**Bitesize recording - September INSET-20240718\_142046-Meeting Recording**

0:05
Hi everyone and welcome to our Bite size training for September 2024 on all school staff safeguarding training updates.

0:14
I'm Hayley Cameron, I'm the education safeguarding manager at Cognos and I'm here with my colleague Steve Weldon.

0:23
Hi everybody.

0:24
So as part of your safeguard refresher training for September 2024, here's the agenda.

0:29
We're going to look at the key guidance and policies.

0:31
We're going to say what's new in keeping Children's Safe Education 2024.

0:35
We're going to look at the key safeguarding issues in Sutton.

0:39
Then we're going to do a bit of a safeguard refresher training covering the abuse and neglect, talk about managing disclosures and how we report a little bit about record keeping principles and have an insight in children's first contact service processes and children's social care.

0:56
So we go on.

0:58
So why are we here today?

0:59
Well, we can all make a difference to a child's life and we can all help a child to achieve.

1:05
We can all listen to what a child is telling us.

1:08
We can all be there for the child.

1:11
We can provide the best support for the child and we all know right from wrong.

1:17
We must all report any worries or concerns.

1:19
We all have to be professionally curious.

1:22
It's safeguarding our key guidance as we all know on the left there we've got the Children's Act of 89 and 2004.

1:31
Again, this is what social workers work to so, So social workers a little bit like the police, they work to a legal threshold and their legal threshold is contained in those two Children's Act.

1:41
If you go to the farther to the right, we've got the Early years Foundation stage statutory framework.

1:47
The current one is from the 4th of January 2024.

1:50
So if you have a nursery attached to your school, that's their statutory safeguarding guidance.

1:56
On the left, we've got the working together to safeguard children.

1:59
Again, that just got revised in December 2023.

2:02
So that talks about education, health, police and social care.

2:08
And in schools and colleges we've got our keeping children safe in education and the new guidance that came back into effect in September 24 is that one.

2:17
And because we all live in London, we all have to adhere to the London safeguarding children's procedures as well, which was last updated on the 25th of April 2024.

2:26
So there's our key statutory guidance, also key guidance legislation which mentioned safeguarding.

2:34
We've got the Children's Social Care National Framework, we've got the prevent duty and that came out, that new document came out in December 2023.

2:44
We've got a relationship education and sex education document.

2:47
And we've got the children's social care stable homes built on love.

2:51
And of course we've got our Safer Recruitment Consortium.

2:55
Very important that we have the right people in our schools who don't pose a danger to children, but also we've got our local safeguarding children's partnerships, our Sutton local Safeguarding Children's Partnership, a wealth of information in that document without a doubt.

3:14
It's got all our policies and procedures, what we need to do in Sutton, it's got training on there and it's a go to place really for safeguarding advice.

3:22
So please have a look.

3:23
Every local authority has a safeguarding children's partnership.

3:30
We also got our key educational personnel in our schools.

3:34
We've got a safeguarding governor, we've got a head teacher or head of school or manager if you're in a nursery.

3:39
We've got a designate, sorry, designated safeguarding leads and their deputies.

3:43
We've got the local authority safeguarding lead, that's Hayley, and we've got the Children's First contact Service education safeguarding lead, which is Jill Bush, who's part of our team.

3:53
We'll have a designated teacher for children looked after and we'll also have a designated teacher for pupils with SEND.

3:58
And we have the local authority designated officer, the person who overseas allegations made against staff and volunteers who work with children.

4:07
So they're key education personnel.

4:10
But we also have a wider safeguard agenda, don't we?

4:13
Safer recruitment, you know.

4:16
So important is that we get the right people within our schools.

4:20
We do DBS cheques on staff at schools, enhanced DBS cheques if we're in regulated activity, boundless cheques and things like that.

4:27
We have a thing called the disqualification of the Child Care Act.

4:30
We have procedures to deal with allegations against staff and we have to remember about our premises and the school environment.

4:37
Yeah, make sure that children can't get out so and just can't get in.

4:41
There's a Buckingham procedure and all things like that.

4:43
Talk about what they call the golden thread that runs through all of the things that we do in school, but we also have a school safeguarding documents.

4:53
Now it's September now that you listen to this and your safeguarding procedures and policies are going to be refreshed and and changed slightly.

5:03
So again, remember to read the new documents.

5:06
You're going to have a safeguarding policy, you're going to have a child protection procedure sometimes encompassed in the same document, you're going to have a staff code of conduct or social media policy as well.

5:15
And of course we've got the Keeping Children Safe in Education 2024 document.

5:19
So all staff are expected to read and understand part one of the document.

5:24
But it also says that Annex B contains important additional information about specific forms of abuse, exploitation and safeguarding issues.

5:34
So school and college leaders and those staff who worked with children should also read Annex B.

5:42
So what's in it?

5:44
There we go, split to five parts.

5:46
Part one's all about safeguarding information for all staff.

5:49
Part 2 is about the management of safeguardings and that's what your governors need to read.

5:55
Part three all about safer recruitment and that selection process.

5:58
So if you were involved in that, you need to be reading part three-part 4 is all about allegations made against staff and volunteers.

6:06
OK.

6:07
And part five is all about childhood child sexual violence and sexual harassment.

6:11
So that's how it's split down and then in the back it's split into the annexes, 6 annexes again about read them through me, you can see them on there.

6:21
But the something good just to look at is the Annex F.

6:25
So it's a table of substantive changes from the September 2023 document.

6:30
And I've just done a quick file there, but as you can see, there hasn't been that many changes to this particular document this year.

6:37
OK, so that's a good thing.

6:41
OK, so the safeguarding definition has changed to providing help and support to meet the needs of children as soon as problems emerge.

6:50
So that's an addition protecting children from male treatment, whether that's within or outside of the home, including online.

6:58
I think we've had discussions over the years about this and they won't come as any surprises.

7:03
I'm just really pleased that it's been included in the guidance as it is a focus and a priority.

7:09
Preventing impairment of children's mental and physical health or development.

7:13
Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

7:20
Another addition, promoting the upbringing of children with their birth parents or otherwise their family network through a kinship care arrangement whenever possible and where this is in the best interests of the children.

7:33
Taking action to enable all children to have the best outcomes in line with the outcome set out in the Children's Social Care National Framework.

7:45
OK.

7:45
And I think with the definition, it's really important that you make sure you've got the latest definition on your safeguarding boards, on your policies, on your website.

7:55
So another update, the wordings changed slightly, but safeguarding and promoting the welfare of children is everyone's responsibility.

8:02
Children includes everyone under the age of 18.

8:06
Everyone who comes into contact with children and their families has a role to play.

8:11
In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred.

8:19
This means that they should consider at all times what's in the best interests of the child.

8:27
No single practitioner can have a full picture of a child's needs and circumstance.

8:32
If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

8:45
We often refer to this as pulling the pieces of the jigsaw together.

8:49
I've also heard it referred to as a tree because a tree isn't a tree without the branches, without the flowers, without the leaves, without the nurture.

8:58
Again, we are saying we need that full picture.

9:01
So everyone needs to play a part.

9:07
Hey, this came in last year, but it's something to really emphasise.

9:11
Again, children may not be ready to disclose.

9:15
All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and or they may not recognise their experiences as harmful.

9:28
For example, children may feel embarrassed, humiliated or they may be being threatened.

9:34
This could be due to their vulnerability, disability and or sexual orientation or language barriers.

9:42
This should not prevent staff from having a professional curiosity and speaking to the designated Safeguarding lead if they have concerns about a child.

9:50
It's also important that staff determine how best to build trusted relationships which facilitate communication with children and young people.

10:01
All staff should be aware of the indicators of abuse, neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, college, inside and outside of the home and also online.

10:15
Exercising.

