

Summer Term 2022

DSL Workshop

Safeguarding
SCIE Children
In Education Officer



Agenda

- 13:00 – Welcome and Headlines
- 13:15 – The plan for 2022
- 13:30 – Changes in Keeping Children Safe in Education
- 13:45 - Updates
- 14:00 – Section 175 for 2022/23
- 14:15 – Break
- 14:30 – Adulthood & Child Q
- 14:50 – EBSA
- 15:00 – Escalations
- 15:30 -
- 15:45 – Q&A
- 16:00 – Log off

Headlines

- Keeping Children Safe in Education 2022
- New Guidance for Safer Working Practice 2022
- New Continuum of Need
- New Interim Operational Director for Children's Social Care – Peter Murphy
- Changing DSL's or safeguarding team?
- New Virtual Headteacher

The Plan for 2022

- Will appoint a new Safeguarding Officer!
- In the meantime,... will prioritise the new model safeguarding policy, updated training materials, code of conduct and whistleblowing policies...I hope to have these all over to you before the end of August.
- Will continue to offer support, guidance and updates where possible, but all future health checks and SCR checks will need to be postponed.
- Will maintain involvement in escalations at stage 3, Ofsted complaints and LADO.

Changes in Keeping Children Safe in Education 2022

KCSIE Part 1

- Disclosures – children are not always ready to talk or able to recognise they are being abused
- DA – Details on the short and long term impacts

KCSIE Part 2

- Preventative Education
- Governors to support DSLs
- Governor training
- Online safety for governors

KCSIE Part 3

- CVs – you can accept them....but only with a fully completed application form (so not much point!)
- Online Searches – Google them! You do not need to any for their social media names
- Also, new school = new searches! Pre-appointment checks don't transfer between schools.



KCSIE Part 4

- Learning from allegations – strategic reflection that influences school improvement and practice
 - Further guidance of Low-level concerns – all must know!
- 

KCSIE Part 5

- Child on child (not peer on peer)
- Fully embedded and therefore statutory
- There is a greater emphasis on risks for LGBTQ+ children **and/or those that are perceived to be**. Staff are reminded that LGBTQ+ inclusion is part of the statutory relationships education/relationships and sex education curriculum. Senior leaders are reminded of the crucial part education settings play in preventative education within the context of a whole-school or college approach that creates a culture that does not tolerate any form of prejudice or discrimination, including sexism and misogyny/misandry. The expectation is that schools/colleges' values and standards in this area will be underpinned by their behaviour policy, pastoral support system, as well as a planned programme of evidence based RSHE. The guidance spells out key areas to be included in the latter.

A Safe space in schools for LGBTQ+ - how to meet the rights of children who wish to **consider** gender reassignment – from the point at which they start to consider / question – it is from this point that they need to be protected....not when they begin any transition.

KCSIE Annex C

- The role of the DSL is now fully located in **Annex C** to provide clarity and reinforce the responsibility of the role.
- The guidance also states that **sole proprietors** cannot be the DSL in their setting.
- The role of the DSL also now includes reference to knowing the statutory guidance PACE Code C 2019 – this is the role of an **Appropriate Adult following the Child Q case** review.

