes



Abuse is...

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

Categories:

- Physical
- Emotional
- Sexual
- Neglect
- In Devon there is also the sub category of DVA

Physical Abuse

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

Working Together to Safeguard Children 2015

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. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- failing to protect a child from physical and emotional harm or danger;
- failure to ensure adequate supervision (including the use of inadequate care-givers); or
- failure to ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional Abuse

- Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on the child. These may include interactions that are beyond the child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction.

Emotional Abuse cont.

- It may involve seeing or hearing the ill-treatment of another.
- It may involve serious bullying (including cyber-bullying), causing children to frequently 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, though it may occur alone.

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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.
- The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- They may include non-contact activities, such as 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 (including via the internet).
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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Child Sexual Exploitation

Sexual exploitation is a form of sexual abuse, in which a young person is manipulated or forced into taking part in a sexual act. This could be as part of a seemingly consensual relationship, or in return for attention, affection, money, drugs, alcohol or somewhere to stay.

The young person may think that their abuser is their friend, or even their boyfriend or girlfriend. But they will put them into dangerous situations, forcing the young person to do things they don't want to do. The abuser may physically or verbally threaten the young person, or be violent towards them. They will control and manipulate them, and try to isolate them from friends and family.

Specific safeguarding issues

- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) – see also below
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

SIGNS AND INDICATORS

| Neglect | Emotional | Physical | Sexual |
|--|--|---|--|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |

Safeguarding

Role of School Staff

Recognise ✓

Respond ✓

Investigate x

Attempt to resolve x

Early Help

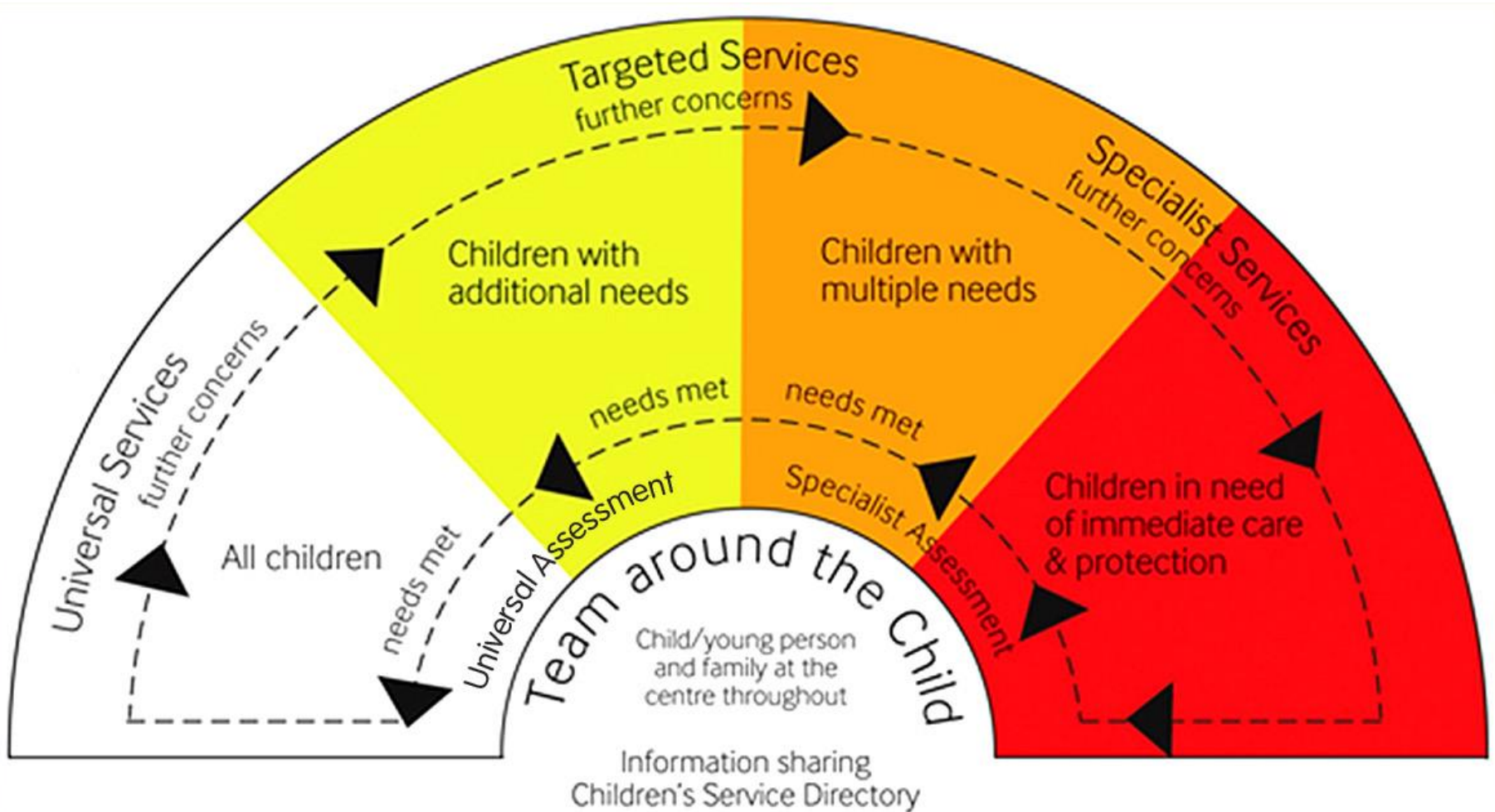
- Better outcomes for children
- School responsibilities
- Not referring everything to MASH
- DAF/Threshold Tool

The Early Help Coordination Centre and the MASH work closely together in relation to the response to safeguarding enquiries and identification of need. Calls that are made to the Customer Services Centre (0345 155 1071) will be directed one of two ways

1. Enquiries relating directly to DAFs and Early Help will be directed to the Early Help Coordination Centre
2. Enquiries relating to any safeguarding concerns or queries regarding thresholds of social care will be directed through to the MASH.

