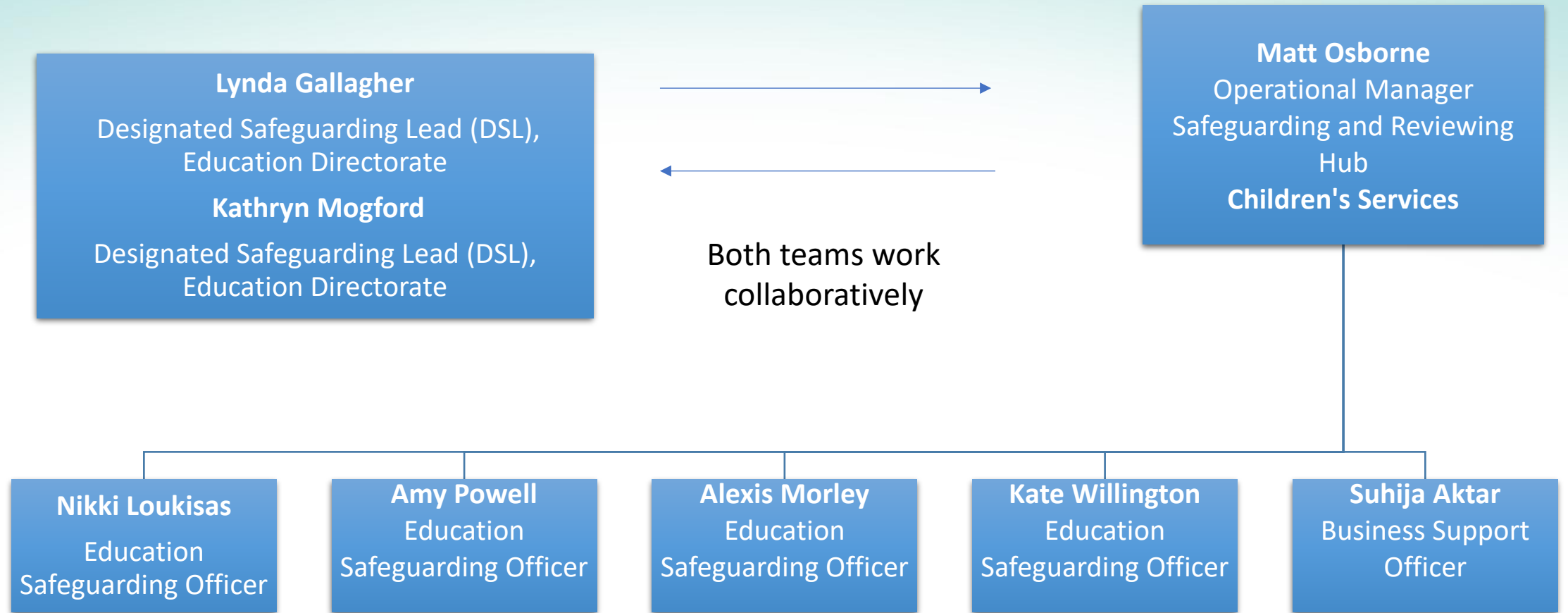


Safeguarding Training Level 2





Safeguarding is everybody's responsibility

This means we are **all** responsible for ensuring that children and adults at risk are kept safe. This means you.

Failure to report could result in actions under the Council's disciplinary and/or management under the Safeguarding allegations/concerns about Practitioners or Persons in a Position of Trust processes (Section 5 of Wales Safeguarding Procedures)



How do we Safeguard?

We safeguard by doing the things below:

- Understand what is meant by safeguarding
- Recognise the different types of abuse and their signs, symptoms, indicators and behaviours that may indicate a child or adult is being abused or is at risk of harm
- Understand what to do if we are concerned about a child or adult at risk
- Understand our own role and responsibility with regard to suspicion or disclosure of abuse
- Understand our **duty to report** a concern or incident when we become aware of it



Safeguarding

Safeguarding means proactively seeking to involve the whole community in keeping children safe and promoting their welfare/wellbeing.