New Guidance for Safer Working Practice 2022

Code of
Conduct

Whistleblowing

Low Level
Concerns

Remote
Learning



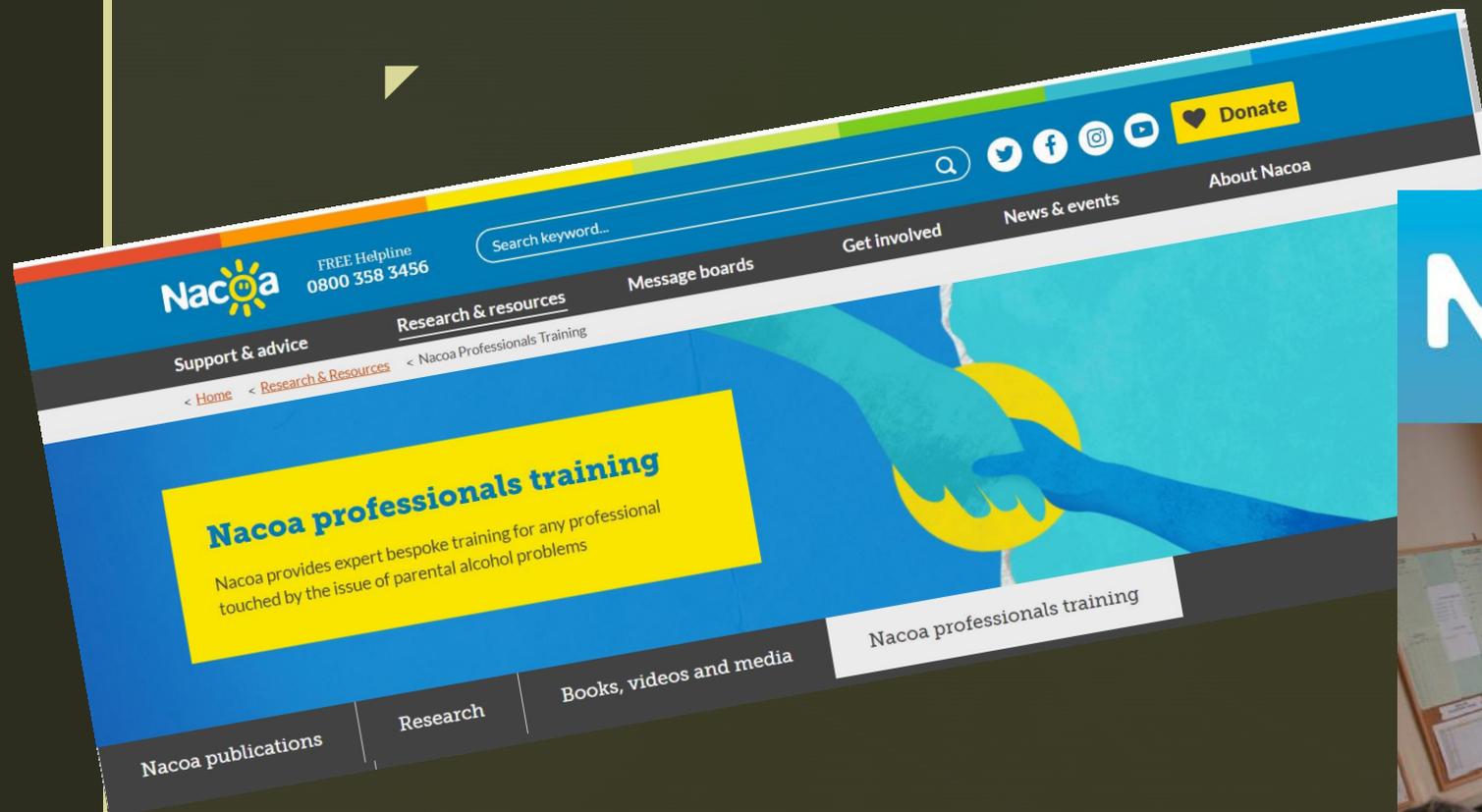
No relationship is perfect

Find content on some really common things like struggling to communicate well with your partner, raising kids together, and parenting after break-up.

relationkit.co.uk

Parenting Offer

- Sam Edwards –
parenting@halton.gov.uk
- <https://halton.me/parenting-programme-referral/>



NACOOA



Information for Teachers

FREE Helpline 0800 358 3456
helpline@nacooa.org.uk



Pants & Makaton



Talk PANTS with Makaton
Watch our video playlist created to keep children who communicate using Makaton safe.



