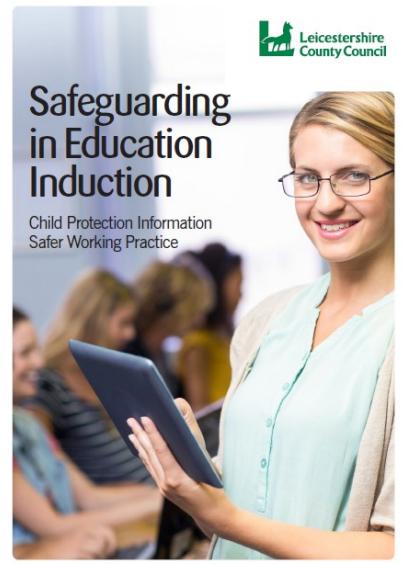


Termly Safeguarding Briefing for Schools

How strong is your school's safeguarding culture?

What is Safeguarding Culture?

Safeguarding in schools is not about 'ticking boxes' or simply doing DBS checks. A school with a strong safeguarding culture has leaders who are effective in establishing, promoting and modelling good safeguarding practice. In these schools staff are constantly alert to the needs of children by listening to them and observing when things are not as they should be. It's a school where all staff are committed to the welfare of children, understand and accept their safeguarding responsibilities and feel confident to record and pass on their concerns immediately to a DSL. It's also a school in which children learn about safeguarding, feel safe and are confident that the adults around them will encourage and support them when they need it. Schools with a strong safeguarding culture will also ensure that every member of staff understands and behaves in line with the safer working practice 'code of conduct' and where if breaches are seen, staff feel confident to pass on concerns to the headteacher (or chair of governors etc) without delay.



Safeguarding Induction

An important feature of a strong safeguarding culture is a robust induction process for new staff, volunteers and students etc. The induction works best when it's a face to face conversation with the DSL based around the Safeguarding in Education Induction leaflet (above). Since the new safeguarding guidance for schools was published it should also now include information about the behaviour policy (eg how to respond to peer on peer abuse, including sexual violence and sexual harassment) and the nature of the risks faced by children who are missing (eg County Lines and Child Sexual Exploitation). Safeguarding and promoting the welfare of children is everyone's business and all staff have a responsibility to maintain and enhance a strong safeguarding culture in school.

Human Trafficking and Modern Slavery

One of the most common forms of modern slavery is children being used in domestic servitude. Slavery is a hidden crime because it can be difficult to identify a victim. It involves a victim being forced to work in usually private households, often performing domestic chores and childcare duties. A quarter of reported victims of domestic servitude in the UK are children. If you suspect someone is a victim of modern slavery or people trafficking you must inform your DSL and you can also call the modern slavery helpline: 0800 012 1700

Common signs to look out for in child victims:

- Absent parent or legal guardian
- A child is being cared for by an adult that is not their parent or legal guardian
- The quality of the relationship between the child and their adult carer is poor and a reason for concern
- A number of unrelated children found at one address

- Frequent movement of children from a premises
- Child is fearful, anxious, depressed, submissive, tense, or nervous/paranoid
- Exhibits unusually fearful or anxious behaviour
- Appears withdrawn
- Avoids eye contact
- Reluctant to seek help
- Lacks health care/dental care
- Appears malnourished
- Shows signs of physical and/or sexual abuse, physical restraint, confinement, or torture
- Children may not always demonstrate outward signs of distress and may have a ‘bond’ with those exploiting them and have been groomed to not disclose their abuse – however, they are likely to be very scared and traumatised
- Missing, altered or false documentation is common

What is ‘Contextual Safeguarding’?

Safeguarding incidents and/or behaviours can be associated with factors outside school or college and can also occur between children. This is known as ‘Contextual Safeguarding’ and has been introduced in the revised “Keeping Children Safe in Education” 2018 guidance for schools. All staff, and especially the DSL, should be considering the context within which such incidents and/or behaviours occur. It is an approach to understanding and responding to young people’s experiences of harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods and online can feature violence and abuse. Parents and carers have little influence over these contexts and young people’s experiences of extra-familial abuse can also undermine parent-child relationships. Contextual safeguarding recognises that young people are vulnerable to abuse in a range of social contexts and seeks to respond to this. Examples include online grooming, County Lines exploitation, Child Sexual Exploitation and other criminal exploitation.

Regulatory changes to ‘Disqualification from Childcare by Association’

Legislation changed in August 2018 which means that staff are no longer disqualified from Early Years and Later Years childcare if this takes place in a school context **and** if they live with someone who themselves would be disqualified. This has been known as ‘Disqualification by Association’. They could still be disqualified in their own right. The updated guidance is here...
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

Resources and Training events

Brecks Last Game (e-safety film and lesson plans)—<https://essex.police.uk/breckslastgame>, username— breck , password—br3ck51G

Learning from when young people take their own lives (free conference at De Montfort University)—8th May 2019—booking will be available through the eventbrite.co.uk website in due course

FREE Mental Wellbeing Awareness Training—Jan/Feb 2019—book via the link below
<https://www.eventbrite.co.uk/o/billson-consulting-ltd-amp-mair-health-ltd-18219243165>

Forced Marriage Home Office Campaign resources (videos/posters etc) —
<https://forcedmarriage.campaign.gov.uk>

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