10:16
Professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

10:29
All school and college staff should be aware that abuse, neglect, exploitation and safeguarding issues are rarely stand alone events and cannot be covered by one definition or one label alone.

10:42
In most cases multiple issues will overlap.

10:49
All staff should be aware that technology is a significant component in many safeguarding and well-being issues.

10:55
Children are at risk of abuse and other risks online as well as face to face.

11:00
In many cases, abuse and other risks will take place concurrently both online and offline.

11:07
Children can also abuse other children online.

11:10
This can take the form of abusive, harassing, misogynistic Miss Andreas messages, the non consensual sharing of indecent images especially around chat groups, and the sharing of abusive images and \*\*\*\*\*\*\*\*\*\*\* to those who do not want to receive such content, children who are absent.

11:31
So again this features in Keeping Children safe 2024.

11:36
All staff should be aware that children being absent from school or college, particularly repeatedly and or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities.

11:51
This may include abuse and neglect, such as sexual abuse or exploitation, and can also be a sign of child criminal exploitation, including involvement in county lines.

12:01
It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risks of female genital mutilation, so-called honour based abuse or risk of forced marriage.

12:14
Early identification and intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in the future.

12:25
It's important that staff are aware of their school or college's unauthorised absence procedures and children missing education procedures.

12:35
So what all staff should know What to do if a child says they're being abused or neglected.

12:42
To manage confidentiality appropriately identify early help needs.

12:48
How to follow school referral processes.

12:51
Be aware of referral processes for social care.

12:54
Ensure that all concerns, discussions and decisions and the reasons for those decisions are accurately recorded.

13:01
It says here in writing but we know a lot of you see Poms.

13:04
My concern and the question to ask yourself are you secure in your knowledge and understanding?

13:15
So all staff should be aware of systems within their school or college which supports safeguarding and these should be explained to them as part of staff induction.

13:23
This should include the Child Protection Policy, the Behaviour Policy, staff Behaviour policy, safeguarding response to children who are absent from education, particularly on repeat occasions and or prolonged periods, and the role of the Designated Safeguarding Lead, including the identity of the Designated Safeguarding Lead and any deputies.

13:48
All staff should receive appropriate safeguarding and child protection training, including online safety, which amongst other things, include an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring at induction.

14:03
The training should be regularly updated.

14:06
In addition, all staff should receive safeguarding and child protection updates, for example via e-mail, bulletins, meetings as required and at least annually to continue to provide them with the relevant skills and knowledge to safeguard children effectively.

14:22
There should be a regular drip feed of safeguarding information as it can become really overwhelming and hard to take in.

14:30
So Haley mentioned there that you have to have a an understanding of the filtering and monitoring systems in your school.

14:37
It's a kind of a question officer could pop, but you know, could ask.

14:41
It all comes from this bit of information here meeting digital and technical standards in schools and colleges.

14:46
This all came out because of the, the, the sad events of Molly Russell, the young girl who took her own life.

14:53
And the coroner stated that social media did have an effect on her taking her own life and some of the stuff she was accessing were on school devices again.

15:04
So This is why that this all came out.

15:06
Now, you're not not going to be expected to have some sort of, you know, great technical insight into what your filtering and monitoring systems are, but you should at least know what they are.

15:17
Things like you use Imperial or net sweeper and things like that.

15:22
Yeah, things that philtre your systems out and also what monitoring systems you have in place.

15:27
So for instance, if a child was to put in suicide into the school computer, we want to know about that, don't we?

15:33
Because that, yeah, is, you know, could be a safeguarding concern and something needs to pick that up and that needs to that make the desert self con lead aware of what's happening.

15:44
So it says that you should identify and assign roles and responsibilities to manage your philtre monitoring systems.

15:50
You should have a governor that's responsible for it on there.

15:53
And somebody within the teaching staff should also be responsible.

15:57
It's down to the DSL to decide who these people are.

16:00
It says you should review your filtering and monitoring provisions at least annually, so September that's a good time to do that, and that your filtering system should block harmful and inappropriate content without unreasonably impacting teaching and learning.

16:15
And it says you should have effective monitoring strategies that fits the safeguarding needs for your school and colleges.

16:22
Clearly our primaries and secondary schools are going to be different, aren't they, because of the age of the children and the use of technology.

16:30
They also mentions that you should have cybersecurity training.

16:33
Well, thankfully there's some free stuff out there from the National Cybersecurity Centre.

16:38
They have this cybersecurity training for school staff.

16:41
It takes about 20 minutes.

16:42
It's quite interesting to do that on there and also provide just certificate once it's complete.

16:48
So again, it's all online and yeah, you meet do that once a year out of school settings.

16:56
Let's not forget about our breakfast clubs and our after school clubs.

16:59
Sometimes we have other agencies coming to do this for us.

17:05
But remember they've got this document, the after school club, community activities and tuition.

17:09
They're safeguarding guidance which was updated in September 2023 on there.

17:14
So it covers safeguarding and child protection, the suitability of staff, volunteers, health and safety and governance.

17:22
If I would say for the designated safeguard meets and the deputies who who were listening on there, make sure that your breakfast clubs in your after school clubs know who you are.

17:32
Give them a copy of your child protection policies and procedures.

17:35
Make them aware OK of your expectations as well and ensure that they're up to date with their safeguarding training as well.

17:44
And again, it says here allegations made against staff using your premises.

17:49
So this would be after school clubs, breakfast clubs, things like that.

17:53
So if a school receives an allegation about a staff using your premises to run activities for your children, the school should follow their own safeguarding policies, including contacting the local authority designate officer.

18:04
So again, let's not forget that.

18:08
So key safeguarding issues in Sutton, yes, clearly we have children who are being abused and neglected to Sutton.

18:16
We certainly have children who are self harming, we have lots of children and their parents who are suffering mental health issues.

18:22
We've certainly got domestic abuse and how that impacts on children and we'll talk about a little bit more about that later on.

18:28
We've certainly got child who have been sexually exploited, criminally exploited and we have got children who are missing education.

18:35
And remember children missing education are children who are not on a school roll and not receiving a suitable education elsewhere.

18:44
That's what Acme Child is, so let's have a look.

18:49
So the this pie chart here is children with a child protection plan as of the 31st of March, 23 by age.

18:56
And as you can see, the biggest chunk yeah, green 10 to 15.

19:00
So what's that?

19:01
Halfway through Year 5 S up to year 910.

19:05
Then we've got the five to nine year olds that we've got our primary school children.

19:09
Then it drops to our one to fours, our nursery children.

19:13
Then we pop into our sort of 16 plus and then we've got our under ones and then we've got a very small percentage who are on board.

19:22
Yes, unborn children can end up on the child protection plan.

19:26
For instance, if social care, let's just say a family's house has a social worker, mum is pregnant, mum let's just say has drugs and alcohol issues and a violent partner.

19:42
Is that a safe environment to bring a newborn baby into?

19:45
No, it's not.

19:46
So again, the unborn child can get put on a child protection plan and social workers can work with their family and extended family to ensure that there's a safe environment for that newborn child to be brought into.

19:59
And if.

20:01
If there isn't a safe place for that newborn child, then social care can take that child away at birth.

20:07
It's quite rare that happens, but it can happen if you look at the same cohort.

20:13
So these are children with child protection plans, but This is why they're on a child protection plan.

20:18
And as you can see, emotional abuse is by far the the biggest, followed by neglect and then we have sexual abuse and physical abuse on there.

20:28
So again, it just gives you an idea.

20:30
If we looked at the national picture rather than just the sun picture, we would reflect that.

20:35
So sun reflects the national picture on this.

20:39
I found this.

20:40
So this is the children's first contact service.

20:42
So this is the number of contacts by source.

20:44
As you can see schools here on the top.

