



Its that time of year again – we’ve got you covered with a new Safeguarding Refresher course for the academic year 2024-2025

This is a free resource brought to you by the Safeguarding in Education Team from Bristol City Council alongside the Keeping Bristol Safe Partnership.

It's anticipated that you are watching this video as part of your annual training requirement from Keeping Children Safe in Education. It might be that you have

just come back from your holidays or just about to go on your holidays. We hope that this time is protected and that you are able to use this opportunity to reflect on your practice without distractions of the day to day work.

TRAINING AGREEMENT & SELF CARE

- Talking about child abuse can be a distressing and sensitive issue. Please ensure that you look after yourself and colleagues if you are affected by the training.
- Confidentiality.
- Respect each other's views.
- Please switch your phones to silent.
- Time keeping.
- Please ask questions – no question is a silly one!

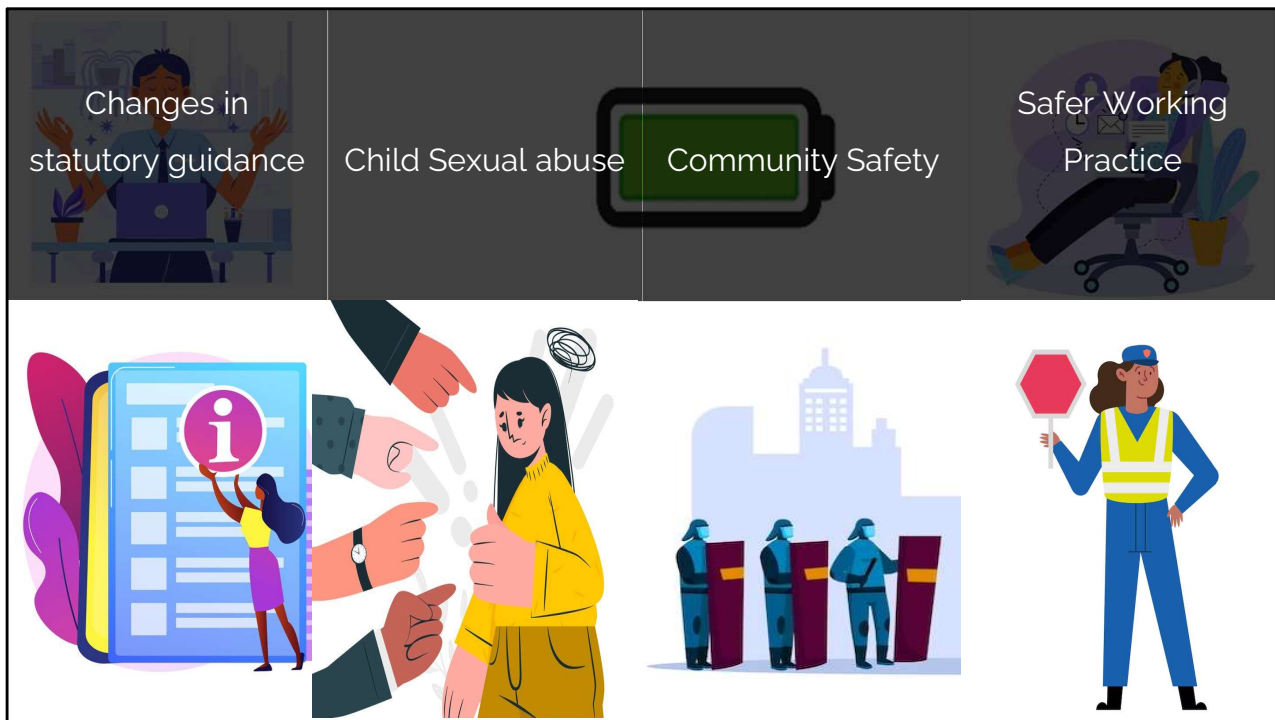


Here is a training agreement.

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- Please ask questions – no question is a silly one!

Hopefully, you are in a group where you are have a either your Designated safeguarding lead /or a member of your safeguarding team facilitating or available. Please make sure you are able to access them if you need further support.



Aims (all come up at once). Read off the slide

This training is to support you to refresh your safeguarding knowledge, provide you with any key updates both nationally and locally and for you to be able to apply these in the context of your day to day work.

Objectives – click for each

CLICK

Changes in statutory guidance– These are changes are not significant but hopefully will resonate with your existing practice.

CLICK

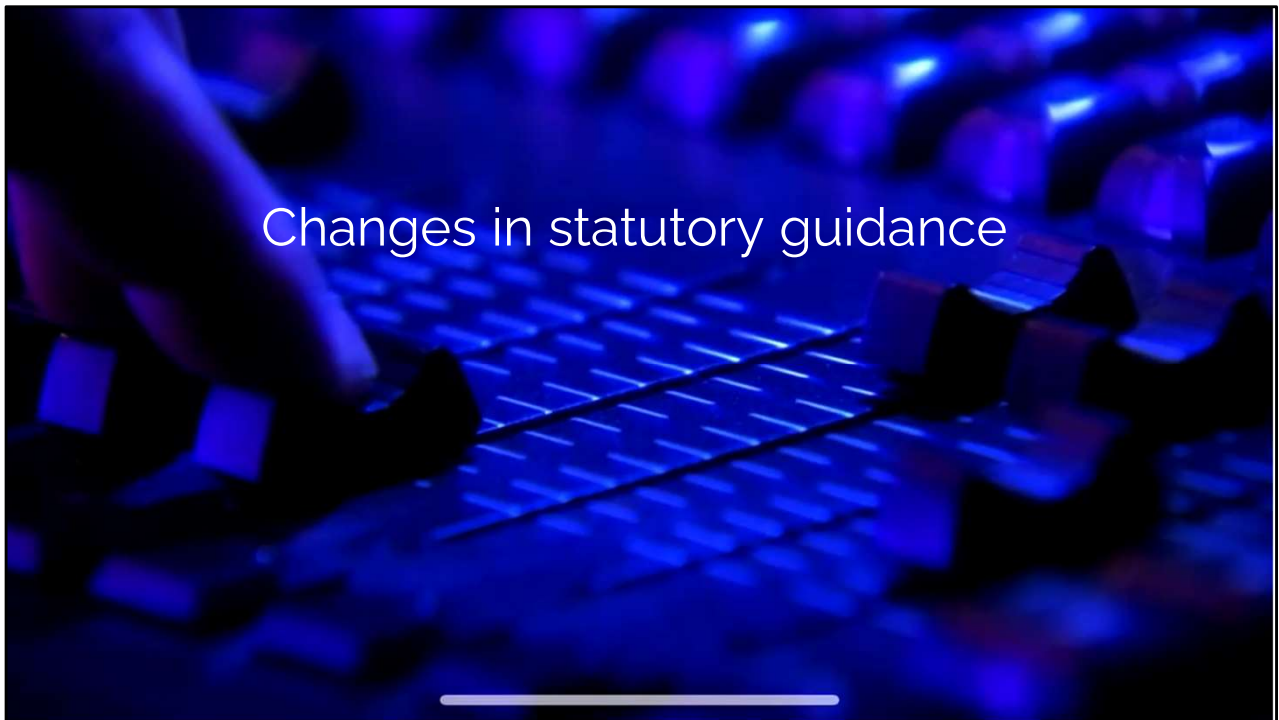
Child Sexual abuse - there is a national trend that this is going unnoticed and unreported. The training will reflect on some of the factors that might contribute towards this and provide you with opportunity to reflect your values and behaviours.

CLICK

Community Safety - there have been many events locally which have likely impacted you and your school community. This section will consider what you can do in your role to be ready and respond to any future incidents.