Child protection is the process of protecting individual children identified as either suffering, or at risk of suffering significant harm as a result of abuse or neglect.





Roles and responsibilities

- If you see something that arouses concern or suspicion share with the DSP
- You are the eyes and ears – if you see it/hear it - share it
- Never worry that you have misheard/got it wrong
- That concern belongs to you until you share it with the DSP
- Report the concern immediately
- Do not wait until the end of the school day (unless it is the end of the day)
- It is your statutory duty to report the concern
- If you are going to discuss a concern with a parent run it by the DSP before having that conversation with Parents



Why do we need to keep records?

Accurate and up to date recording of child protection or welfare concerns is essential for a number of reasons:

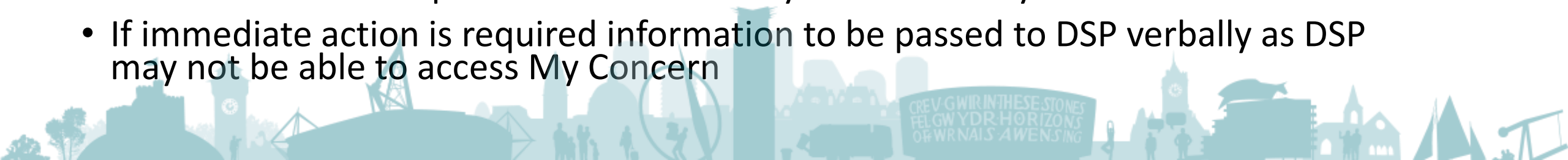
- It can help School identify child protection or welfare concerns at an early stage
- It can help identify patterns of concerns
- It can enable school to record seemingly minor issues to build a more complete picture of what life may be like for the child
- It helps the DSP to monitor and manage safeguarding practices, including decision making, actions taken and agreed joint strategies with other agencies
- It can provide evidence to support professional challenge when working with external agencies
- It can support school to demonstrate action taken to reduce impact of harm to a child
- It helps to evidence robust and effective safeguarding practice in inspections and audits.
- It can be used as evidence if there is a Child Practice Review and illustrate what schools did/didn't do to support the child and family



Record keeping is a whole school responsibility

All members of staff have an essential role to play in helping to identify possible indicators of abuse or neglect at an early stage and alerting the DSP

- It is vital that any concerns you may have for a child's welfare, however small, are formally recorded and passed to the DSP
- Most often it is the accumulation of several small incidents, events or observations that provide evidence of harm being caused.
- The DSP is only able to work with and share the information that you have recorded/passed on to them
- The DSP may already have concerns regarding the child, and the information you hold could provide vital evidence.
- It is staff responsibility to seek clarification on the action taken by the DSP
- If staff member has taken any immediate action then to inform the DSP of what they have done
- Concerns should be passed on immediately – do not delay!
- If immediate action is required information to be passed to DSP verbally as DSP may not be able to access My Concern



What to record

Staff need to ensure that essential information is recorded. This should include:

- Who is raising the concern
- Name and role of the person raising the concern
- When the report was made to them
- Record the date, location and time of the incident/event/observation
- What the concern is
- The incident/event/observation should be described clearly and concisely
- Where appropriate, record the names of those involved, including any witnesses
- Record where the incident/event/observation took place and how the information came to light
- Any questions staff have asked or have been directed to ask (Note: Staff should use open questions e.g. TED - Tell, Explain and Describe)
- Physical marks and/or injuries should be recorded with sufficient detail using a body map. (photographs should NOT be taken by staff. If photos of injuries are required for evidence purposes, this should be done by the Police).
- Why the member of staff is concerned – make sure the DSP knows from the record exactly what it is you are worried about

Things to consider

- Record events clearly and accurately and as close to the event as possible
- Record referrals made to agencies, meetings, phone calls (parents, professionals etc and relevant emails sent and received)
- Use your professional judgement to decide what is relevant - fact not speculation
- Do not use coded expressions of sarcasm or humorous abbreviations of the pupil/family
- Always consider who may request to view this record/file Professional, Court, Coroner, Investigator, Child, Family member, Subject Access Request etc
- Just because the record makes sense to you doesn't mean it makes sense
- Will the recipient (DSP) understand what my concern is?
- If it isn't written down it hasn't happened.