20:48
You can see how it's gone up 22/20/23 on there, 2561 on there.

20:56
Now when schools send things into children's first contact service, they're all about safeguarding.

21:02
But when we look at health 2700, look at the police 4000, their contacts, they're not necessarily safeguarding issues.

21:11
So if if you were to break this down, schools and colleges refer most of the safeguarding issues to do with children into children's first contact Service.

21:22
So the four categories, we've got neglect, emotional abuse, physical abuse, and we have sexual abuse, and there's a little sort of graphic there telling which each one is.

21:32
Again, this is kind of refreshing training.

21:34
We know a lot about this already, but we'll just go through some of the things and look at some of the statistics as well about what's going on there.

21:42
There's that big list of key safeguarding issues.

21:44
So all of these key safeguarding issues sit under those four categories of abuse.

21:52
So child abuse, what is it?

21:55
It's a range of ways in which people sick inflict harm children or inflict harm or fail to prevent that harm.

22:01
OK, how many times you hear, you know, mum and boyfriend at the Old Bailey because you know, the child's been been murdered on there.

22:10
Maybe it's the boyfriend who's actually, you know, done the harm to the child, but mum has been complicit in that, hasn't safeguarded the child or hasn't intervened or or is, you know, is part of the process essentially.

22:25
But children and young people sex abuse in a family or institution or community setting by those known to them, more rarely by strangers.

22:34
The key fact is the vast majority of child sexual abuse just happen within the family or somebody who's very well known to the child, because clearly you have to have unsupervised access to a child in order to sexually abuse them.

22:46
But don't forget, children are just abused by adults, OK?

22:49
They're also abused by other children.

22:52
They're siblings, cousins, step brothers, step sisters and things like that.

22:56
There's there's probably more child on child abuse than you would like to think.

23:01
And it mentions these neglectful behaviours as well.

23:03
Yeah.

23:03
Missing medical appointments, lack of food, inappropriate COVID, poor attendance at school as well, which has now been added physical abuse.

23:13
Then as you can see at the top, there's the hitting, shaking, throwing, poisoning.

23:16
Yeah.

23:17
But of course physical harm can also be caused when a parent feigns the symptoms.

23:22
Think of Daniel Pelko, the Polish child on their mum was feeding the child salt in order to make him ill on there.

23:29
But look at that bit of putting in the bottom in red.

23:32
Police and assault is where a person intentionally or recklessly uses unlawful force against someone else.

23:39
In, in England we have a thing called reasonable chastisement.

23:45
So what that means is we can assault a child, OK as but the defences that we've had, we had reasonable cause to do it and the and the chastisement that we did was reasonable on there.

23:57
I do believe to be honest, it will become a criminal offence on there.

24:01
It is in Wales, it is in Scotland on there and I think it will become against the law to hit a child in the not too distant future.

24:10
But let's think about common sights for injuries.

24:12
If you see an injury on a child, we shouldn't ignore it.

24:15
Yeah.

24:15
Ask the question.

24:16
Yeah.

24:17
Look at you, Johnny, you've been in the Wolves this weekend.

24:19
How did you manage that?

24:20
You know, and let the child explain to you how he got the injury.

24:24
And then when the parent turns up to pick the child up to school, ask the parent on their course, secondary schools, their kid, phone that, phone mum or dad up and say we've noticed injury on the child, How did it happen?

24:33
Let's just see if the stories match up.

24:35
But he's the most common sights for non accidental injuries.

24:40
And again, you can read them yourself on the left hand side on there again.

24:43
So this should up your radar when you see injuries in these particular places on there.

24:48
And again, to ask the question on the LSCP website, we have this new document and it states about bruising in non mobile babies.

24:57
Guidance for assessments, management and referrals by professionals.

25:00
Again, a useful document about injuries on on on children.

25:06
So how many children experience physical abuse?

25:10
Here's some statistics.

25:11
And all these statistics are from the NSPCC report from April 2024.

25:16
So concerns around physical abuse have been identified for around one in 10 children or the subject of child protection plans or on the Child Protection Register.

25:25
Over 200,000 offences relate to child physical abuse recorded by the police.

25:30
OK, that's a lot isn't it?

25:32
And physical abuse is the second most commonly mentioned form of abuse with contacts with the NSPCC helpline.

25:38
So again, the figures are quite high.

25:43
So let's look at emotional abuse.

25:45
Most child abuse includes an element of emotional abuse, but it's recorded as a specific concern for over one in three children who are subject to child protection plans.

25:55
Over 7000 contacts, the NSPC, CS helpline and over 2700 ChildLine counselling sessions all about emotional abuse.

26:04
And there were over 61,000 police recorded offences relating to emotional abuse in England and Wales.

26:10
In Northern Ireland.

26:12
The reason we're talking about this, you can't give you a a kind of an insight into the amount of reports because sometimes we don't come across as do we, we're not aware of how what things are happening.

26:25
Child sexual abuse, One in 20 children in the UK, They're saying that's what, two children in every class.

26:32
One in three children, though, don't tell anybody about it.

26:35
Why?

26:36
Well, they could be so young, they haven't got communication skills.

26:40
They could have a special educational need and might not have the communication skills.

26:44
They may be getting threatened by the abuser.

26:48
If you tell anybody about this, your mum's going into care.

26:51
Yeah.

26:51
So your mum's going to prison, you're going into care things like this and we talked about this to be over 90% of sex abuse children were abused by somebody they knew.

27:01
Yeah, 90% yes, strangers do sex abuse children, but it's quite rare and when it happens it normally hits the national press.

27:08
Now look at these two figures.

27:09
They don't match today.

27:10
450,000 abused in the UK last year 50,000 reported to the police.

27:15
So how do we know?

27:16
Well, this all comes through kind of people down statistics on there.

27:20
So we've got adult survivors of child sexual abuse who decide once they become an adult, they feel that they, you can come out and explain about it.

27:28
This phone calls to Bernardo's NSPCC child line.

27:31
Again, these statistics are all kind of waiting.

27:33
So that's where these get these, these get these figures from.

27:38
So sexual abuse then from NSPCC report, concerns around sexual abuse have been identified for over 2400 children in the UK who are subject to child protection plans.

27:48
Over a third of all police recorded sexual offences are against children.

27:53
That's quite staggering isn't it?

27:55
Girls and older children are more likely to experience sexual abuse and the vast majority of children who experienced contact sexual abuse were abused by someone then you and then neglect.

28:08
I'll give you an the definition.

28:11
So it's 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.

28:21
So neglect may occur during pregnancy as a result of maternal substance abuse.

28:26
But once a child is born, neglect may involve a parent of carer failing to provide adequate food, clothing and shelter, protect your child from physical and emotional harm or danger, or ensure adequate supervision, ensuring access to appropriate medical care or treatment and provide suitable education.

28:46
Again, that's been added.

28:47
It may also include neglect of or unresponsiveness to a child's basic emotional needs.

28:55
Now, when we look at the NSPC report, again, neglect is the most common form of abuse.

29:00
And it says concerns around neglect have been identified for about half of children were subject to child protection plans of child protection registers in the UK.

29:09
The number of police recorded child cruelty offences is increasing and neglect is the most commonly mentioned form of abuse by adults contacting the NSPCC helpline.

29:23
And if you look at child deaths due to abuse or neglect, so this is the last five years, an average of 52 child deaths by assault in a year.

29:33
So children under the age of 1 are the most likely age group to be killed by another person, followed by 16 to 24 year olds.

29:43
That's quite staggering, isn't it?

29:44
Child homicides are most commonly caused by the child's parent or step parent.

29:52
So what we're looking out for child abuse and neglect, a significant change of children's behaviour.

29:58
Again, you schools and nurseries, some of you know the children probably better than some of the parents who carers know them.

30:05
You will see a change in their behaviour.