CLICK

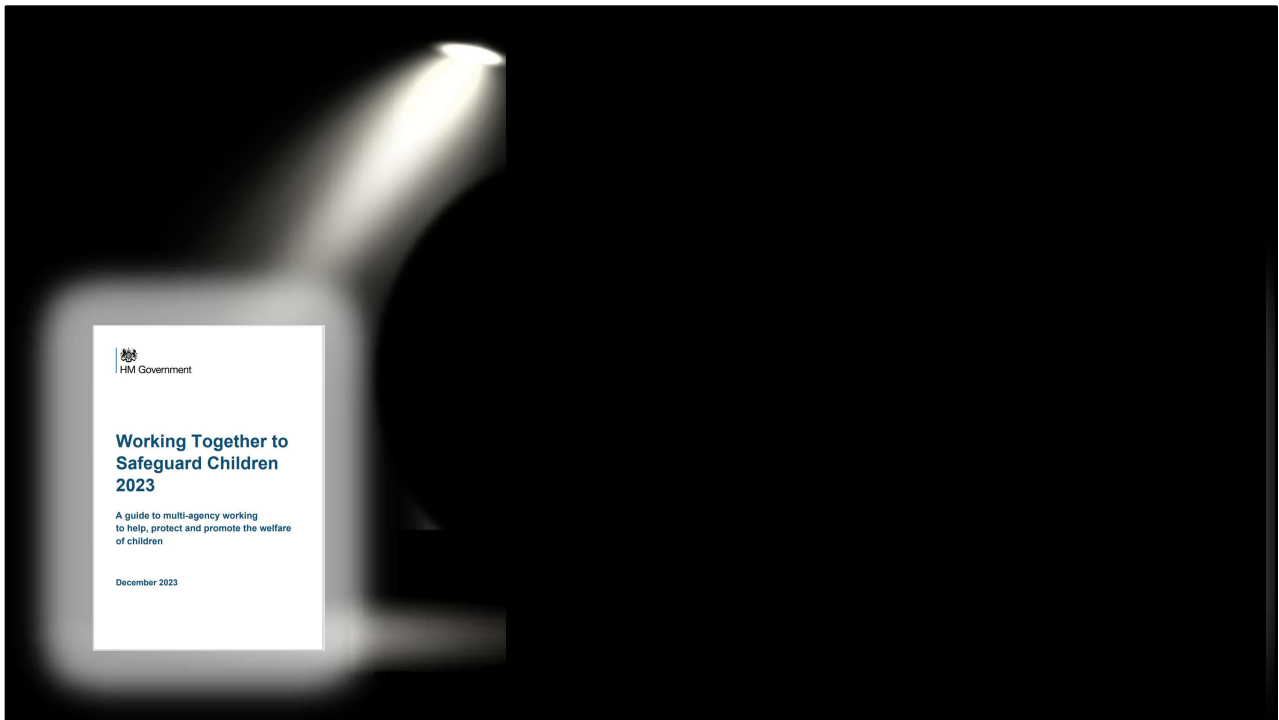
Safer working practice - how you can keep yourself safe.



Changes in statutory guidance. We have three new versions of statutory guidance to hit the stage. Most of you will not need to read the whole of these documents.

These might be more relevant for your strategic leaders, however please don't think they don't apply to you. It's helpful to know what's in them and do consider picking the documents up and having a further explore!

Sometimes when we rely on information being filtered through from others - there is a danger that some of the messaging can get lost along the way.

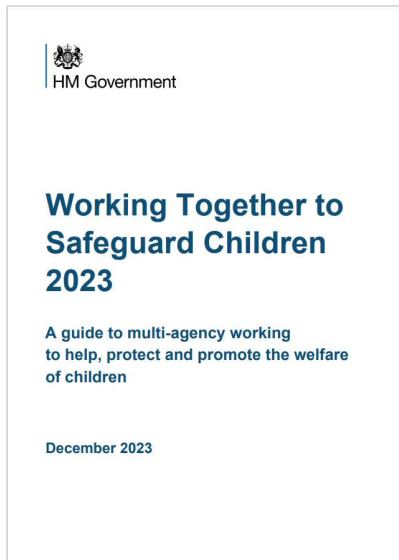


First to hit the stage is Working Together to Safeguard Children - 2023 - whilst not a statutory requirement we strongly recommend that anyone who works directly with families read this document. Part 1 (a shared responsibility) is particularly helpful to focus on.

Following this, there's a fan favourite - this document is probably the most familiar to you - Keeping Children Safe in Education - 2024 - You all need to read Part 1 of this document and Annex B - Annex A is an option for staff who don't work directly with children. You'll be glad to know there aren't significant updates this year!.

Our final guidance - that is the freshest topics to hit statutory status during the summer of 2024 - is Working together to improve school attendance. We hope this isn't the first time you've heard of it but essentially its recognising the importance of school attendance and ensuring that all the education settings take a consistent trauma informed approach to school attendance working with other statutory agencies such as police, the local authority and health to try and address any underlying issues for poor or non attendance.

There are other pieces of guidance - but for the time being they can go to the back of the stage where these pieces can have a bit of a spotlight. Lets look at them in a bit more detail!



Updates

- Provides a new definition of safeguarding
- Principles of working directly with children and families.
- Structural changes around partnerships and clarification of roles and responsibilities (needs to be published in December 2024)
- Strengthens the need to work with education and childcare providers
- Tackling extra familial harm (harm that happens outside of the home)

THIS SLIDE IS ANIMATED – however you can remove the animations without impacting delivery.

CLICK -

First of all - Working together to safeguard Children. A veteran of statutory guidance - it was first published to reflect learning from some of our serious case reviews and where there were serious failings on agencies sharing information and effectively working together.

Its been five years since we last had an update and this version has taken into consideration a national review in

the country's child protection and early help system.

CLICK

This version:

Provides us with a new definition of safeguarding. This has been shared historically but adds more emphasis on the need to provide help early as soon as problems emerge, protecting children from harm within and outside the home (including online) and the introduction of the Children's Social Care National Framework.

CLICK

There are developed principles on how professionals should work with children and families. These reflect learning and feedback from the independent review. Hopefully these resonate with how you would like to be treated with regards to your own personal experiences!

CLICK

There are more structural changes in how Local Safeguarding Partnerships are led and managed. This also includes how partners work better to include education as a sector both operationally and strategically.

CLICK

There is a greater emphasis of how partners need to

address and work with extra familial harm under child protection legislation and systems.

The infographic features a list of nine principles on the left, a large black circle with a question on the right, and a red-bordered box with a task at the bottom left. The background is decorated with colorful geometric shapes like circles and lines.

- **Vigilance**
- **Understanding and action**
- **Stability**
- **Respect**
- **Information and engagement**
- **Explanation**
- **Support**
- **Advocacy**
- **Protection**

Children have said that they need effective child focused systems -

Are there times where the 'systems needs' are prioritised over the child's needs?

Take 10 mins
Give examples of mechanisms that enable you to put this into action

This next part is just an opportunity to reflect on you feel your setting has effective child -focused systems. Too often we can fall into the trap of meeting the 'system's needs at the expense of 'meeting the child's needs - have a think whether there are examples of where this can happen.

Taken from Part 1 of Working Together to safeguard children - **Here are some components that children have highlighted build an effective child focused system.**

Read them out -

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to understand what is

happening; to be heard and understood; and to have that understanding acted upon

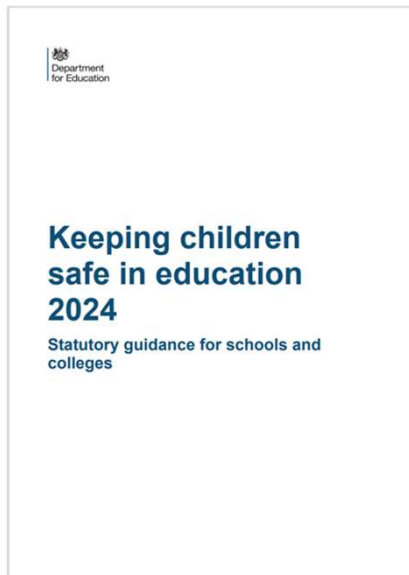
- Stability: to be able to develop an ongoing stable relationship of trust with those helping them
- Respect: to be treated with the expectation that they are competent rather than not
- Information and engagement: to be informed about, and involved in procedures, decisions, concerns and plans
- Explanation: to be informed of the outcome of assessments, and decisions and reasons when their views have not met with a positive response
- Support: to be provided with support in their own right as well as a member of their family
- Advocacy: to be provided with advocacy to assist them in putting forward their views
- Protection: to be protected against all forms of abuse, exploitation, and discrimination, and the right to special protection and help if a refugee

CLICK –

Take 10 minutes to have a discussion to think about what mechanisms help you put these into action. Don't just say whether you have them in your setting....think about what processes or systems you have in place to ensure that these are consistently in

place. If not – why not?

For example - Vigilance - your setting has a vulnerable children's list which is shared with staff so they can keep an eye out for children who maybe struggling more than their peers.