Things to consider

- Use full names of individuals i.e. Mr A Williams should be entered as Mr Alan Williams
- Do not use abbreviations or acronyms e.g. EP state Educational Psychologist
- Proof read/edit your recording to ensure it is both accurate and clear
- Use bullet points
- This log may be used as evidence in 5/10 years time – will it make sense to the person who is reading it then
- Will it illustrate exactly what you were concerned about and what action was taken at that time?
- Avoid obvious signs of copy and paste



Use of language

The language we use can often be subjective and may mean different things to different people.

If you are using words such as;

- ***“Inappropriate”*** – what do you mean by this e.g. “her clothing was inappropriate for the weather” describe what the weather is ,what the season is, cold/hot/raining etc. “inappropriate lunch” what makes it inappropriate?, “inappropriate behaviour” what is it about the behaviour that makes it inappropriate?
- ***“Unkempt”*** – in what way is the child unkempt?
- ***“Appears to be”*** – according to whom?
- ***“Regularly late”*** – what is regular? Daily, once a week, once a month etc.
- ***“Always”*** – how often is always?
- ***“dysregulated behaviour”*** – what do you mean by dysregulated? Note: A description of their behaviour is more impactful
- ***“Sexualised language”*** – be explicit – what were the actual words used?

BE DESCRIPTIVE



Recording information following a disclosure

As full an account as possible of what the child said

- Record using child's words and language
- An account of any questions put to the child
- Time and place of disclosure
- Who was present at the time of the disclosure
- The demeanour of the child, where the child was taken and where returned at the end of the disclosure



Categories of abuse

The Wales Safeguarding Procedures identify five categories of abuse:

- Physical
- Sexual
- Emotional/Psychological
- Neglect
- Financial Abuse

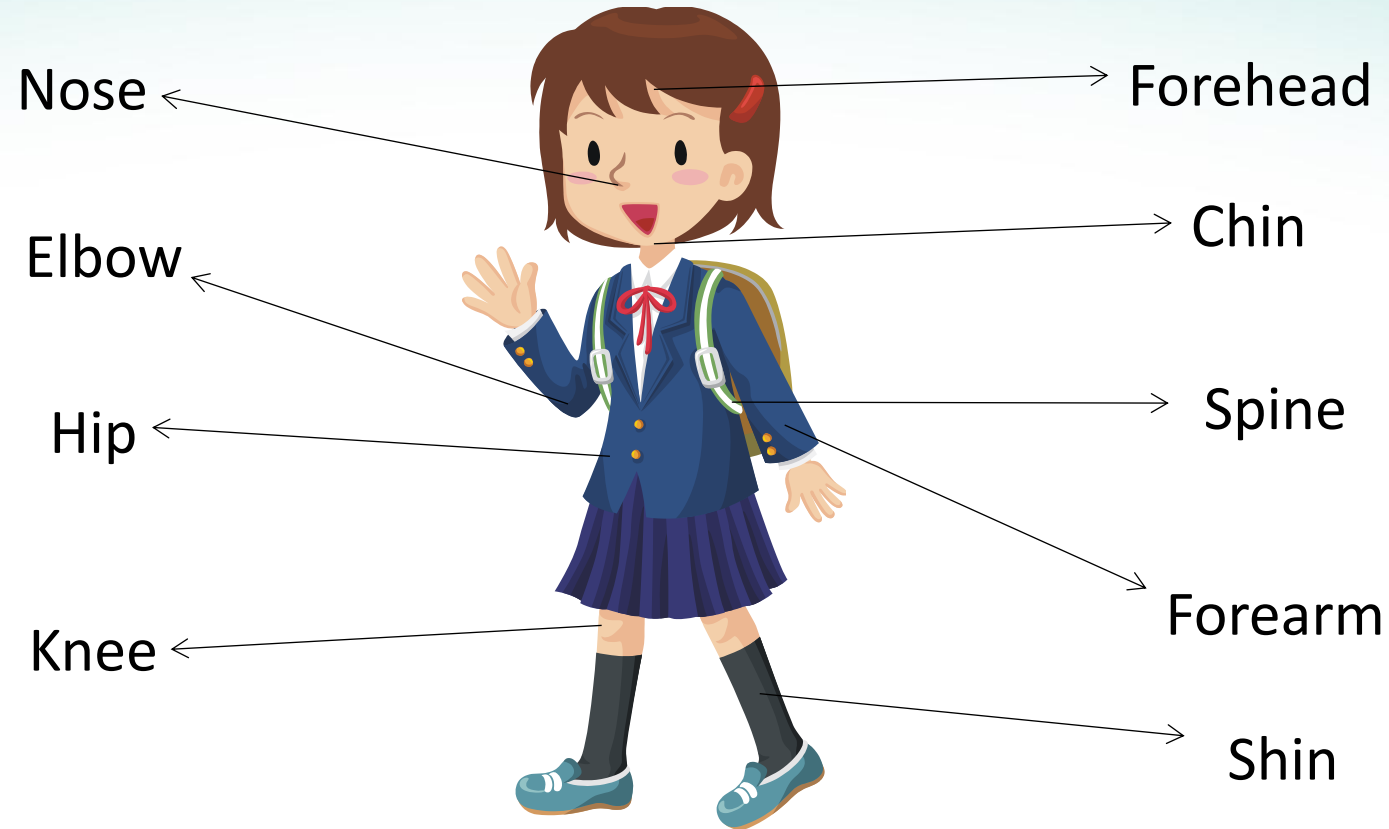


Physical Abuse

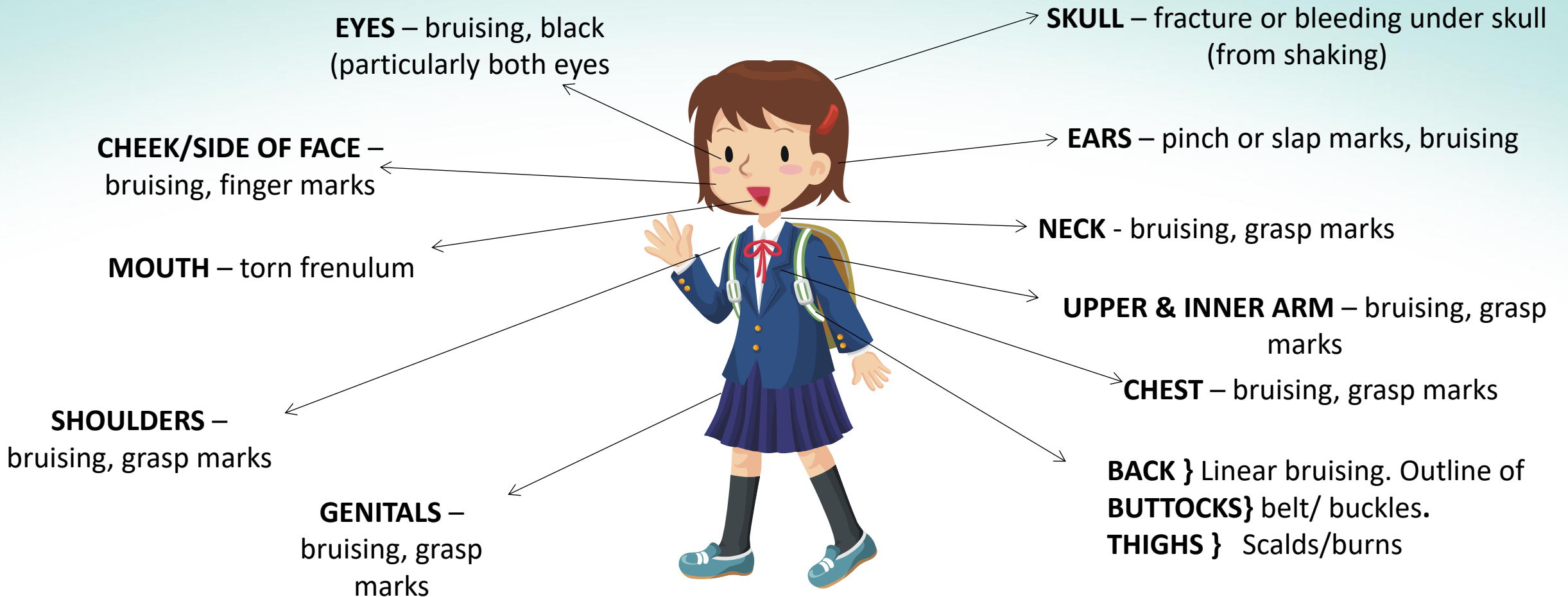
- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Bald patches
- Chronic running away/Fear of returning home
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted



Common Sites For Accidental Injury



Common Sites for Physical Harm



Physical Abuse

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

Physical harm may also be caused when a parent or carer fabricates or induces illness in a child whom they are looking after.



Sexual Abuse

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- Starting to wet again, day or night/nightmares
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism



Sexual Abuse

Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, including: physical contact, including penetrative or non-penetrative acts; non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways



Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships/poor peer relationships
- Compulsive scavenging
- Destructive tendencies



Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate care or treatment.

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



Emotional / Psychological Abuse

- Physical, mental and emotional development lags
- Low self esteem
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression

A child may be subjected to a combination of different kinds of abuse.

It is also possible that a child may show no outward signs and hide what is happening from everyone



Emotional / Psychological Abuse

Threats of harm or abandonment, coercive control, humiliation, verbal or racial abuse, isolation or withdrawal from services or supportive networks, witnessing abuse of others



Financial Abuse

This category will be less prevalent for a child but indicators could be:

not meeting their needs for care and support which are provided through direct payments;
or
complaints that personal property is missing



Professional concerns/whistleblowing

- If a child/family member alleges that a member of staff has harmed/hurt a child or you witness something you feel uncomfortable with - report it to the Headteacher immediately
- If the allegation is about the Headteacher then report it to the Chair of Governors (state who this is and how to contact them)
- Do not discuss the allegation with any member of staff
- Do not discuss this with the staff member of concern
- If you feel unable to raise or are concerned about significant safeguarding failures within the school, please refer to Cardiff Council's Whistleblowing policy



Disclosures of abuse or harm

- In order to share concerns with FASPH you will need information about what the child has disclosed
- If a child makes a disclosure to you it is ok to ask some questions in order to clarify facts
- You can ask the child to;
 - Tell me about
 - Explain that to me
 - Describe to me

Share this information with the DSP immediately



Clarifying facts



Fact Finding

- Where did it happen?
- Where did 'insert name' smack/hit/pull (using the child's words – no leading questions).
- If appropriate check for any injuries (if the child is claiming an injury which is not on a visible part of the body, it should not be checked).
- When did that last happen?
- How often does that happen?
- Who was there at the time, who saw this? (what did they say?)
- What was happening at the time of the incident?
- What happened next? (what did the child say, what did the carer say?)