30:08
Let's not ignore it.

30:10
A deterioration.

30:11
The children's gender well-being.

30:13
Yeah.

30:13
Little Johnny comes to school.

30:15
Yeah.

30:15
Smiles a carrot every single day, clean, washed, ready for school.

30:19
And then all of a sudden he comes out into school with his white T-shirt on and a big bean stain down the front.

30:25
Yeah, that's fine.

30:26
We all have accidents.

30:27
But the next day he's got the same top on, and the next day as well.

30:30
Let's not ignore this.

30:31
OK?

30:32
Ask the question as well.

30:33
Speak to the parents.

30:34
It might be the fact that the washing machine's broken.

30:37
Maybe mums ended up in a a refuge for domestic abuse and there's no washing facilities and things like that.

30:45
So again, just that don't ignore this general being deterioration.

30:50
Again, we've mentioned this.

30:52
Don't ignore injuries or bruising or things like that.

30:55
Absolutely not.

30:56
And children's comments which give you cause for concern.

30:59
Yeah.

31:00
And any reason you might suspect neglect or abuse is happening outside of your setting.

31:08
So remember Ted?

31:09
OK, the mnemonic Ted, we like to every year, we like just to go down this route of Ted on there.

31:14
It's just a mnemonic.

31:15
So let's explain it.

31:17
So if a student makes a disclosure, but it doesn't make sense to you, then you have to ask open questions in order to put some context into what the student is disclosing.

31:27
So for instance, my mum hurt me last night.

31:30
That doesn't tell you a lot, does it?

31:32
So you're going to have to ask questions, aren't you?

31:34
So Ted is just a mnemonic to make you understand that you can ask questions, but they must be open questions.

31:41
Tell me what you mean by that.

31:42
Explain what you mean by that.

31:44
Describe what you mean by that.

31:47
But you're not kind of structured into only asking 3 questions.

31:50
Things like all of these are open questions.

31:52
OK?

31:53
It's just to get so you don't have to ask all of these questions, but these are just an example of some open questions you can ask only to get context to what the child is actually telling you.

32:04
And then you can go to designate Safeguard Lead and explain what you're saying.

32:07
And then, of course, then the designate safeguard lead would have more information to put on the referral form to children's social care.

32:14
And of course, the more information we put on that form, the better outcomes we're going to get by children's social care.

32:23
Haley, do you want to mention chastisement?

32:25
Yeah, absolutely.

32:26
And, and just to say with, with Ted, I think, you know, it's important to note that we did meet, we've taken all feedback, you know, back to the relevant agencies and we've discussed with police, health, social care and education.

32:39
So again, there's another bite size that goes into a bit more detail on voice of the Child, but it's so there's a consistent message.

32:46
And you're absolutely right, you shouldn't be doing the investigation, but that's there for you to use as a, as a guideline physical chastisement.

32:55
Again, I think we, you know, we're very aware in Sutton, it's kind of been part of significant discussions over the last probably 2 years now.

33:06
And we've been working with the police and children's social care and, and the idea of that was to take all your feedback back, but also to get a protocol.

33:15
So we've now got that in place.

33:17
So it's incorporated in to the threshold guidance.

33:21
It will be regularly reviewed.

33:23
I think that's important to to note, but if a member of school staff become aware that a child has been chastised in any way, they should immediately inform the DSL or the deputy.

33:35
They can then the DSL or the deputy can then unpick with the child using Ted to get some context as to what is being disclosed.

33:44
The DSL should then contact CFCS and discuss concerns with a social worker before contacting parents.

33:50
I think that's really important to highlight.

33:53
So you will unpick with the child, but contact CFCS and they will then guide you.

33:58
They'll be able to advise you and obviously you'll make a note of all of those conversations.

34:04
Every case, yes there is a flow chart but every case is sort of managed on a case by case individual basis.

34:15
So in Keeping Children Safe in Education 2024, all staff should be aware that children can abuse other children at any age.

34:24
Often referred to as child on child abuse, this can happen both inside and outside of school or college and online.

34:32
It's important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.

34:41
All staff should be clear as to the score or colleges policy and procedures with regards to child on child abuse and this is referenced quite a lot in the new documents.

34:50
So it kind of shows the focus and the priority that this should take.

34:57
So child on child abuse is most likely to include, but may may not be limited to bullying, including cyber bullying, prejudice based and discriminatory bullying.

35:07
Abuse and intimate personal relationships between children.

35:11
Sometimes known as teenage relationship abuse.

35:14
Physical abuse, which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm.

35:23
Sexual violence such as rape, assault by penetration and sexual assault.

35:28
Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment.

35:38
There needs to be a recognition that even if there are no reported cases of child on child abuse, such abuse may still be taking place and it's simply just not being reported.

35:48
We're having a huge focus on the reporting.

35:51
We want everyone to be aware, to be comfortable and to report that this can be managed effectively.

35:57
There needs to be a statement which makes clear there should be a 0 tolerance approach to abuse.

36:02
It should never be passed off as banter, just having a laugh.

36:05
Part of growing up, boys being boys, girls being girls as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

36:15
There needs to be recognition that it's more likely that girls will be victims and boys perpetrators, but that all child on child abuse is unacceptable and will be taken seriously.

36:26
All staff working with children are advised to maintain an attitude of it could happen here and this is especially important when considering child on child abuse.

36:42
There's a new document that's come out in November 2023 about how to respond to the online sexual harassment of school and college staff.

36:51
OK, we've had lots of, there's been many incidents in all lots of schools nationally, you know, where for instance, deep fakes have ended with, with teachers going online, students setting up TikTok accounts and teachers names or just to make fun of them and things like that.

37:07
But again, there's guidance there for how to respond to the online sexual harassment of school, college and staff.

37:15
So that's a useful document to be aware of.

37:18
So sextortion, we thought we'd include it this time in the safeguard training because there's been a huge rise in this particular offence and the National Crime Agency sent out letters to all the schools in the United Kingdom about sextortion.

37:32
So it says they're a tragic toll of nude photos.

37:35
Sextortion scandal laid bare how 100 children a day are falling victims to scammers after inquest heard that 16 year old private schoolboy killed himself over naked Snapchat pics.

37:47
Blackmail.

37:47
So extortion is just applying words.

37:49
Sex and extortion.

37:51
Clearly extortion is blackmail and you can see on on the right there the sort of the percentage increase between 20/20/2023 of police forces around the UK.

38:01
I'm going to show you a very short film.

38:07
Extortion is blackmail, it's a crime.

38:09
A typical example would be where organised crime groups are targeting people online and particularly young people.

38:16
You befriended by an attractive individual online and encouraged to commit a sexual lacked influence of the webcam.

38:21
Those recordings then used by the criminals to blackmail you.

38:27
Everybody's a potential target and you have to remember not everybody you meet online is actually who they say they are.

38:33
Victims often find themselves extremely embarrassed about what's happened to them and tragically sometimes this has led to people taking their own lives.

38:43
Organised crime groups based mainly overseas attacking people worldwide, not just the UK.

38:48
They're making vast amounts of money out of this and it's big business for them because they're in a different country, they feel they're out of reach.

38:54
But I have to say that isn't the case.

38:59
The best way to protect yourself is by being careful who you prefer online and even more careful who you're then going to have sex with online.

39:05
And if you do find yourself in trouble, please, please contact your local police.

39:09
Your report will be treated in confidence and there's professionals there to help you.

39:12
We also recommend that you can contact your Internet service provider because they too can help.

39:16
And if you're 18 or under, we strongly recommend that you talk to an adult you trust.

39:23
OK, so just a short film there about explaining what's extortion is.

39:26
But if you look at some of the the Internet Watch Foundation's results on there.