Part 1 and Annex B updates:

- Definition of safeguarding revised.
- Enhancement of extra familial harm concerns eg; highlighting exploitation along side reference to 'abuse and neglect'.
- Considering how children can be affected by domestic abuse by seeing, hearing or experiencing its affects of harm.
- Children missing from education expanded to unexplainable and or/persistent absences from education.
- Further information around children in the court system and preventing radicalisation

Considerations:

- Children potentially at greater risk of harm - management of support for LGBT+ Children
-

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CLICK

Keeping Children Safe in Education 2024 - has largely reflected some of the changes in Working Together to safeguarding children 2023. This include the definition of safeguarding being revised, the profile of extra familial harm and domestic abuse being raised and thinking about attendance - encouraging you to exercise professional curiosity to consider where children are if

they are not at school and why that might be.

Other updates include children potentially at greater risk of harm - the management of support for LGBT+ Children was revised in the draft version to incorporate recommendations from the highly contested Cass review which was used as a basis for the last government's administration's gender guidance for schools. - at the point of this video resource being created the finalised version has not been published.

In Annex B - there have been further information provided about supporting children in the court system and preventing radicalisation.

CLICK

One consideration is children potentially at greater risk of harm - the management of support for LGBT+ Children was revised in the draft version to incorporate recommendations from the highly contested Cass review which was used as a basis for the last government's administration's gender guidance for schools. - at the point of these slides being created the finalised version of KCSIE 2024 has not been published. It is likely that this has been modified - with the finalised version.

Whatever the status of the advice and guidance and regardless of your own personal views and beliefs - do

remember the paramountcy principal where the welfare and safety of children should always be a paramount consideration. This should be implemented regardless to their gender identity or parental views.

Working together to improve school attendance

Statutory guidance for maintained
schools, academies, independent
schools and local authorities

Published: 29 February 2024

Applies from: 19 August 2024

Update

- Is now statutory.
- Intends to standardise practice across the workforce and partnership to maintain high levels of school attendance.
- Consideration of an effective wider school culture.
- Linking in early identification as indicators for extra familial harm.

Last but not least - Working Together to improve school attendance - we know since the pandemic for some families attendance has been negatively impacted a whole host of worries and concerns.

The guidance has been around for a year or so but reached statutory status in the summer. Along side this, the consequences for parents and carers not sending their children to school have been made more robust. This is might be tackling the symptoms not the cause.

The guidance is one part of trying to improve a systemic approach to tackling the cause of children who are missing from education and support a join up alongside providing early help support as soon as problems present. Intends to standardise practice across the workforce and partnership to maintain high levels of school attendance.

Reasons for poor school attendance can be due to a whole range of concerns - Consideration of an effective wider school culture - attendance will be linked to your daily efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources,

When we think about poor attendance being linked to extra familial harm such as child exploitation, grooming and or child on child harm, we can see why the document is called Working Together to Improve school attendance - It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and non-teaching staff in school, the trust or governing body, the local authority, and other local partners - such as the police and health.

Trauma Informed Practice?



Take 5- 10 mins

What questions/actions may you need to consider for the following scenarios?

1. Hitting a teacher during a physical intervention when refusing to leave a toilet stall. This leads to a suspension.
2. Dealing with an internal isolation following an outburst of swearing in the classroom.
3. A child not attending school as they have been involved in a child-on-child incident and feel unsafe.



Trauma informed practice - have a go at flexing your professional curiosity –

Take 5-10 mins in groups or pairs – Feel free to allocate different scenarios to different groups to save time.

think about questions you may want to ask and actions you may take to support ongoing attendance. These may not on the surface appear to be attendance related but do consider where to make the connections and how to remain child focused and trauma informed.

- 1.Hitting a teacher during a physical intervention when refusing to leave a toilet stall. This leads to a suspension.
- 2.Dealing with an internal isolation following an outburst of swearing in the classroom.
- 3.A child not attending school as they have been involved in a child-on-child incident and feel unsafe.

Take some feedback from the room.

Child Sexual Abuse



Some of the materials in this section can resonate with some of you and be upsetting.

- You or someone you may know could be a survivor of sexual abuse.
- If you need to step outside of the room, please do consider taking some space.
- Please look after yourself and each other during this section.

Child Sexual Abuse

Whilst acknowledge that this can be a highly distressing topic we do need to talk about it and think why there is significant under reporting of the issue. It is important that we demonstrate trauma informed practice to ourselves though.

- Some of the materials in this section can resonate with some of you and be upsetting. You or someone you may know could be a survivor of sexual abuse.
- If you need to step outside of the room, please do

consider taking some space.

- Please look after yourself and each other during this section.

**THINK ABOUT HOW YOU CAN SUPPORT STAFF WHO
MAY REQUIRE SPACE AND TIME.**

What can this look like?



Sexual abuse in the family and/or home



Child-on-child sexually harmful behaviour,



Sexual exploitation



Technology-assisted (online) sexual abuse.

Sexual abuse can take many different forms. We generally categorise the different types under:

- Intra familial - or sexual abuse within the family and or home.
- Child-on child - sexually harmful behaviour - this is where sexual harm happens between children under the age of 18.
- Sexual exploitation - this is where the perpetrator of harm is normally an adult towards the child and is not

known to the family. Often the abuse happens over time with elements of control, grooming and enticing the child into sexual activity for the perpetrators own benefit.

- Technology assisted (online) sexual abuse. This is when abuse can happen virtually - such as the use sexting, sexploitation, and sexual harassment.

IF YOU HAVE TIME YOU CONSIDER WHEN IT IS APPROPRIATE TO USE THE TERM VICTIM AND PERPETRATOR

Just raise that under Child on child harm – it could complicate and reduce seeing the child who has harmed as a victim or a child in need. For other scenarios where there is an adult harming its perfectly appropriate to use the term victim and perpetrator but its better to still adapt the ‘referring to name and behaviour’ rather than casting judgement to respect a child’s lived experiences of their relationships (which they may not be ready to acknowledge as abusive).

How can this manifest in the education settings?



This is an excerpt of a poem written from a child survivor who recently performed at this year's festival of activism against Child Sexual Abuse in Bristol.

She has provided permission for her poem to be shared as part of her recovery and wanting front line professionals to think about how the lived experience of managing trauma whilst dealing with their education.

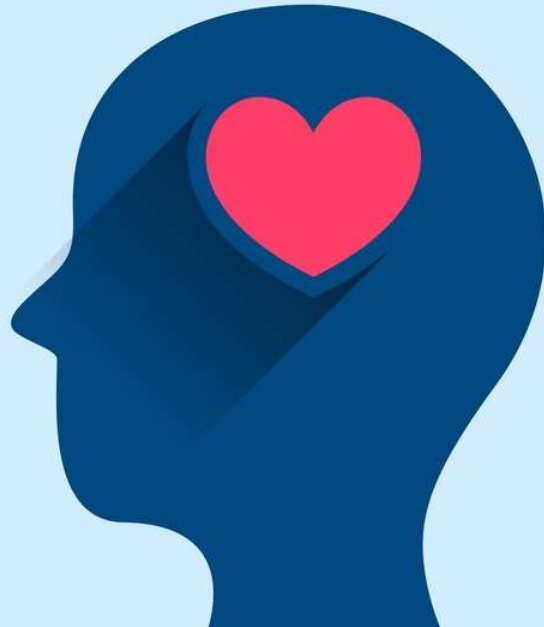
Play video.

Take a moment...



Reflect on whether you would take a different approach to what you had previously discussed.

1. Hitting a teacher during a physical intervention when refusing to leave a toilet stall. This leads to a suspension.
2. Dealing with an internal isolation following an outburst of swearing in the classroom.
3. A child not attending school as they have been involved in a child-on-child incident and feel unsafe.



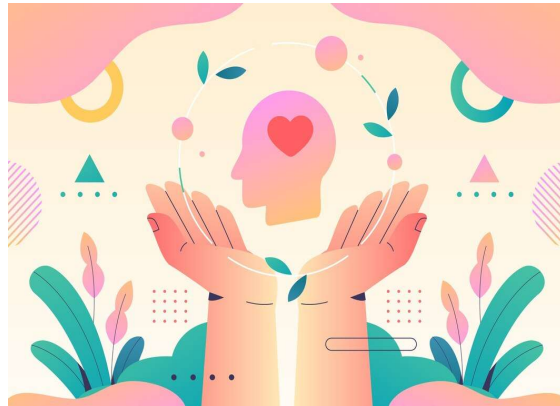
Pause and recall the previous exercise –

All three scenarios are from the same child's experience (the author of the poem on previous slide) of her education setting. Whilst the designated safeguarding lead knew of her trauma, wider teachers and support staff didn't. Take a moment to consider whether in retrospect you would act differently and what actions might you take in the future.