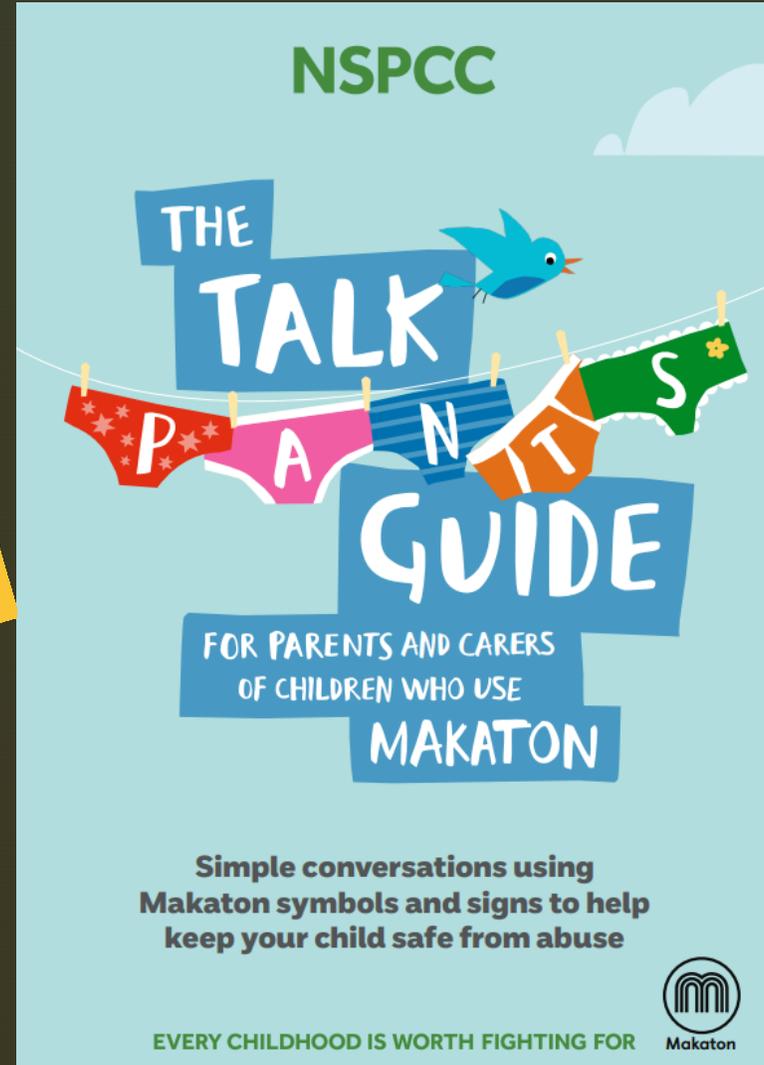
Talk PANTS with Makaton (subtitled)
Watch our subtitled video playlist created to keep children who communicate using Makaton safe.

Makaton PANTS guides
These guides have been created for children who communicate using Makaton, so they can understand the PANTS rules and to help keep them safe.

PDF / 2 MB
Makaton prompt cards PDF

PDF / 2 MB
Makaton guide for children PDF

PDF / 1 MB
Makaton guide for parents PDF



NSPCC

THE TALK GUIDE

FOR PARENTS AND CARERS OF CHILDREN WHO USE MAKATON

Simple conversations using Makaton symbols and signs to help keep your child safe from abuse

EVERY CHILDHOOD IS WORTH FIGHTING FOR



Makaton



Type what you are looking for here...

SEARCH

ALERT – Microsoft Internet Explorer (IE) no longer supported.

Microsoft will no longer support the use of Internet Explorer as a web browser, unfortunately this is out of our control to avoid having problems accessing documents or web links, please use a different web browser e.g. Chrome, Edge, Safari, Bing etc.

Welcome to the Halton Local Offer

The Local Offer is a user-friendly website co-produced with and for children and young people with SEN and/or disabilities (SEND), their parents, carers and professionals, providing information, resources and videos – see topic sections below. This Guide offers useful tips on navigating around the website and topic section summaries.