39:31
So the Internet Watch Foundation has found that in the first six months of 2023, reports of confirmed child sex abuse involved with six Dawson surged by 257% compared with the whole of 2022.

39:46
And the IWF removed a record-breaking amount of criminal child sex abuse imagery on almost every web page the team worked on to remove, including what has been termed a self generated material.

39:59
This is where children have been coerced into performing sexual acts via a webcam or handheld device.

40:06
And of these feature children, 42%, so nearly half of them were children under the age of 10.

40:15
Staggering, isn't it?

40:16
Yeah.

40:16
And again, a huge increase.

40:17
There's been a shocking increase in the reports of children tricked into sharing sexual images of themselves by abusers intent on extorting money or further imagery from the victims.

40:27
And if you read further into this report, they'll say boys are being targeted more than girls.

40:35
On, on, on sextortion on there.

40:38
And the sort of 12 to 14 year olds are one of the single biggest victim groups on there.

40:48
So while we're going to that, let's just quick recap about indecent images of children.

40:53
Remember, indecent isn't defined in legislation.

40:57
It stands for the jury in the Crown Court or the magistrate themselves in the magistrate's court to decide whether the image of a child's indecent.

41:04
And the reason for that is because it's open to interpretation.

41:07
Again, if I was a mum, I had a one year old boy and I had a photograph of my one year old boy naked in the bath, OK, that's not an indecent image of a child, OK, because of the context it's in.

41:19
If I was a convicted sex offender, I had the same photograph, but I had no connection with that family whatsoever, then it could be classed as an indecent image of a child because of the context it's now been found in.

41:32
But again, as you can see about that second paragraph imposes any one of those sorts of things on there, it's going to be an indecent photograph.

41:40
So that's for anybody member of Child is anybody who has not yet reached their 18th birthday.

41:48
Now there's lots of guidance out there and I'll show you the copy of the guidance as well, how to deal with these types of things on there.

41:53
But there's going to be stages, certainly in our secondary schools, there's going to be occasions where the schools can deal with these types of things without actually involving the police.

42:00
And now again, I'll show you the document that that says that.

42:03
But these are the times when we would have to contact the police.

42:07
Certainly if the production that image involved an adult, if the young person's been coerced or blackmailed or sextortion has been involved in the production the image, if the images depict sexual acts, which is unusual for that child's development, our age or it's violent.

42:25
Certainly the imagery involves sexual acts and any pupil in the imageries under the age of 13.

42:30
Of course, if you're under the age of 13, you can't consent to anything or you have reason to believe that that young person is an immediate risk of harm owing to the sharing of the images.

42:41
For example, maybe the the image has gone viral on the Internet and that person could potentially think about suicidal self harming.

42:50
So they're the times when we would contact the police.

42:53
There's the document, as we said on there, sharing users send me news advice.

42:58
It's been updated.

42:59
So this is the new one that's out there.

43:00
March 2023.

43:01
This came out on there.

43:03
So make sure you we have a copy of that and can access it on there.

43:09
Remember this document Searching, Screening and Confiscation Device for Schools got updated in July 2022, but it mentions this about searching the devices.

43:18
It says I'm going to read it out.

43:20
The Searching, Screening Confiscation Advice for Schools highlights how the Education Act 2011 gives schools the power to search pupils for devices and search data on devices.

43:32
The power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

43:39
If during a search, a teacher finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of the school discipline.

43:59
They can also decide whether the material is of such seriousness that the police need to be involved.

44:05
So again a really useful document there certainly for our secondary schools.

44:11
Now again all primary and secondary schools should be aware of this.

44:16
The child line report remove this is this is a way that children can, if a naked image of themselves has ended up on the Internet for whatever reason on there, they can get that image removed.

44:29
I'm going to show you a very short video.

44:32
I couldn't believe it when my nude was shared online.

44:35
I didn't know what to do.

44:37
I just knew I wanted it down fast.

44:40
Then I found report removed.

44:43
They supported me to report the image confidentially and then it actually got removed.

44:49
I felt so relieved.

44:51
If it ever happens to you and you're under 18, go to Report Remove.

44:56
You confirm your age and give some simple details to set up your confidential ChildLine account.

45:02
Specialists at the Internet Watch Foundation review your report to see if your nude can be removed.

45:08
Most of the time, no one else will know you've made a report.

45:11
If it can be removed, the IWF will find where it's been posted online and get it taken down.

45:17
There are places they can't get images removed from like Snapchat or WhatsApp, but they will make sure it can't be posted publicly or easily found online.

45:27
ChildLine will update you on your report and the councillors are always there to support you too.

45:33
Just remember, no one has the right to share a nude of you.

45:37
Visit childline.org.uk/remove For more information.

45:43
OK, so I think it's really important certainly that both primary and secondary schools know about this.

45:48
But in secondary schools, and again, we've when me and Hailey go around doing our Safeguard reviews on there, many of our schools now got posters up about report remove and have also got the link to report remove on their websites as well.

45:59
So certainly secondary schools, I think that's important.

46:01
Primary schools, yeah.

46:02
I think really we should just make sure that our teachers know about it in case something happens and we know what advice we can give to parents about that image if it has gone up there.

46:13
Of course being the primary school, the police would be involved in this.

46:16
Of course the police know all know about report, remove FGM, OK, not going to go too much deal, but FGM, we all know what FGM actually is, OK.

46:26
Female gentle mutilation on there.

46:29
It's a criminal offence in this country.

46:30
It's a specific criminal offence in this country.

46:35
And again, I'm going to show you a very short film.

46:40
I'm not I'm Sheikh Ibrahim Mogra father.

46:46
I'm a barrister specialising in children law and human rights.

46:50
I work for a local authority in London, I work as a lead specialist midwife, I'm a Detective Chief Inspector in the Metropolitan Police Service.

46:57
FGM is a criminal offence in this country.

47:00
It has been since 1985 and sadly in those thirty years we haven't had a single prosecution so far.

47:06
I think it's very important that we carry on working with health, education, social services, that there needs to be mandatory training, so there needs to be an infrastructure, prevention infrastructure that is government LED.

47:18
FGM is not an Islamic practise.

47:21
If anything it contradicts every principle that Islam stands for.

47:25
It is not scriptural, it is cultural, but I also think it's important that we continue to strengthen our links within the communities so that they are encouraged and have the confidence to come forward and tell us about the practises that are currently being undertaken.

47:39
Psychological health is as important as physical health.

47:44
We need to make sure that all staff in schools have training and we need to make sure that parents have access to this information as well.

47:50
We need to not be afraid of calling it what it is, which is an abusive practise and a child protection issue.

47:55
I say no to FGM, I say no, I say no, I say no, I say no to FGM.

48:23
So again, just a short film then from the from the home of FGM slightly out now and we have had now successful prosecutions for FGM in this country.

48:32
There's been a couple that's gone through, but again, we have guidance out there.

48:36
So on the left there we've got the multi agency statutory guidance on female genital mutilation.

48:41
So that's for schools and of course we have that holistic approach as well.

48:45
We've got the pants rule, isn't it?

48:46
Teaching children about what is in our pants is private.

48:49
We can do that virtually from reception, can't we?

48:51
Yeah, just to get them that understanding, yeah, of of what the sort of things are and potentially it gives them that indication of something happens to them, maybe they'll come and tell somebody about it on there.

49:03
So again, many schools certainly use the NSPCC Pantryl resources.

49:09
So but along with FGM though keeping your safe education 2024 also mentions the the so-called honour based abuse on there, which is FGM, breast ironing and forcing a person into marriage again which is which is a criminal offence on there.

49:25
So again just be aware of those three things for honour based abuse and it does say now about action required and keeps children safe education.

49:34
So if staff have a concern regarding a child, yeah who might be at risk of on a based abuse or who has suffered on a base abuse, they should speak to the Desert safeguard need or a deputy as appropriate.