Pause the video for a discussion.

Some tips from a survivor.
When you see panic remember...

P	ause
A	ssess
N	otice
I	nclude
C	alm



THIS SLIDE IS ANIMATED

Here are some tips from the survivor around how to respond when you come across a child who is panicking.

CLICK

P – pause; take a minute to think about the situation around you, is this a suitable place?, do you need other teacher support?, is the child safe?, are other children safe?

CLICK

A – assess; assesses the child's needs, physical and mental wellbeing. This could be fresh air, quiet space, a seat, fidget toy, glass of water.

CLICK

N – notice ; changes over the period of panic. Completion, breathing, tics, ability to self-regulate, dizziness, ability to talk, walk or respond.

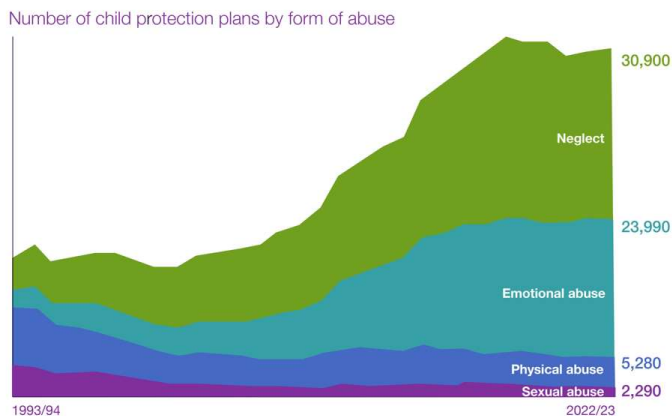
CLICK

I – include (student in decision making) > start with yes/no questions, give the choice of location, enable the child to take back control.

CLICK

C – calm; remain calm, help the child get back to self-regulation (this gives them control over themselves which is one of the most important tools for recovery)

National and local context



- In 2022-23 Bristol had the **second lowest rate** out of 11 comparable Local Authorities of assessment completed under the category of child sexual abuse.
- Since 2012/13 - There are several years where Bristol placed **fewer than 5 children** on child protection plans under the category of sexual abuse - including 2022/23.

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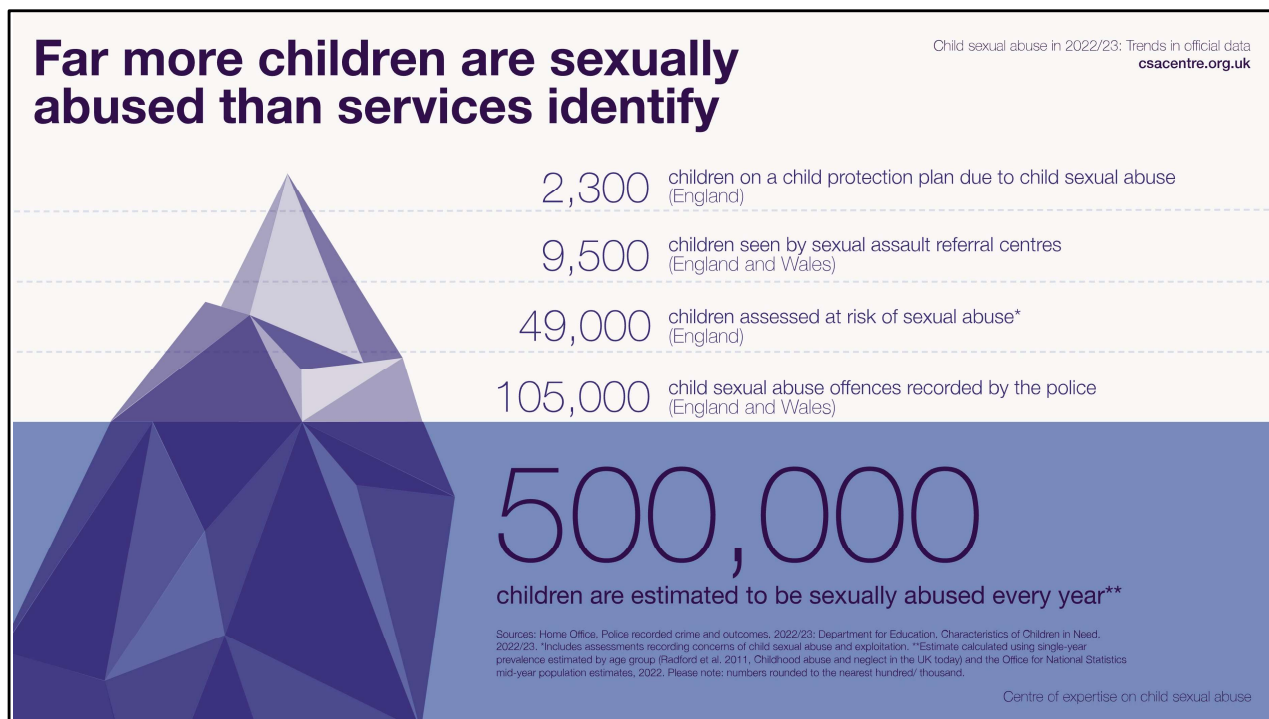
Nationally over the years - sexual abuse is consistently the lowest recorded category of child protection plan. The highest is neglect, next is emotional harm, then physical abuse and then sexual abuse.

CLICK

In 2022-23 Bristol had the second lowest rate out of 11 comparable Local Authorities of assessment completed under the category of child sexual abuse.

Since 2012/13 - There are several years where Bristol placed less than 5 children on child protection plans under the category of sexual abuse - including 2022/23.

Locally and nationally sexual abuse is an under assessed and recognised form of harm.



References: Office for National Statistics, 2023: Sexual offences prevalence and victim characteristics, England and Wales

The Centre of Expertise on Child Sexual Abuse highlights that nationally we are only skimming the tip of the iceberg in terms of the numbers we are dealing with.

Only 2,300 children nationally are subject to a child protection plan under the category of sexual abuse and a whopping estimated 500 thousand are abused every year going undetected by statutory services.

Let's be reflexive



Take 5-10 mins
to have a discussion in
groups or pairs

Discuss how children's protected characteristics influence how we identify and respond to sexual abuse?

1. Age
2. Gender
3. Race/Ethnicity
4. SEND
5. Care experience

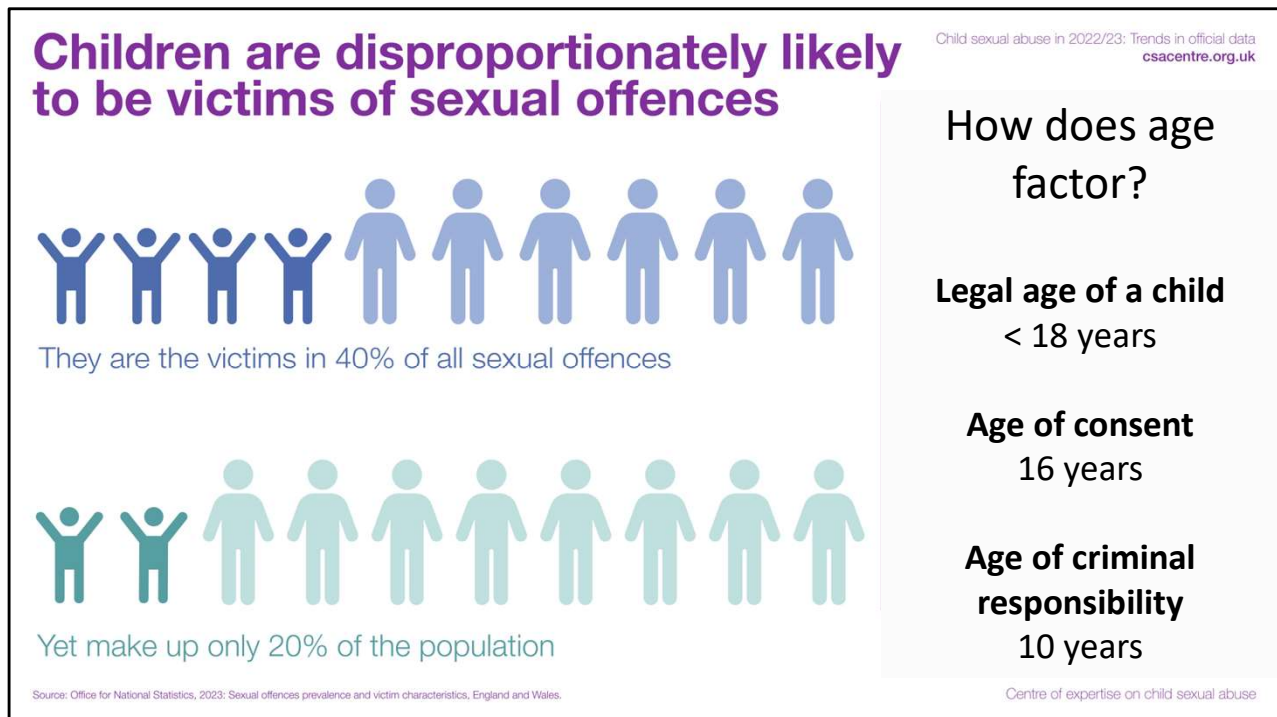


Why do we think that is? It may not be that all of us are unaware of the cases - it might be how we respond to concerns when they are raised.