[Coronavirus COVID-19 pandemic information](#)



HELP, SUPPORT & ADVICE



LEISURE



EDUCATION, HEALTH & CARE PLAN



HEALTH



EDUCATION, EARLY YEARS & CHILD CARE



TRANSPORT



CHILDREN SERVICES & SOCIAL CARE



CARE LEAVERS LOCAL OFFER



PREPARING FOR ADULTHOOD



TRAINING & EVENTS



YOU SAID, WE DID



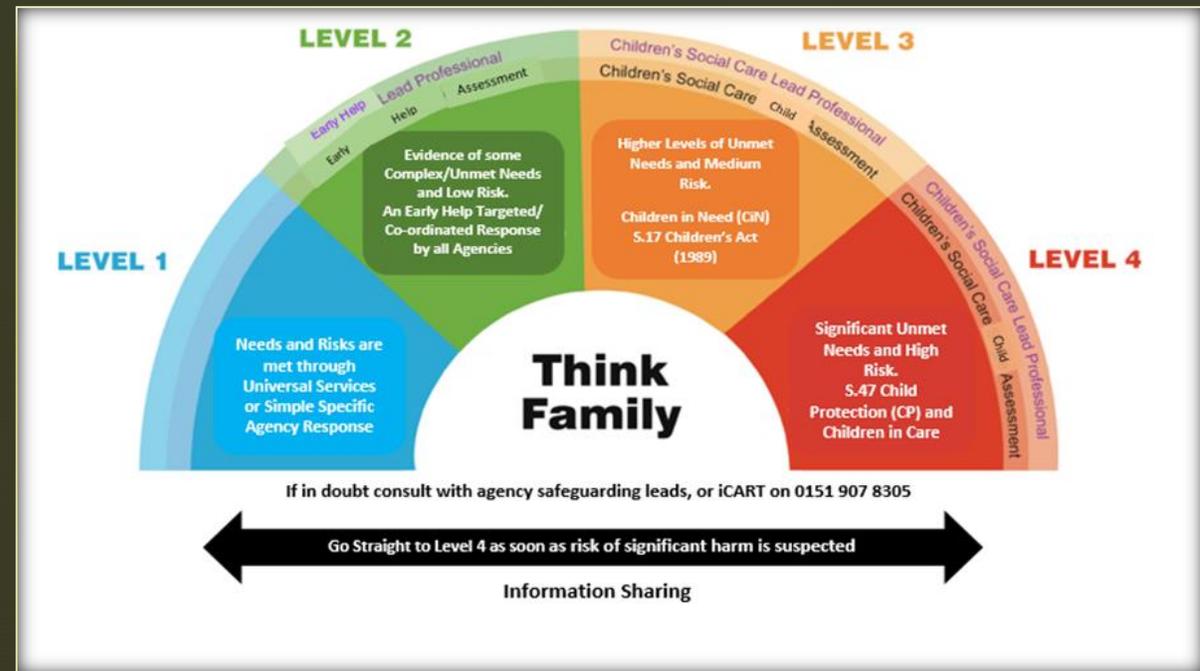
CASE STUDIES

Local Offer

- The local offer is so much more than SEN Local Offer

Other Updates

- New Levels (Continuum) of Need
- A new iCART referral process is coming (do you know how to convert a word doc to pdf?)
- Reporting Discriminatory incidents
- Don't take photos of bruises or injuries
- Transfer records within 5 days!



Section 175

- Switching to a new software package – phew!
- Angela Houghton is moving on...
- All data will be transferred
- A rolling, working document – audited over a 3 year period
- Guidance on software will be with you by September...
- Got a question? CYPsafeguardingPartnership@halton.gov.uk

Local Learning Event – Child F & Child G

Background

Child F

- Birth-cardiac abnormality
- Down's Syndrome
- 3 months in hospital
- died age 6 months as a result of head, spinal and eye injuries
- had 1 older sibling
- English not family's first language

Child G

- 6 months -had non accidental injuries
- moved to Halton from another area
- a history of Domestic Abuse



Local Safeguarding Practice Review Findings

Supporting families;
sick & children with
a disability

Supporting families;
culture and language

**Safeguarding children
after Acute Life-
Threatening Events
(ALTE)**

The Main Things We Found

**Supporting children
and families;** transfer
in arrangements and
babies & children

**Protecting sick &
children with a disability**

Domestic abuse;
supporting
mothers & children

01. BACKGROUND

At the age of 6 months Child G had non accidental injuries. The family had moved to Halton from another area.

There was a history of Domestic Abuse within the family.