49:48
The Desert Safeguard need will activate local safeguarding procedures using existing national and local protocols for multi agency liaison with the police and local authority children's social care and where FGM has taken place.

50:02
Since the 31st of October 2015 there has been a mandatory reporting duty placed on teachers that they must report to the police, but I'm sure you're all aware of that now.

50:14
Domestic abuse again.

50:16
I'm going to show you a very short film.

50:40
Come on over, Sarah.

50:43
Hiya.

50:47
Just get this on you.

50:48
Here.

50:48
Here we are.

50:51
So how are you doing?

50:52
Lovely.

50:52
Yeah, fine.

50:53
Thanks.

50:54
How are you doing?

50:55
Away, Hon.

50:57
So just the usual today.

50:58
No.

51:00
No toner, just a trim please.

51:04
If you're sure your your colour really could do.

51:06
Are we refresh?

51:09
Why would you want to get your hair done?

51:12
Are you trying to look pretty for other guys?

51:14
Sarah?

51:16
Sorry.

51:17
No, no.

51:19
I'm thinking about growing out actually.

51:21
Maybe go back to my natural colour.

51:24
OK, well, if you're sure.

51:30
So you and the fell off anywhere nice this year?

51:33
I'm not sure.

51:34
He's booked to go away with the boys for a week, so depends if he can get more time off.

51:39
Bloody cheek.

51:40
You should be going away with the girls.

51:42
Yeah, maybe.

51:44
You think you're going anywhere without me?

51:47
Keep dreaming.

51:49
Well, me and James are off to Tenerife.

51:52
Faye booked this.

51:54
Beautiful.

51:58
A beautiful four-star hotel, all inclusive.

52:01
Sounds great, really great.

52:06
We know it can be hard to ask where the hell are you to speculate on someone's private life?

52:12
Let me see your phone slag to make assumptions.

52:16
You are worthless.

52:20
Hard to jump to conclusions.

52:24
You deserve this.

52:26
You know that, don't you?

52:29
We get that's hard, but you know what's harder?

52:45
Domestic abuse isn't always easy to spot, and it can be even harder to talk about.

52:51
It's not always bruises, cuts and cracked teeth.

52:54
It's verbal, emotional, sexual.

52:57
It's about control and degrading someone's self worth.

53:01
And sometimes it's others you love who get hurt.

53:05
As professionals, we're in a unique position to be able to spot the signs of domestic abuse.

53:11
By asking questions and offering support, we can provide a lifeline before the person our situation reaches crisis point.

53:19
We know it can be hard to ask when you're busy and unsure of what to do, but there is a way to reach out and offer help.

53:26
AVDR is a simple and effective tool when dealing with suspected domestic abuse.

53:32
Firstly, ask.

53:34
Do it sensitively.

53:35
They may not be ready to talk, but let them know that you're there.

53:38
Then validate, remove blame, Assure them that you believe them and that no matter what's happened, they don't deserve it.

53:46
Document.

53:47
Depending on your role within your organisation, you may need to document these details down.

53:52
Be accurate using their words, not your own.

53:56
Describe any injuries in as much detail as possible.

54:00
Finally, refer, refer or signpost the appropriate services, for instance Scottish Women's Aid.

54:06
Even if someone denies abuse is happening, they may think about your conversation and take action later.

54:12
Domestic abuse is real and it's happening.

54:17
It happened yesterday, it's happening today and it will happen tomorrow.

54:22
Everyone's in a position to spot the signs of domestic abuse.

54:25
If you think someone is experiencing domestic abuse, reach out.

54:30
Are you OK?

54:31
And if they're not, ask them to call the Scottish Domestic Abuse Helpline.

54:36
If you don't ask, who will?

54:55
OK, so that was a video, it's from Police Scotland.

54:57
I thought it was a good video though to show on there.

55:01
We'll show you some places within Sutton that we can refer people to.

55:06
But across England and Wales, one in four women will experience domestic abuse in their lifetimes.

55:12
Every 30 seconds the police receive a call for help relating to domestic abuse.

55:18
And one woman every five days is killed by an abusive partner or ex partner on average.

55:25
Couple of facts here, 20% of children in the UK have lived with an adult perpetrating domestic abuse.

55:31
That's one in five children.

55:33
In fact, young girls in the UK report high incidence of sexual violence.

55:39
41% of UK girls aged 14 to 17 in an intimate relationship have experienced some form of sexual violence from their partners.

55:49
Domestic abuse gets worse during pregnancy.

55:52
It's about 20% of women in refugees services are pregnant or have recently given birth and it takes on average 7 attempts before a woman is able to leave for good.

56:03
Leaving an abusive partner is a process and not a signal act.

56:07
And that's a report from Refuge UK Domestic abuse though again, I'm not going to read all this out, but we know it's it's defined in Keeping Child Safe Education 2024 on there and it says that abuse can be, but not limited to psychological, physical, sexual, financial and emotional.

56:27
Of course, children can certainly be victims of domestic abuse as well and can have an impact as they go up on there.

56:36
If you look at domestic abuse in Sutton, OK, it's unreported, OK.

56:42
And it says they're with shame, stigma and fear often prevention reporting based on the information available in Sutton.

56:48
So Sutton is the 12th of 32 London boroughs in terms of reports of domestic abuse per 1000 people reported.

56:57
Figures suggest we have a higher rate of offences than Richmond, Merton and Wandsworth, but we're slightly lower than Croydon.

57:04
As a proportion of total violent crime, domestic abuse in Sutton stands at 35%, which is higher than the London average.

57:13
We also know that domestic abuse is significant contributing factor in child protection issues which have risen in the borough in recent years and that's again there.

57:23
I've got the flyer there for the domestic violence One Stop shop.

57:27
You can download these and print them off, put them in your reception areas.

57:31
So when parents of carers can come into reception, they may not want to speak to anybody about it, but if the leaflets are there, they can pick them up and take them away and read them again.

57:43
It's also mentioned there about the impact on children with domestic abuse.

57:46
And of course the new legislation says that children can be victims of it on there.

57:50
But look at that thing at the bottom, 75% of all child protection cases in Sutton, domestic abuse is present.

57:57
So again, another staggering fact on there.

58:01
And we have this thing called Operation Encompass.

58:02
This is just for information or your designated safeguard and leads will know about this.

58:06
So just very quickly, if a domestic incident, no matter how whatever the domestic incident is, whether it's just a heated argument or somebody gets arrested on there, if there's children present within the household, they will take the children's details to find out what school they go to and they'll e-mail the school the next day to inform them that a domestic incident has taken place.

58:33
OK, There's not that much information come there, but it's all about that kind of silent approach.

58:37
We can keep an eye on the little one, Yeah, in the next following days on there and ensure that they're OK.

58:43
OK, so that's Operation Encompass.

58:45
If you ever want to know what actually is.

58:48
We have websites for domestic abuse on there.

58:51
We've got Not Alone in Sutton.

58:52
It's got lots of user information about that.

58:54
Again, have that on your website somewhere for people so they can look at it.

59:00
And we've got Transform as well from Cranston as well.

59:03
It's got lots of information.

59:05
Again, that's a fold up leaflet you could have in your reception area that people can pick up.

59:11
It's got all the contact details, websites and phone numbers for victims and survivors of domestic abuse.

59:19
And also now we now have a drop in service for visits for male only one stop shop.

59:27
So these are for male victims of domestic abuse and there's a one stop shop now for them they can go to.

59:36
And I've also put in the slide package the the Bromley Croydon's domestic abuse helpline as well, called their Women's Aid from there.

59:45
So again, just information for you on there, hey, in recent Ofsted visits and during inspections and also in the guidance, it's really important that you're aware of the risks in your local area.