Take a moment to discuss how we respond to the issues of status and protected characteristics when it comes to abuse. Let's be reflexive - the ability for us to be aware of the way we behave to others. You will need to lean into the difficult discussion and reflect on your own values and behaviours. If you are doing this with other people please remember to respect each other's views and experiences.

Take 5-10 mins . Discuss age, gender, race/ethnicity, SEND and care experience (whether they are looked after or not)

Don't TAKE FEEDBACK YET - further data and facts are on the next slides – feel free to explore facts first and then take feedback as you go through.



THIS IS AN ANIMATED SLIDE

When we are considering age children are disproportionately likely to be victims of sexual offences. - They account for 40% of all sexual offences but only make up 20% of the population.

It might be that you considered the following as factors -

- The legal definition of a child is anyone under the age of 18
- The Age of consent for sexual activity is 16

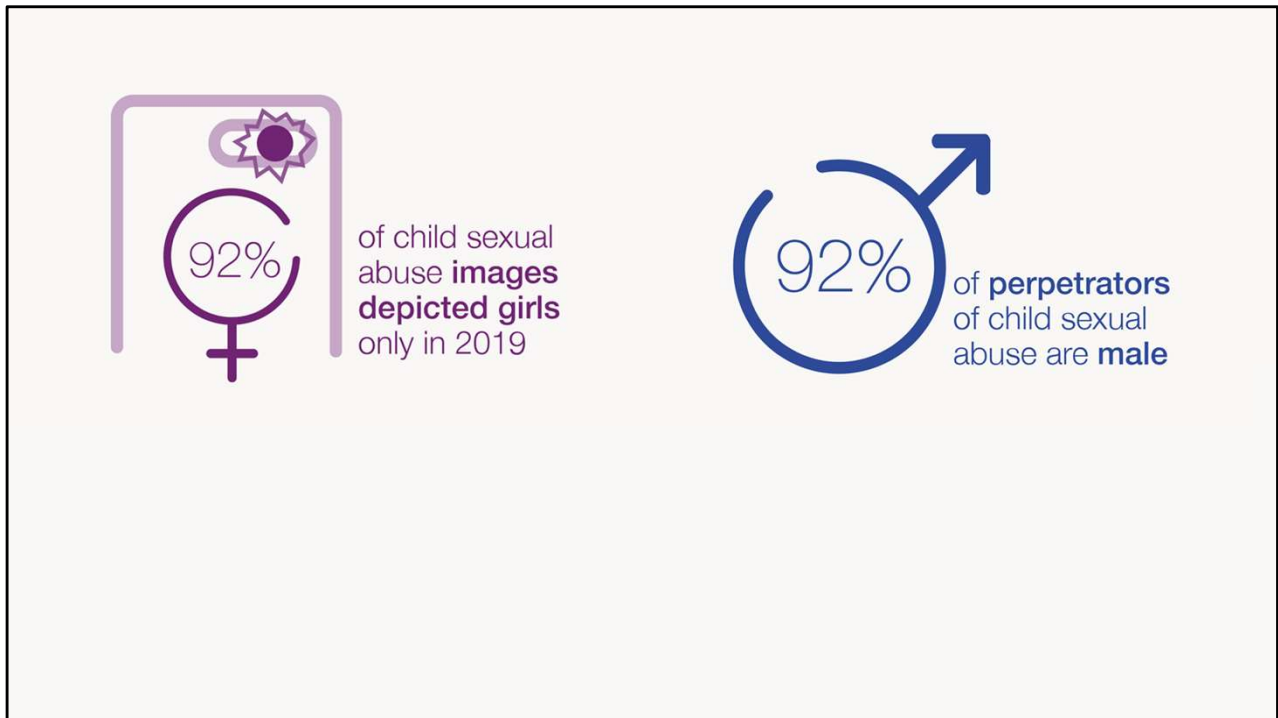
- The age of criminal responsibility is 10.

CLICK

Lets have a quick look at the data around age when abuse started - have you got any additional thoughts?

YOU MAY WANT TO PAUSE TO DISCUSS AND TAKE FEEDBACK

Our concept of age for teenagers are all likely to impact on whether a child is culpable or responsible for their behaviour and potentially what happens to them. Often its is much easier to see younger children as victims of harm and abuse. There is a real risk of adultification - putting adult expectations on children.



THIS IS AN ANIMATED SLIDE

Lets have a look at gender -
15 % of girls/and young women and 5% of boys/young men are estimated to experience some sort of sexual abuse before the age of 16. This may reflect some of your discussions where we are more readily able to identify girls and young women as victims.

TAKE FEEDBACK IF YOU WANT AT THIS STAGE.

CLICK

Further gender data from the Centre of Expertise on Child Sexual abuse highlights that when it come to technology assisted abuse - 92% of child sexual abuse images depicted girls in 2019.

CLICK

When it comes to look at adult perpetrators its noted that 92% of perpetrators of child sexual abuse are male.

It is important to consider that data reflects known/reported cases - although even when accounting for this - there is a significant pattern and trend that violence against women and girls continues to be a significant problem.



The likelihood of experiencing child sexual abuse **does not vary significantly with ethnic group** in England, but people from some minority ethnic communities **face barriers to reporting abuse**

There is no significant difference in the **likelihood** of experiencing Child sexual abuse due to ethnicity in England - but people from the global majority are more likely to **face barriers to reporting abuse**.

WHY MIGHT THIS BE? TAKE FEEDBACK.

Disabled
adults are 2x

As likely as non-disabled
adults to say they had been
abused in their childhood

Whilst research and data is limited around SEND - we know that disabled adults are twice as likely to say that experienced abuse in their childhood than non-disabled adults.

WHY MIGHT THIS BE? TAKE FEEDBACK.

Some additional thoughts if helpful:

Children with learning disabilities may have less understanding about what is and what is not acceptable sexual behaviour and might relate more easily to children younger than themselves. Additionally, although individuals with autism spectrum

disorders are not at increased risk of displaying harmful sexual behaviours, they may have social skills difficulties, difficulties with their sensory environment and difficulties understanding how others think and feel which impact sexualised behaviours.

Resources adapted by the NSPCC for young people with learning difficulties can be found [here](#).