Share this information with the DSP immediately



Dealing with Disclosures

DO

- Keep an open mind
- Reassure the child that they have a right to tell
- Listen carefully
- Work at the child's pace
- Ask only open questions – if you must ask them, clarify the facts, don't interrogate
- Explain what you need to do next
- Record accurately and quickly using the child's words
- Pass on to the Designated Safeguarding Person (DSP)

DO NOT

- Make false promises about confidentiality
- Interrupt
- Interrogate/investigate
- Assume e.g. this child tells lies
- Make suggestions about what is being said
- Speculate or accuse anyone
- Show anger, shock etc...
- Tell the child to go and speak to someone else
- Forget to record accurately and/or pass on to D/P
- Confront alleged abuser



Contextualised Safeguarding

Abuse can take place outside of the family and is known as **extra familial harm** that requires a safeguarding response. These types of harm include;

- Peer on peer
- Sexually harmful behaviour
- Sexual and criminal exploitation
- Bullying

If you have any concerns about children in your care being exposed to this please discuss with the DSP

School may need to work with external partners



Case Study



Where staff may be vulnerable

- Alone with a child
- Administering first aid
- Restraining a child
- Gender
- When a child seeks affection
- Providing intimate personal care
- Using ICT (Social media)
- Lack of information on child/family
- Lack of training or support/induction
- When you are unclear about guidance and/ or procedures
- When you fail to report or seek advice / poor lines of communication
- When you fail to record
- Providing targeted intervention e.g Thrive



Safeguarding and Professional conduct

- Maintain clear professional boundaries in your relationships with pupils and parents – this safeguards them and protects you.
- Children may misunderstand and misinterpret comments, instructions etc. consider your environment at all times
- What may seem as “banter” to one may not be by another
- Avoid using banter and sarcasm if a pupil may misinterpret it
- Reaffirm professional boundaries if a child attempts to overstep them
- If you feel that a child/family member is compromising this then speak with the DSP
- If a situation unfolds and you feel there may have been a better way to manage it by yourself or others then share with DSP immediately.



Safeguarding and professional conduct

- If you feel there are any areas of your job that require further training then please request this training
- If you think that any concerns in your personal life may impact on your work life - seek support from Manager
- Only use physical contact/touch when necessary, reasonable, and proportionate
- You are acting in a position of trust and authority, your conduct should remain professional, no matter what the setting
- Recognise that sometimes, pupils can intentionally or unintentionally cross boundaries with you in the way they speak, or by initiating inappropriate contact, perhaps via social media.
- As the person in a position of trust it is your role to re-affirm any boundaries that a pupil attempts to cross/blur
- Always consider your audience



Pupil relationships

Sometimes the teaching and targeted intervention that we use to engage pupils may lead to more relaxed, informal behaviours that can, perhaps unknowingly, blur those boundaries.

- You must remember that you are a role model and public figure, to uphold public trust and confidence in the education professions, both in and out of the workplace
- We are committed to creating a fair and inclusive learning environment by addressing discrimination, stereotyping, and bullying
- When interacting with pupils think carefully about the implications of your behaviour with, and towards them, and the potential consequences
- Remove yourself from any inappropriate contact or conversation at the earliest sign of a boundary breach and also report the event to the DSP
- Declare any potential conflicts of interest