02. WHAT DID WE LOOK AT?

1. Transfer in arrangements, meeting the health and education needs of the children
2. The arrangements to safeguard Child G and their siblings & promote their welfare
3. Consideration of cultural background

03. THE MAIN THINGS WE FOUND:

Supporting children and families; transfer in arrangements and babies & children

- To ensure prompt receipt of healthcare and education children benefit from effective systems to share information between agencies and services about families who move between areas.
- Transfer summaries need to be written in a style which minimises scope for misinterpretation by a new practitioner.
- It is important to specifically engage BOTH parents directly in providing information and support about crying babies. It can be hard to do this for any carers who are not present during routine contact, consideration is needed to ensure these messages are available and shared.

07. WHAT CAN YOU DO NOW?

Think about the learning from this review and the children and families you work with. In particular:

- All primary care givers need to know how to care for babies & cope with crying, it is important not just to rely on the one main carer to pass information on to a partner care giver. (Please refer to ICON)
- Practitioners to ensure "Respectful scepticism" & professional curiosity are particularly when parents deny reported incidents of domestic abuse, especially if the mother has previously been subject to domestic abuse, and/or she is pregnant.
- Think sibling when you are dealing with reports of Acute Life-Threatening Event (ALTE)

06. WHAT WILL WE DO NOW?

- A) Support partner agencies to raise awareness in sharing the ICON message.
- B) Develop a specific Acute Life-Threatening Event (ALTE) pathway flowchart
Check that:
- C) Partners have effective arrangements for practitioners to find out about unfamiliar BAME cultures
- D) Health providers delivering midwifery, health visiting and school nursing services, the local authority regarding education, and the Clinical Commissioning Group regarding GPs have effective arrangements to share information about children moving in and out of Halton.
- E) All relevant agencies take steps to identify and safeguard any siblings when information is shared or received during any referral including an Acute Life-Threatening Events (ALTE)
- F) All professionals exercise "respectful scepticism" and curiosity when parents deny reported incidents of domestic abuse (DA) and liaise with each other regarding any difficulties in undertaking "routine enquiries" about DA or following up notifications about incidents of DA, especially where a practitioner has not had the opportunity to discuss these with the victim in private



**CSPR
Child G**

05. THE MAIN THINGS WE FOUND

Safeguarding children after Acute Life-Threatening Events (ALTE)

- Prompt referrals of Acute Life-Threatening Events (ALTE) to police and Children's Services are important to ensure a timely multi-agency response, as some of these later turn out to be due to abuse.
- Agencies reporting or receiving reports of ALTE need to identify any siblings and consider any risks to them.
- Further concerns about parental behaviour and care of children may emerge following initial enquiry & these may be in any setting, these also need to be promptly reported.

04. THE MAIN THINGS WE FOUND

Domestic abuse; supporting mothers and children

- Incidents of domestic abuse are under reported and it is not unusual for victims to deny them.
- Research shows domestic abuse can have a significant impact on unborn children, at worst increasing the risk of miscarriage or prematurity, and causes stress and anxiety for the mother which can affect the development of the baby. Risks for older children can include retriggering trauma if they have witnessed domestic abuse of their mother by a previous partner.

SVSH Spring Term Data

As of Easter 2022...

- 92% of schools have delivered training to all staff on SVSH
- 51% have seen an increase in reported incidents of SVSH
- 68% of schools have reviewed their curriculum
- 78% have reviewed their communication with parents