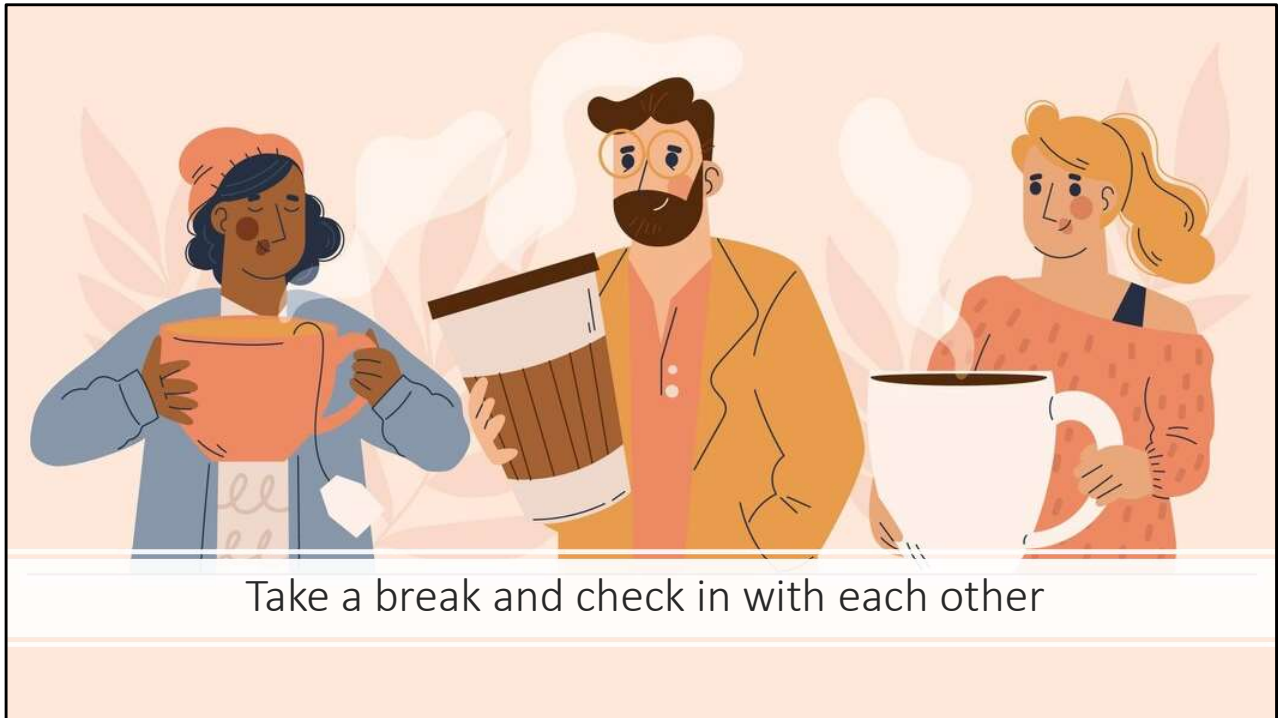
The [National Autistic Society](#) provides information and support including information on the unique difficulties of a young person with autism in relation to sex and sexuality and [social stories resources](#).



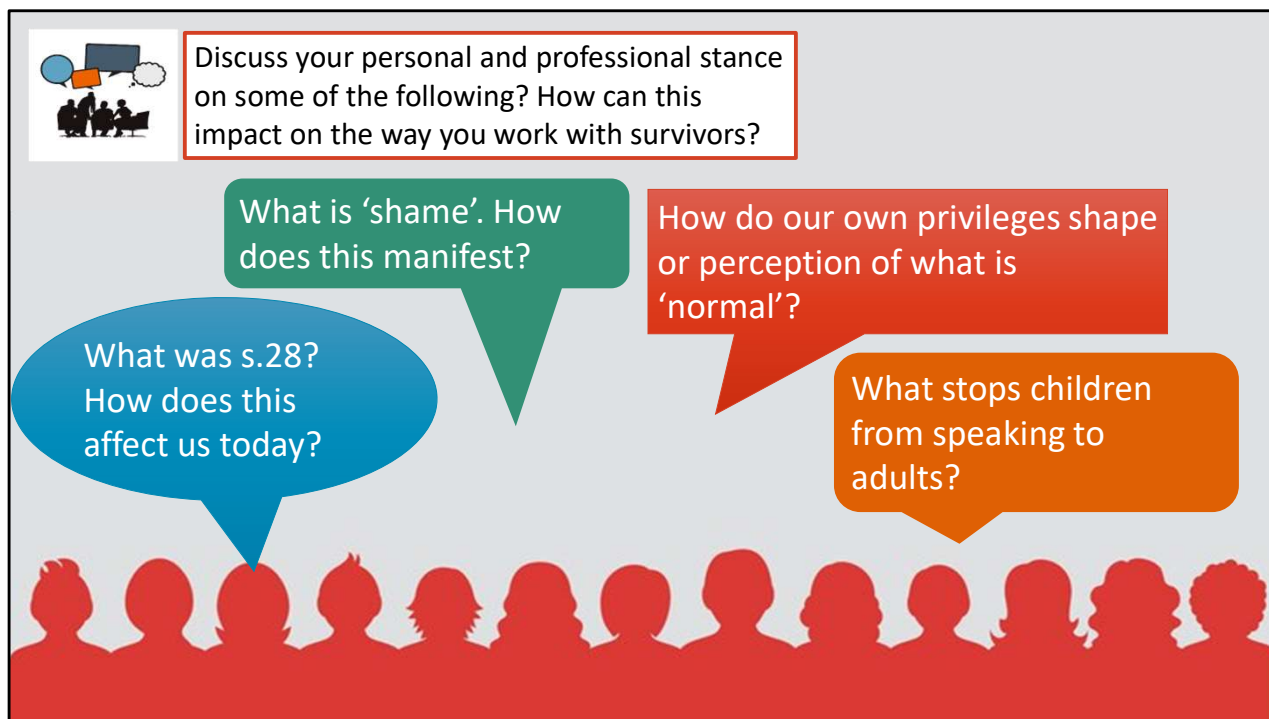
**of those who had
lived in a care home
reported experiences
of child sexual abuse
- almost 4x as many
as those living with
family / carers**

And finally 1 in 4 of those who lived in a care home reported experiences of sexual abuse - this was 4 x as many as those living with family and carers.

WHY MIGHT THIS BE? TAKE FEEDBACK.



Take a well-deserved break – you’ve been talking about some heavy content – please do check in with each other too.




Our own discomfort around hearing children's experiences may shape what we hear and how we respond. In a local serious case review in Bristol, Operation brook – one of the findings was around when a child disclosed a rape to a professional the professional turned red and shutdown. Although this was thought to be completely involuntary, how would this have made the child feel? What would the impact of this be for future work with the child?

Now you've had the opportunity to look at some of the

data and facts. Take 10 mins to have a conversation with your partner to how you think your own identity/values/experiences have shaped how comfortable we speak about sex and sexuality.

Pause to have a discussion.

*S28 – of the local government Act 1988 – prohibition on promoting homosexuality by teaching or by publishing material. **Politicising views on sexuality and teaching in schools – how has this affected our comfort in talking about sex and sexuality?**



Trust & taking seriously

The biggest thing is trust, because this has been so broken already. If you say you're going to do something, please do it

Understanding Trauma

The worst thing was having the school treat her like a 'naughty' child. She isn't being naughty, she's had a big trauma and is doing the best she can. It's important that teachers know that and don't make her feel even worse.

Choice, voice & control

Choice doesn't mean that anything goes - often offering between options A and B can already feel very relieving.

Be Pro-active

When someone has the courage to speak about what's happened to them, at that point actively offer some support - don't expect them to come back and ask. That's asking them to take another step.

- ✓ Model respect and consent in all relationships
- ✓ Cultivate space for difference and acceptance
- ✓ Actively invite discussion and education about consent in sex and relationships
- ✓ Whole school approaches to sexism, misogyny and harassment

THIS IS AN ANIMATED SLIDE

It is acknowledged there is a difficult topic to talk about.. The Green House a charity that supports survivors and their families to bring you some thoughts - they will publish some guidance for professionals which will be cascaded later in the year. This is a sneak preview highlighting the lived experiences and suggestions from survivors and their parents/carers.

CLICK

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- ✓ Actively invite discussion and education about consent in sex and relationships
- ✓ Whole school approaches to sexism, misogyny and harassment

CLICK

CLICK

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Have you responded to the NCA's urgent warning on Sextortion?



Take 5 mins
Can you answer the questions?

Do you know what the following are?

1. What is CEOP?
2. What are **Report Remove and Take it Down**?
3. Where can you get further advice and guidance?



UK Safer Internet Centre



Professionals
Online Safety
Helpline

helpline@saferinternet.org.uk

0344 381 4772

THIS IS AN ANIMATED SLIDE

IN April 2023 – the National Crime Agency issues an alert to education setting about financially motivated sexual extortion:

Sextortion involves people being forced into paying money or meeting another financial demand, after an offender has threatened to release nude or semi-nude photos of them. This could be a real photo taken by the victim, or a fake image created of them by the offender.

Take 5 minutes to answer the three questions - if you can't answer them perhaps it might be worth doing some extra reading!

1.What is CEOP

2. What are report remove and Take it down
3. Where can you get further advice and guidance.

pause for a quick discussion.