Early Help Coordination Centre 0345 155 1071 or email earlyhelp@devon.gov.uk (secure email)

Continuum of needs (commonly known as The Windscreen)



Devon Threshold Matrix

| Threshold Matrix | Name of child: | Date | | | | | | | | | |
|--|---|--|---------|-----|------|---------|---|---|---------|---|---|
| | | Level 1 | Level 2 | | | Level 3 | | | Level 4 | | |
| Development (1: Health) | General Health | | | | | | | | | | |
| | Physical & Sensory Development | | | | | | | | | | |
| | Speech, Language and Communication | | | | | | | | | | |
| Development (2: Wellbeing) | Emotional and Social | | | | | | | | | | |
| | Behaviour | | | | | | | | | | |
| | Identity, Self-esteem, Image | | | | | | | | | | |
| | Family and Social Relationships | | | | | | | | | | |
| | Self Care Skills and Independence | | | | | | | | | | |
| Development (Learning) | Understanding, Reasoning & Problem Solving | | | | | | | | | | |
| | Participation in Education or Work | | | | | | | | | | |
| | Progress and Achievement in Learning | | | | | | | | | | |
| | Aspirations | | | | | | | | | | |
| Parents and Carers | Basic Care / Ensuring Safety and Protection | | | | | | | | | | |
| | Emotional Warmth and Stability | | | | | | | | | | |
| | Guidance, Boundaries and Stimulation | | | | | | | | | | |
| Family & Environmental Factors | Family History, Functioning and Well-being | | | | | | | | | | |
| | Wider family | | | | | | | | | | |
| | Housing, Employment and Finances | | | | | | | | | | |
| | Social and Community Elements | | | | | | | | | | |
| Vulnerability Assessment | | Universal | Low | Med | High | L | M | H | L | M | H |
| Level 1: Universal Services | | Plot these descriptors on this matrix with a check mark or an x to give a visual representation of the child or young person's level of need. The matrix reflects your professional judgement and informs decision making. You should then follow your agency's procedures for escalating your concerns, for example for Levels 2 and 3 you might refer this to your line manager for further action, whilst Level 4 will go to MASH, either via your line manager or directly. | | | | | | | | | |
| Level 2: Children with additional needs | | | | | | | | | | | |
| Level 3: Children with complex additional needs | | | | | | | | | | | |
| Level 4: Children in need of protection | | | | | | | | | | | |
| Any other comments/remarks/issues, for example cultural or language considerations or additional observations: | | | | | | | | | | | |

Talking and Listening to Children

Do:

- Be approachable
- Listen carefully, uncritically and at the child's pace
- Take what is said seriously
- Clarify essential information
- Reassure
- Tell the child what will happen next
- Tell the Designated Senior Person without delay
- Record

Do Not:

- Investigate
- Try to resolve
- Promise confidentiality
- Make assumptions
- Criticize the perpetrator
- Keep it to yourself

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
- Printed name and signature of person making the record
- Job title of person making the record
- Date and time of the record

Other Areas of Concern

- Domestic Violence
- Radicalisation
- Female Genital Mutilation
- Forced Marriage
- Children with an imprisoned parent

Safe Working Practice

All staff should clearly understand the need to maintain appropriate professional boundaries in their dealings with young people.

An ongoing culture of vigilance should be maintained within schools so that poor or unsafe practice is identified at the earliest opportunity.

Safe Working Practice

Key documentation in schools:

- Safeguarding policies (child protection, safer recruitment, anti bullying, whistle blowing, safety and physical intervention, intimate care) e-
- Code of conduct
- Staff handbook
- KCSIE

Seek guidance from the senior leadership team.

Areas of Staff Vulnerability

- Physical contact
- Control and physical intervention
- Communication with a child, including e-safety
- Intimate/personal care
- One to one situations
- Relationships

Abuse of Position of Trust

The Sexual Offences Act 2003 provides that it is an offence for a person aged 18 or over intentionally to behave in certain sexual ways in relation to a child aged under 18, where the adult is in a position of trust in respect of the child.

Our responsibility

- To promote the safest learning and working environments for the children in our care
- Remember that any one who has contact with children is in a position of trust
- We all have a personal responsibility to act properly and professionally
- We all have a responsibility to safeguard and promote the welfare of children and young people

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

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.

Keeping Children Safe in Education 2016

The child has the right to have their wishes and feelings ascertained in all those decisions that may affect them. (UN rights of the child)

Next Steps...

For consultation and enquiries please contact:

Telephone: **0345 155 1071**

E-mail: mashsecure@devon.gcsx.gov.uk

Fax: 01392 448951

Referral Form available at:

www.devon.gov.uk/mash-enquiryform.doc

Post: Multi-Agency Safeguarding Hub, P.O. Box 723, Exeter EX1 9QS

Emergency Duty Team – out of hours
0845 6000 388

Police – non emergency – 101