1:00:01
So, you know, ask those questions, ask your your staff and that could be, you know, the kitchen staff, the, the caretaker, the governors.

1:00:10
It's really important you've got that clear.

1:00:13
Message So again, you know, drugs, county lines, gangs, knife crime, domestic abuse, poverty, neglect, robberies, antisocial behaviour, exploitation, racism, extremism and any particular hotspot.

1:00:30
So we're always looking at areas in the local area, whether that be a, you know, a park.

1:00:35
More recently we've seen vape shops where children are being exploited, takeaway shops.

1:00:42
So I think the antisocial behaviour, I think that's been quite, quite big in Sutton that the issues and worries around vaping.

1:00:50
You know, there's lots of work going on with the local police and other agencies.

1:00:55
And also you now get the Sutton Youth newsletter.

1:00:58
So that's now being led and developed by Chris Hamilton.

1:01:02
So again, any ideas or things that come up, if you're talking to the young people, you're it's really important that we're encouraging people to report because if we don't know, so we can't do anything about it.

1:01:14
So again, you know, there are reporting procedures as we know within your schools.

1:01:20
You can report anonymously online and you can do that through Fearless.

1:01:25
You can also contact your school's police officers.

1:01:28
So please have that discussion and make sure you're all aware of your local risks.

1:01:36
So responding to a child who discloses these are the things that you you should never do.

1:01:43
So investigate or seek to prove or disprove possible abuse.

1:01:48
Make promises about confidentiality or keeping secrets.

1:01:52
Assume that someone else will take the necessary action.

1:01:56
Don't jump to conclusions.

1:01:57
We know that could be hard.

1:01:58
Don't be dismissive or react with shock, anger or horror.

1:02:02
Don't speculate or accuse anyone.

1:02:05
Don't suggest or probe for additional information.

1:02:09
Don't confront another person, adult or child.

1:02:13
Offer a PIN.

1:02:13
Don't offer opinions about what's being said or the person allegedly involved.

1:02:18
Forget to don't forget to record what you've been told and don't forget to fail to pass this information on to the correct person with record keeping principles.

1:02:30
So we know that our records and as I said, you know, we, we very often now use online reporting systems, but our records should be accurate based on fact record what the child actually said should be jargon free, abbreviation free.

1:02:46
Not everyone will know the same kind of abbreviations that you do.

1:02:51
Should be inclusive of all relevant information.

1:02:54
If you are writing for any reason, make sure it's in ink not pencil because as we know, pencil can be rubbed out or changed.

1:03:01
Sign date, time and print your full name, your current position within the company and don't cross out mistakes.

1:03:08
Put a clear line through and correct it.

1:03:14
So examples of poor practise and these don't really change, but they've been emphasised again.

1:03:18
So failing to act on and refer the early signs of abuse and neglect, poor record keeping, failure to listen to the views of the child, failing to reassess concerns when situations do not improve, not sharing information with the right people.

1:03:35
And that's within and between agencies.

1:03:38
Sharing information too slowly and a lack of challenge to those who appear not to be taking action.

1:03:47
So if I just took very quickly about with the whistle blowing as well, it says they're the top.

1:03:52
If you become aware of another adult in school acting inappropriately towards a child and it is your duty to inform the head teacher, OK.

1:04:00
If any staff member feels unable to raise that issue with a head teacher or feels that your concern might not be addressed properly, then of course we can use the NSPCC whistle blowing helpline and the e-mail address and the phone numbers on there.

1:04:12
Because what they don't want you to do is to not tell somebody about it.

1:04:16
Hopefully.

1:04:17
Yeah, the vast majority of your today we'll have the conference to go to the head teacher and tell them what your concern is.

1:04:25
And again, that's why we have what we call the ongoing cultural vigilance.

1:04:29
Yeah, every member of staff in school is enhanced DBS checked.

1:04:33
Yeah, they're bardless checked.

1:04:36
But of course, it was only as good as the day that those those cheques were recorded.

1:04:41
So we have to have an ongoing cultural villages and thing like open no secrets of belief that it could happen here yes a member of staff could could they yeah acting appropriate towards a child probably at least once a week.

1:04:54
I read somewhere in the newspaper where you know, a member of school staff, you know, is ended up in court because of, you know, something they've done that towards a child, whether that be physical or sexual on there.

1:05:06
So clear procedures for reporting concerns, supporting in raising concerns.

1:05:11
OK, Again, if you, you know, you should be supported in, in making those Clay those sort of concerns towards another member of staff, the senior leadership team should give you a form of support setting central standards of behaviour.

1:05:27
So that could be in our in our in our guidance, in our policies.

1:05:32
And we have induction probation periods as well again, where we can see if that person is suitable to be worked within your school and a commitment to safeguarding and an ongoing culture of vigilance.

1:05:44
It's so important and remember this information sharing.

1:05:47
It says every time they've again, they've slightly changed the wording Keep Child safe Education 2024 because sometimes there's a fear of of giving personal information to somebody else.

1:05:58
But the the DPA in EU KG DPR doesn't prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.

1:06:07
If in any doubt about sharing information, you should speak to your designated safeguard leader.

1:06:12
One of the deputies and fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

1:06:19
So again, we're covered under that again for making referrals to Children's First Contact Service in Sutton.

1:06:27
Yeah, it's a, it's a Google form.

1:06:30
If you click on that link, it opens up the form.

1:06:32
Yeah.

1:06:32
And there's just a series of boxes to fill in and all the boxes expand.

1:06:36
OK.

1:06:36
So you can put as much information is as you want on there.

1:06:40
There's also the telephone number there as well and the e-mail address on there.

1:06:46
There's lots of reasons why people referring to children's first contact service, lots of different agencies do that.

1:06:51
The vast majority of school referrals are for the top one, the statutory children's services.

1:06:56
So that's for doing it because we want social care to do an assessment on the family are under Section 17 or Section 47, the Children's Act, but also for early help and doing E hats as well.

1:07:09
But again, children with disabilities, we can refer into the access point through Children's First Contact Service and Parenting Plus is also done through Children's first Contact Service.

1:07:19
So when they get that referral in from schools, the manager of Children's First Contact Service look at that referral and then they rag rate it depending on what information is on the form.

1:07:32
And as you can see, if it's blue, they're not going to do anything about it.

1:07:35
If they're just going to send it back to the school and said you can deal with that yourselves clearly green if they think it that that will be read will set to early help because there's not a reason for an assessment to be carried out by social worker, but there is help that could be targeted to the family.

1:07:51
But if it's an amber or a red, OK, then it's clearly going to go to get children's social care for assessment.

1:07:57
So that's how it all works.

1:08:00
But it says here that all school staff should have an awareness of children's social care.

1:08:06
So I thought I'd just explain to you what the purpose of children's social care actually is in just a couple of slides.

1:08:13
Children's social care exists to support children, young people and families, to protect them by intervening decisively when they are at risk of harm, and to provide care for those who need it so that they grow up in and thrive with safety, stability, and love.

1:08:31
So that's their purpose and the principles of children's social care are these.

1:08:37
Children's welfare is paramount.

1:08:39
Children's wishes and feelings are sought, heard and responded to.

1:08:44
Children's social care work in partnership with whole families.

1:08:48
Children are raised by their families, with their family network or in a family environment.

1:08:54
Wherever possible, local authorities work with other agencies to effectively identify and meet the needs of children, young people and families.

1:09:03
And local authorities consider the economic and social circumstances which may impact children, young people and families.

1:09:12
And in their national framework, it says that children's social care has the power to transform lives.

1:09:20
Wrapping support around children, young people and families can bring about profound and positive changes that help them flourish everyday.

1:09:28
Local authority children's social care support around 400,000 children and in the last eight years on average, around five children in every classroom in England were supported by a social worker.