When you are ready to go through answers:

CLICK

CEOP stands for the Child Exploitation Online Protection - a department for National Crime agency who take action and respond to incidents of harm online that involve child exploitation. They operationalise cases and work with national and international police to keep children safe. They also support by developing resources and training for frontline professionals.

CLICK

Report Remove is an online tool developed by Childline and the internet watch foundation to allow children under the age of 18 to report sexual images of videos of themselves that have been shared online with a focus on child-centred and non-judgemental image removal.

Take it down is a similar programme but provided by the United States organisation the national centre for missing and exploited children.

CLICK

Reporting harmful content on platforms that you may or may not have knowledge of can be overwhelming and confusing. Do not fear – there is a free service that can assist you to navigate through this and get further advice and guidance –

CLICK

The Professionals online safety helpline is a free resource for professionals supported by all major online safety charities in the UK. It might be worth being aware of this helpline and ensuring its accessible by downloading and putting up a poster in the staff room.



Community Safety

We are now going to look at some of the things that may happen in our local community that could affect how we perceive and maintain our safety in our settings for staff and children alike.

Whilst not directly referring in depth to the tragic incidents which have happened in Bristol in the past academic year we recognise that some of you may find this section upsetting. We would ask that you ensure you seek out support as needed from within your setting or that you step away from the presentation.

Bristol Critical Incidents 2024

- Three murders of children due to serious youth violence earlier on in the year.
- Numbers of stabbings and injury due to weapons happening in our communities involving and/or between children.
- Other tragic loss of life involving children and parents/carers throughout the City.
- Far right riots and counter protests over the summer period.



As we are all aware there have been several critical incidents in Bristol in 2024 some of which were in quick succession.

The murders of three children and a number serious stabbings in our communities have no doubt had a ripple effect impact on our settings. This impact may have been directly or indirectly with children, families, friends and relatives feeling vulnerable and afraid for their safety. Coupled with other tragic loss of life in our city it's no wonder we need support and a plan to keep our settings safe and ensure we respond appropriately and in a timely fashion to

Wider community concerns such as riots and protests over the summer have also had an impact on our feelings of safety and security.

So, what can we do about this to ensure that we have an appropriate response to Critical Incidents?

What is a Critical Incident?

A sudden and unexpected event that has the potential to overwhelm the coping mechanisms of a whole school or members of the school community.

A serious and significant event, it is likely to be outside the range of normal human experience and would be markedly distressing to anyone in or directly involved with the school community (Beeke, 2013).

Nationally or globally

- War
- National emergencies
- Pandemics



Note: Please take care of yourselves as the content of these slides may be triggering.

Firstly, we need to understand 'What is a Critical Incident? '

Read the slide definition

- We should also consider that whilst the expected death of a pupil or member of staff, or the death of a parent or grandparent, is undoubtedly a sad event it would not usually be considered a Critical Incident. Although undoubtedly children and staff in your setting would likely need your support and guidance.
- The sudden or unexpected death of a member of the community
- A serious accident involving students or staff -on or off site

- A violent attack or intrusion on premises
 - Fire, floor, or building collapse
-
- A road traffic incident
 - A terrorist attack
 - A disaster (large scale fire/natural disaster)
-
- War
 - National emergencies
 - Pandemics

How well do you know what's going on in your community?

How do you understand

- Local need?
- Intergenerational conflict?
- Turf wars?
- Serious Youth Violence?



Take 5-10 mins

Please complete the survey via the QR link



Following the murders of our Bristol children in summer we have been tasked to undertake further work on the perceptions in education of community safety as part of gathering information for the statutory Child Safeguarding Practice Review.

We are currently working with Caroline Boswell and **Anna Racher**, independent reviewers, who have been commissioned to review education's role in safeguarding children at risk of and or experiencing extra familial harm and serious youth violence.

The wider review will involve designated safeguarding leads and other leaders in education. The Partnership is keen to understand why previous reviews and strategies into this area have not resulted in the change we hoped for in the system and identify opportunities and new ways of working for our children.

We are seeking education professional's help to consider
- how the partnership can improve their assessment, intelligence gathering, community knowledge and response to conflict within an area or group.

We are interested in how the partnership's response can be tailored to different types of conflict, violence and exploitation being mindful of social contexts of those involved.

We ask that you follow the link in the QR code to a short survey. Please ensure that you complete this individually so that we can get as many responses as possible.

**Pause the presentation to allow
time for survey completion**

Taking a whole setting approach

Reflect on the Far-Right Riots and Islamophobic hate attacks over the summer



Take 10 mins

Discuss what you can do in **your** role to **prepare and respond** to an incident.



Emotional support & wellbeing for staff and children



Site safety and continuity planning



Safeguarding on the curriculum and PSHE



Staff Training and CPD

THIS IS AN ANIMATED SLIDE – HOWEVER YOU CAN REMOVE THIS WITHOUT IMPACTING DELIVERY

How can you support your setting to respond to an incident?

Its likely this is the first time you've had the opportunity to reflect on the Far-Right Riots and Islamophobic hate attacks over the summer this year (2024).

Work in groups of people with similar roles to yours and look at a category that you feel relates to your role in the setting. These are:

CLICK – Emotional support and wellbeing for staff and children.

CLICK – Site safety and continuity planning.

CLICK – Safeguarding on the curriculum and PSHE

CLICK – Staff training and CPD

For example:

- You may feel that as a site manager you can contribute to the site safety and continuity planning aspect.
- Or as a teacher you may feel that you can contribute to safeguarding on the curriculum and the PSHE offer following an incident.

Pause to allow time for discussion

Your role in supporting and responding

- Know who is responsible for what and how to contact them.
- Identify what mental health support there is.
- Know who your vulnerable children are in your class/year group.
- Know your parents/carers and wider community needs.
- Be proactive – prepare and plan
- Share information and intelligence in a timely manner.
- Engage with training and planning.
- Think about messaging and a single point of truth.
- Identify gaps and areas of vulnerability to your leadership team.
- Check in with each other! Ask for help and support if you have been affected.



You may wish to amend this slide to make it setting specific

Read through the slide and expand as necessary relating to your own setting.

- Know who is responsible for what and how to contact them.
- Identify what mental health support there is.
- Know who your vulnerable children are in your class/year group.
- Know your parents/carers and wider community needs.
- Be proactive – prepare and plan
- Share information and intelligence in a timely manner.
- Engage with training and planning.
- Think about messaging and a single point of truth.
- Identify gaps and areas of vulnerability to your leadership team.
- Check in with each other! Ask for help and support if you have been affected.



Safer Working Practice

Refresh your knowledge

Whistleblowing

Whistleblowing refers to when a worker makes a disclosure of information which they reasonably believe shows wrongdoing or someone covering up wrongdoing.



For each - who in your setting do you report concerns to?

The Harm Test

When a member of staff or volunteer is thought to have:

- behaved in a way that has, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

These must be reported to the Local Authority Designated Officer.

Low-level Concerns

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Refresh your knowledge- we need to talk about the following:

Click

Whistleblowing

CLICK

The harm test

CLICK

Low-level Concerns

If you have time do ask your staff if they can define each of these and consider who in your setting they should report concerns to.

CLICK

- Whistleblowing refers to when a worker makes a disclosure of information which they reasonably believe shows wrongdoing or someone covering up wrongdoing.

- Read the definition of whistleblowing
- You should have a whistleblowing policy- do your staff know where to find it?

CLICK

-When a member of staff or volunteer is thought to have:

- behaved in a way that has, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

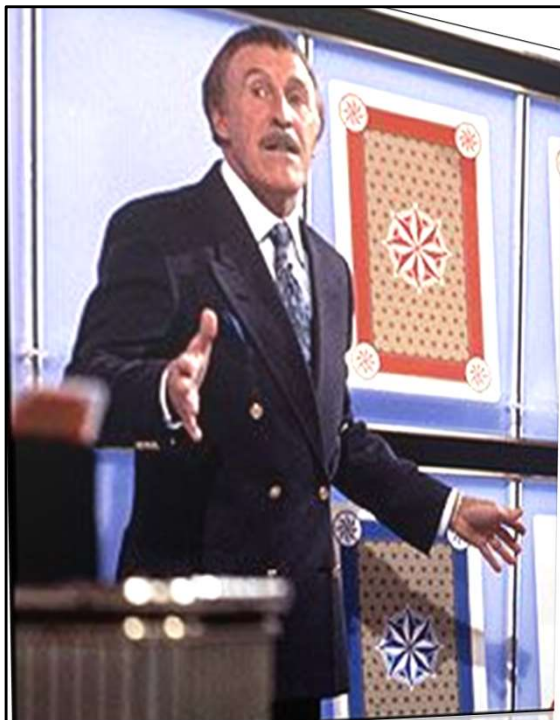
These must be reported to the Local Authority Designated Officer.