SVSH Spring Term Data

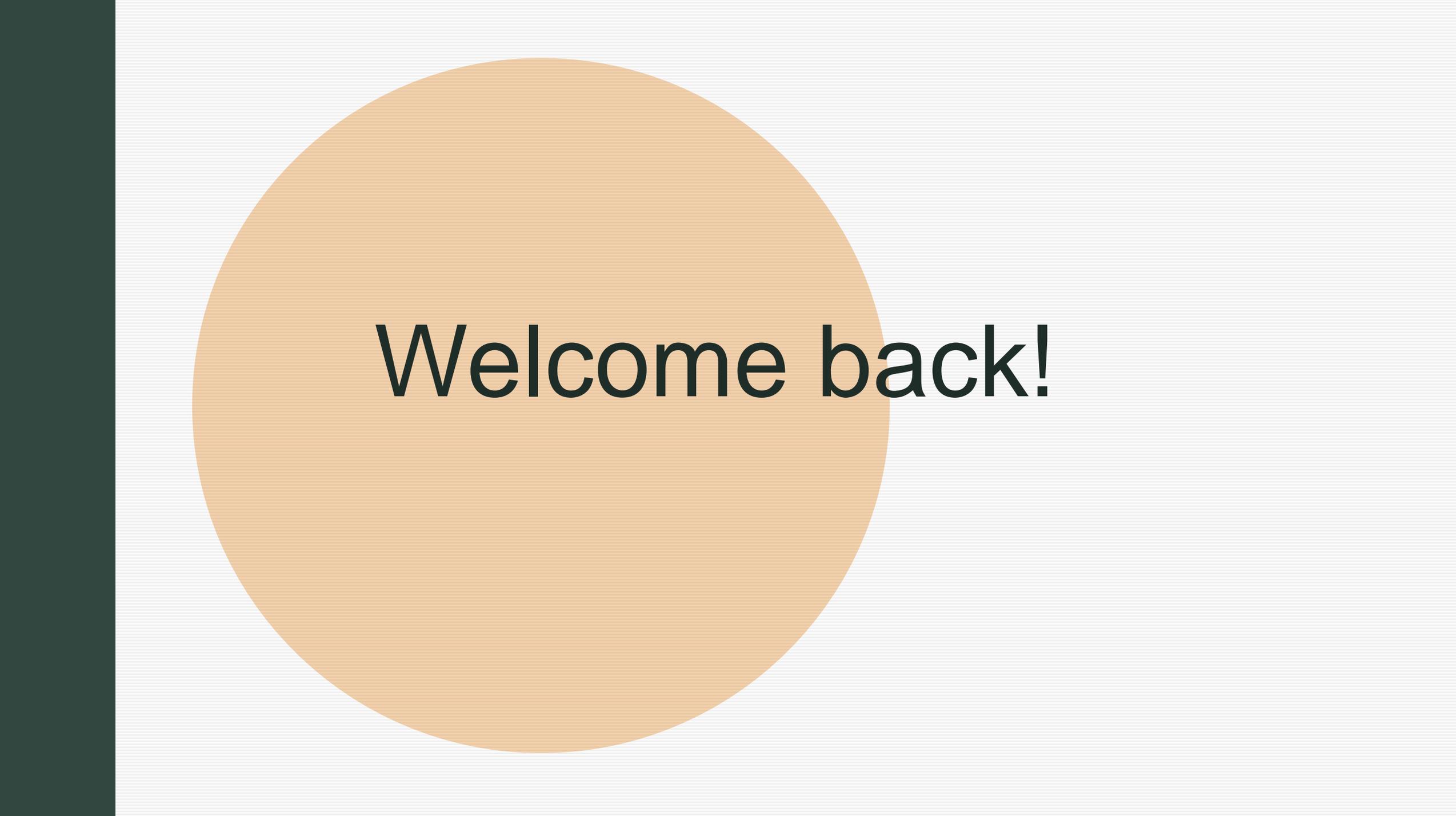
During the Spring term...

- 55% of schools recorded at least 1 incident of **sexualised comments**. 31% recorded 3 or more incidents.
- 34% of schools reported at least 1 incident of **sexual jokes or taunting**. 10% of schools recorded 3 or more incidents.
- 55% of schools recorded at least 1 incident of **physical behaviour**. 37% of schools recorded 3 or more incidents.
- 31% recorded at least 1 incident of **online sexual harassment**.
- There were 6 recorded incidents of **sexual violence**.

Stay Vigilant...if the number of incidents reported decreases, ask why....if none have been recorded all year...question & reflect...could we have missed something?

Break



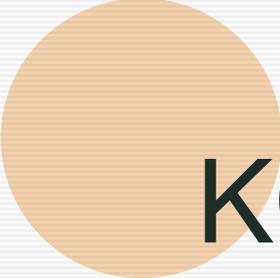


Welcome back!