1:09:41
These children, young people and families deserve the highest standards of practise from compassionate and skilled practitioners who can support them to address the challenges they face, and local authorities provide this support in partnership with other agencies including the police, health and education.

1:10:02
Local authorities cannot meet the needs of all children, young people and families alone.

1:10:06
They need to collaborate with others to draw on the knowledge, skills and expertise of other agencies.

1:10:13
For this reason, whilst this guidance is about local authority children's social care, the responsibilities of all agencies to contribute to effective multi agency working is reflected as the first enabler to good outcomes.

1:10:26
So clearly, and in the new Working Together, Safeguard Children, the vast majority of the content in there is all about partnership, working and working together and sharing information.

1:10:38
So if you're worried about a child in your school, yeah, it says here, if you're worried about a child in your school and you feel that children's social care could do something about it, then you need to pass on that worry to them.

1:10:53
You need to contextualise that worry into words and put it onto the CFC referral form.

1:10:59
So when they read it, they're now worried about it and they need to do something about it.

1:11:04
It's all about the information on the form, OK.

1:11:11
So we've talked about that drip feed of safeguarding information, having access to resources.

1:11:17
We've mentioned the LSCP website, which Steve has said is a wealth of resources on there.

1:11:22
We've mentioned our bite size and we'll talk a bit more about that later.

1:11:26
But I just wanted to draw your attention and, and promote the child safeguarding tool kit.

1:11:33
So this tool kit is free for everyone to access.

1:11:36
Anyone working in in safeguarding, we recently recorded a bite size that gives the context behind this.

1:11:42
So I really recommend that you have a listen.

1:11:45
And what's useful about this?

1:11:47
Again, you know, sometimes you're dealing with really tricky situations and we want everyone to feel supported.

1:11:53
It was developed following a child death in 2013 where we know that actually, you know, when you are dealing with those tricky cases, it's hard to know where to access that support and actually to to validate how you may be feeling.

1:12:07
So the tool kit is it's a unique resource.

1:12:11
It has 10 real life case studies that you can work through, talk through in your teams.

1:12:17
It talks about what went well, what could have been better.

1:12:20
But the, the unique thing about this, there is an e-learning module.

1:12:24
And we've mentioned earlier today that you know, in learning from serious case reviews or when you switch on the news you hear about child deaths, the learning always it's almost the same.

1:12:36
It remains the same even though there have been huge advances.

1:12:40
So with the tool kit, you can actually complete an e-learning module on learning from child safeguarding practise reviews, keep it for your own CPD development.

1:12:50
But it also has policies, procedures and it's all regularly updated.

1:12:55
The case studies are not made-up and I think that really, really helps.

1:12:59
It was also developed by people working on the front line.

1:13:02
So they are in a similar situation to the situation that you're in today.

1:13:06
So please take some time, have a look, put it on your websites if you can and also view the animations.

1:13:16
So we were talking about contacting CFCS, children's first contact service, early help.

1:13:22
Sometimes you may be told that you know, the the referral doesn't meet threshold.

1:13:28
I think it's really important to mention the threshold document and I think if you whenever you're making a referral, if you refer to the threshold document and look through what is needed for each level.

1:13:41
So I think it's really, really helpful.

1:13:42
Again, that's available on the LSCP website.

1:13:46
It's also on our commonly asked question forms, but sometimes, you know, that decision will be made that it doesn't meet threshold and schools can feel pretty stuck.

1:13:56
I think we've certainly seen that in terms of the cost of living crisis and concerns where, you know, people are struggling and that could be staff.

1:14:05
You can hear that the children are struggling.

1:14:06
It could be parents, it could be a whole wealth of people because as we know, we're all in this together.

1:14:12
So it's just to highlight together for Sutton.

1:14:15
And please put posters up in your staff rooms in your reception area because now again, if you do feel stuck with the case, you can contact together for Sutton, talk it through, ask if there's anything else you should be doing.

1:14:29
Parents can also self refer.

1:14:31
There's lots of different information available and that could be on on housing, on benefits, on access to food banks.

1:14:41
But again, it's kind of emphasising that we're in this together and we're not alone.

1:14:44
I'm not saying it's a magic wand or they can create miracles, but there is someone else you can talk to.

1:14:55
So at a glance, reminders then all safeguarded concerns.

1:14:58
Always remember the child.

1:14:59
Look beyond their behaviour and consider why they're behaving like this.

1:15:04
Listen to what the child is telling you.

1:15:06
Make a record of what the childhood says.

1:15:08
Remember using the child's words, not your words.

1:15:12
Don't dismiss what a child's telling you.

1:15:14
This is probably the best one, isn't it?

1:15:16
Be professionally curious.

1:15:17
If that situation doesn't look right or feel right to you, then it probably isn't right.

1:15:23
That gut feeling, yeah.

1:15:25
Don't leave it, OK?

1:15:26
Be professionally curious.

1:15:28
Try and get to the bottom of it.

1:15:29
If in doubt, seek advice and support.

1:15:31
You've got your designated safeguarding leads for that.

1:15:33
And share information with your DSLS.

1:15:36
And remember all we share with your managers, head teachers, if you have concern regarding a colleague's behaviour towards your child and always remember it could happen here.

1:15:47
Always act in the best interest of the child.

1:15:50
And remember it's all about risk, isn't it?

1:15:52
If you have a concern about a child and you don't tell anybody about it, then you hold on the risk for that child.

1:15:59
Once you tell the designated safeguard and lead about it, now they've got, they're holding the risk for the child and they will make the decision whether that requires a referral of the children's social care.

1:16:10
So don't burden yourself, OK, by holding risk.

1:16:14
Tell the desert safeguard the leader again.

1:16:17
We've got our contact numbers there.

1:16:18
We've got the Children's First Contact Service telephone number.

1:16:21
They're out of hours number.

1:16:22
OK.

1:16:23
So that's from 5:00 in the evening through to 8:00 in the morning on there.

1:16:26
And we've got the e-mail address for the Children's first Contact service.

1:16:28
And of course, you've got our lovely team, Haley.

1:16:32
Myself got Jill and Mick Bradshaw who deals with all the outside education.

1:16:36
And we've got Nick Bannam as well.

1:16:38
Who's the early years advisor, Haley?

1:16:43
So again, when we're talking about resources and you know, you can want, you know, answers to, to questions, what we've decided to do is put together a commonly asked questions document.

1:16:53
Hopefully you're all aware of that.

1:16:55
It's available on the safeguarding page of the Cognos website.

1:16:59
And when we have questions that come in from schools, we, we sit there and think, actually, if one person's asking this it, you know, it's likely that more people want to know that answer.

1:17:09
So have a look at the commonly asked questions document.

1:17:12
It's regularly updated and hopefully you'll find that a useful resource.

1:17:19
And our bite size training.

1:17:22
So our bite size training is also available on the Cognos website.

1:17:27
We've got a huge wealth of resources.

1:17:29
They're they're, they're kind of shorter.

1:17:31
So they're all based on specific safeguarding themes that come through conversations with DSLS, probably about 20 minutes long along with a slide deck.

1:17:40
So you can view them, you can adapt the slides, but we always encourage people to get in touch if there are any new kind of themes that you'd like us to cover.

1:17:50
These will be coming out and termly from September.

1:17:53
So the next one will be available in December, so just before Christmas.

1:17:58
So again, get in touch with the team if there's something you would like to be included.

1:18:02
But it's really invaluable for people just to keep up to date again with that drip feed of safeguarding information because they're so short.

1:18:11
You can use them in CPD sessions, weekly staff meetings, or just view them in your own time.

1:18:20
OK, so thank you for listening and thank you for all you do.

1:18:24
As I said, the next content will be out just before Christmas, so please get in touch with a member of the team if you would like us to include anything specifically.

1:18:34
Thank you.