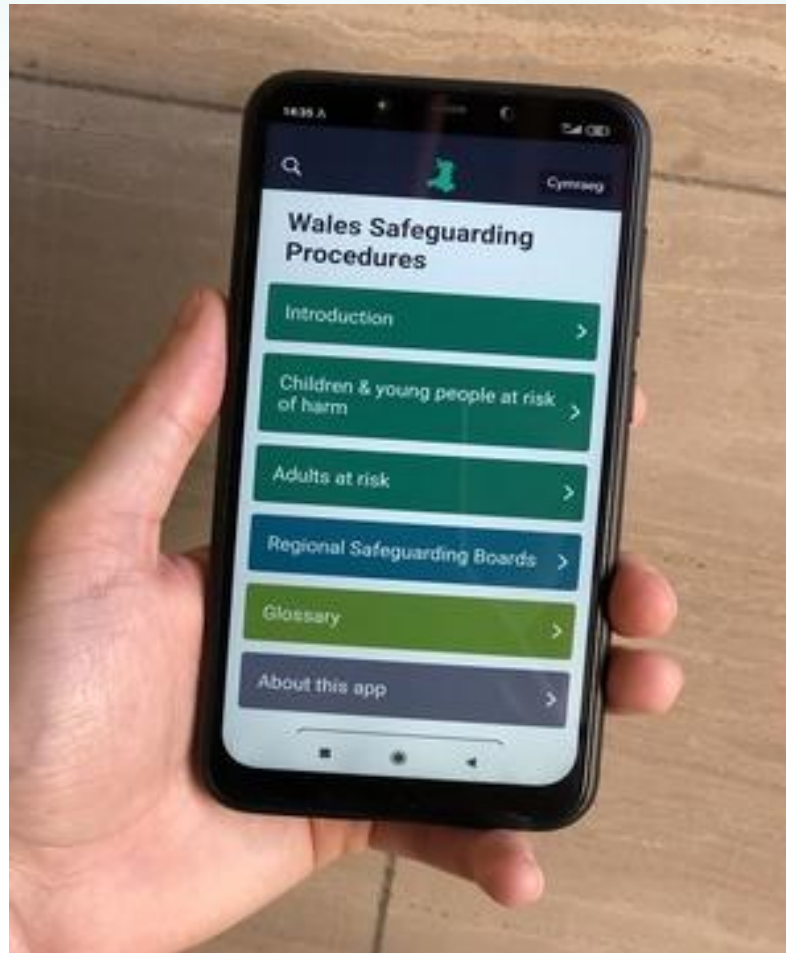


Confidentiality within the wider community

- Whatever your role in the school, you are in a position of trust
- You may know the child/family personally, but within school this must remain a strictly professional relationship
- You will be privy to confidential information which must not be shared with anyone outside of school
- If a family member approaches you for information, direct them to the DSP or Headteacher
- Sharing information about a child with anyone outside the school community may result in disciplinary procedures
- Professional boundaries can become blurred when staff are part of the wider school community (e.g. having children at the school or friendships with parents) – ensure any potential conflicts of interest are declared



Wales Safeguarding Procedures



Useful contacts

Education Safeguarding Team (EST) :

educationsafeguarding@cardiff.gov.uk

(duty system operating Mon-Fri)

Please email with your name, contact details and brief overview of concern and the duty worker will get back to you

FASPH: 03000 133 133

Web chat available via www.cardiffamilies.co.uk

FASPH Email: CSMash@cardiff.gov.uk

Emergency Duty Team: 02920 788570

Practitioner Concerns Team (PCT):

ProfessionalStrategy.Meetings@cardiff.gov.uk



The C Word

compliment
credible
considerate
counts
clarity
capable
communicate
consistent
culture
caring
collaborate
celebrate
committed
clear
choices
continuous
contribute
challenge
community
commitment
creative
cohesion
courage
constructive
custom



Next steps

<https://www.youtube.com/watch?v=Wj251N1ECWE>

<https://www.youtube.com/watch?v=YxY45aIFuYw>



Next steps

- Inspirational Video On Rowing and Teamwork
- TEAMWORK - One minute short film contest / Film riot / Filmstro
- Navigating Decisions with Ted Lasso | Transform Your Choices into Chances 💡 🎯 Apple TV



Next steps

clubs
feedback
website

collaborate
questioning Choices feedforward
seesaw wellbeing choices consistent
independence digital timekeeping
peer-assess green literacy helpwr
GGR adults Welsh
resources numeracy inclusive
scaffolding
creativity

planning pupil-voice
outdoor self-assess clarity
progression welcoming



There's More

- Every Second Counts (The Bear)
- Daily Habits
- Dwayne Johnson says: success is about consistency, consistent hard work will lead to success
- Aristotle stated: we are what we repeatedly do. Excellence, then, is not an act, but a habit
- Tony Robbins says: It is not what we do once that shapes our life, but it what we do consistently
- Be that small bit better everyday
- Resilience outperforms skill 1000:1



And More.....

- Coming together is a beginning, Keeping together is progress, working together is success- Henry Ford
- The way I drive, the way I handle the car is a consistent expression of my inner feelings- Lewis Hamilton