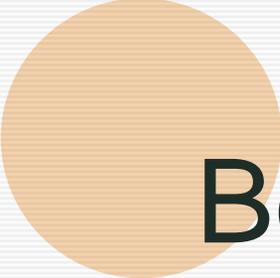
Adultification & Child Q

- A 15 year old girl who was suspected of carrying drugs, Child Q was strip searched (involving the exposure of intimate body parts) by police officers who attended the school without an appropriate adult being involved or there being challenge on the part of school staff.
- Very early on in the overview report the author is clear that “the strip search of Q should never have happened and there was no reasonable justification for it.” (para. 2.3, p.6).
- School staff remained outside of the room, no appropriate adult was present for the search and the child was asked to return directly to an exam afterwards.



KCSIE on PACE Code C

- Liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.



Be willing to say 'no'

- **Review your approach to searching, screening and confiscation – this will be in the new model policy**
- **‘Smelling of drugs’ is first and foremost a safeguarding issue**
- **Train staff on the 'rights of the child':** The review said that the school “*deferred to the authority of the police*” and should have been more challenging. Understanding local protocols (such as escalation policies) is important to ensure that agencies work together effectively and hold each other to account when appropriate action is not being taken.
- All staff working in a school should be trained in anti-discriminatory practice - including understanding adultification bias - and the appropriate language to use and actions to take to avoid victim-blaming or victim-shaming.



What is adultification?

- Adultification is a presumption of maturity, that can have a deeply harmful impact. A form of unconscious bias.
- Strip-searching the child as a response to the initial concern did not put the safeguarding needs of the child first, and the report says that the child's race was significant in the decisions made about the response.
- The review concludes that *“one feature believed to have a significance to the experience of Child Q is that of adultification bias... [which is where] adults perceive black children as being older than they are”*.



What is adultification?

- Jahnine Davis defines adultification as ultimately where children are perceived as being more adult like, and where they are seen through a lens of deviancy and not necessarily acknowledged as deserving victims, and where their innocence and vulnerability is erased over time.
- The preconditions of adultification are based on various biases which intersect, such as systemic inequalities and where certain communities, and particularly those from Black communities are pathologized, and considered an “other”, and therefore not necessarily seen through a lens of safeguarding.
- Black children are seen as 'street wise' and more resilient



The impact of not seeing children and young people as vulnerable?

- Professionals must consider how adultification leads to victim blaming. If language such as “angry” or “aggressive” is used or punitive measures are taken in response to any child experiencing harm – this may assume Black children are somehow complicit in their own abuse, whether this is by the state or individual professionals.

Adultification can lead to professionals placing a level of responsabilisation on Black children to protect themselves instead of their responsibility to safeguard and protect them.



What next?

- Intention to give confidence to the school to be willing to challenge, say no and safeguard the child. This extends to office and support staff who may be put in that situation; be willing to seek advice and work with agencies so they understand the schools position relating to this.
- For those with additional needs, the police must take advice from their specialists within the force who lead upon interview / speaking with those with autism (for example) – be willing to send them away.
- Record the rationale behind any decisions.
- Professionals need to be willing to stop and seek advice.
- This extends to all agencies and services who wish to meet with CYP...Consent? Rationale?

A 5 stage graduated response

An initial stage 4 pilot begins over the summer

Stages 1 – 3 can begin in primary

Escalations



Online Safety

- Keep up to date via SWGfL – use their policy!
- Designed to help educators, parents and carers, to support young people aged 11 and over with Special Educational Needs and Disabilities (SEND), these free, adaptable resources look at the important topics of healthy relationships, digital wellbeing and online pornography <https://www.childnet.com/what-we-do/our-projects/thrive-online/>

How to keep up to date on Online Safety

- Thinkyouknow.co.uk
- Subscribe to SWGfL
- Internetmatters.org
- saferinternet.org.uk

CPOMS Hints & Tips

Final CPD

- The July Safeguarding update will contain the details of the scheduled CPD which will still be offered.
- A further update will be shared in September (along with the new policies and training materials)

Q&A

Have a great summer and ...

Thank you!

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