- Who would your staff report any concerns to?

CLICK

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
 - does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.
- Who would your staff report any concerns to?



Higher or lower?

Number of assessed referrals of teacher misconduct

2021-22 -**714**

2022-23 -**1038**

2023-24 -**1680**

Number of hearings

2021-22 -**148**

2022-23 -**207**

2023-24 -**244**



THIS IS AN ANIMATED SLIDE

Go through the data on the slides and ask audience whether its higher lower?
click for the answers –
Get them to consider why this might be.

Read the information below that informs you what the TRA does if required

- investigating serious misconduct, where a teacher's alleged behaviour is fundamentally incompatible with being a teacher, and could lead to them being prohibited from teaching
- prohibiting teachers from teaching who have been found to have committed serious misconduct

Headteachers and governing bodies are responsible for managing teachers in relation to the points on the previous slide (whistleblowing/ harm test/ low-level concerns):

- their competence and conduct, and taking action to address underperformance
- less serious misconduct in their schools and relevant settings

The primary purposes of a prohibition order are **to protect pupils, maintain public confidence in the teaching profession, and support schools in upholding proper standards of conduct**. A prohibition order means that the individual cannot undertake unsupervised teaching work in any school, sixth form college, children's home or youth accommodation in England.



True or False?

The following scenario resulted in a teacher being prohibited from teaching:

Making the following comments on their personal Twitter account:

- America would basically be fine with 911 if the flight recorder had one of the hijackers saying yippee kay ay motherfucker
- I just wanna lift weights smoke and play videogames is that too much to ask
- For one night only all porn is legal
- Changing the name of the whole FF7 party to the names of kids at school who I wish would be my friends.
- Got kicked out of a game station for trying to fuck the tomb raider display
- Retweets of "If sex work were empowering, men would be doing it." and "If sex work were empowering, multimillionaires would be doing it."

THIS IS AN ANIMATED SLIDE –

This slide is encouraging us to think about some of the reasons Teachers may have been prohibited from teaching.

True or False?

Did the following scenarios result in a teacher being prohibited from teaching?

For each example, ask the room to say whether they think this behaviour would result in prohibition from teaching.

CLICK

A teacher brought alcohol onto the school premises, consumed alcohol on school premises and stored prescribed medication in an unsecure drawer.

Answer – TRUE

CLICK –

Provided inaccurate accounts of an incident with a child, including denying that she pushed the child and/or kicked the child and/or pulled the child's hair until being informed that there was CCTV evidence.

Answer – TRUE

CLICK –

Failing to disclose to the School that a pupil emailed her with the lyrics to the James Arthur song, "You walked into the room and now my heart has been stolen", failing to disclose to the School that a pupil told her that he loved her.

Engaged in and/or developed an inappropriate relationship with this pupil

ANSWER - TRUE

Making the following comments on their personal Twitter account:

- America would basically be fine with 911 if the flight recorder had one of the hijackers saying yippee kay ay motherfucker
- I just wanna lift weights smoke and play videogames is that too much to ask
- For one night only all porn is legal
- Changing the name of the whole FF7 party to the names of kids at school who I wish would be my friends.
- Got kicked out of a game station for trying to fuck the tomb raider display
- Retweets of "If sex work were empowering, men would be doing it." and "If sex work were empowering, multimillionaires would be doing it."

Answers - True

The majority of incidents reported and resulting in a prohibition from teaching are relating to sexual abuse of children. However, it is important that staff understand that some of the behaviours they exhibit in and outside of work can lead to being prohibited from teaching. While some of these examples could be seen as a error of judgement, the Teaching standards clearly define the requirement for staff to uphold the respect in the profession. The TRA will consider: Unacceptable professional conduct **AND** Conduct that may bring the profession into disrepute.

The examples on the slide may have sparked some conversation, therefore it is important to ask/ consider the following questions:

Do I fully understand our code of conduct?

Do we refer to this regularly enough?

Do we need to review any aspects of our code of conduct?

Navigating the grey areas...

Ushering a disruptive pupil out of the classroom



- More than one member of staff training in handling techniques
- Clear reporting procedures
- Appropriate recording measures
- Behaviour plans created for pupils where this may happen, preventative work as a focus
- Full involvement of parents/ carers/ child
- Debrief opportunities for all

Safeguarding is rarely black and white, we often talk about how much of a grey area it is because there are so many variables and you may have found this in the discussions on the previous slide. The headings on the next 4 slides reflect some of the more common issues raised regarding staff behaviour, it is important that all staff are aware of the ways in which we can manage these situations safely even if they think this does not apply to them- they may witness something and need to understand whether the response was appropriate and safe.

The first consideration is **ushering a disruptive pupil out of the classroom**

On your tables or in groups consider the question **How do you ensure the following actions are managed safely?** Take a few minutes to discuss

1. Ask for feedback and click through the 6 answers (these are listed with additional information below)

- More than one member of staff training in handling techniques. Training should help all staff to recognize whether this is necessary and done

- appropriately after all other options have been tried.
- Clear reporting procedures. ANY incident of physical intervention, even if it is escorting a pupil out of the room, must be reported
 - Appropriate recording measures. Ideally a bound and numbered book but if you are just using CPOMS then it may be appropriate to have a check list of the kind of information that needs to be recorded as a bound and numbered book would prompt (eg, everyone who was present/ witnessed/ what de-escalation strategies were tried/ whether an existing plan was followed/ language used by everyone/ who has verified the accounts given by all witnesses/ whether the child was given appropriate cooling off time/ whether any staff took over/ if a child was held, who held them, where, the duration, the reasoning for the type of hold/ the child's account of the incident when they have been able to cool off and reflect/ who contacted parents and what was shared/ whether a behaviour plan was followed or is now required etc)
 - Behaviour plans created for pupils where this may happen, preventative work as a focus
 - Full involvement of parents/ carers/ child
 - Debrief opportunities for all- this includes all children who may have witnessed any part of the process as they may not understand why it happened and may make them feel unsafe or frightened
-
- **Remember, this is about keeping everyone safe- that includes you as staff.**

Navigating the grey areas...

Sharing confidential pupil information to another member of staff



- Only when necessary – understand what is confidential
- Record what information has been shared and with who- think about the location you are in
- Consider how you would report gossiping about families

Sharing confidential pupil information with another member of staff.

On your tables or in groups consider the question **How do you ensure the following actions are managed safely?** Take a few minutes to discuss

Ask for feedback and click through the 3 answers (these are listed with additional information below)

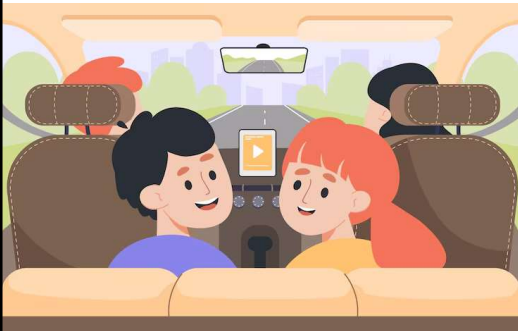
2. Reporting confidential pupil information to another member of staff

- Only when necessary – understand what is confidential, just because you want to know doesn't mean you need to.
- Record what information has been shared and with who- think about the location you are in, talking in a corridor or staffroom is not appropriate for confidential information sharing
- Consider how you would report gossiping about families- Would you feel comfortable if your family was being talked about in this way? is this part of your code of conduct? Do all staff understand about reporting low-level concerns?

- **Remember, this is about keeping everyone safe- that includes you as staff.**

Navigating the grey areas...

Taking a detour when transporting a child home



- Share routes with other staff/ changes of plans
- Do not go alone unless absolutely necessary
- Child sits in the back – different staff check in with the child
- Consider hands free communication
- Inform parents at the time (may be a colleague who does this)
- Keep accurate records and review if happens repeatedly

Taking a detour when transporting a child home

On your tables or in groups consider the question **How do you ensure the following actions are managed safely?** Take a few minutes to discuss

Ask for feedback and click through the 6 answers (these are listed with additional information below)

3. Taking a detour when transporting a child home

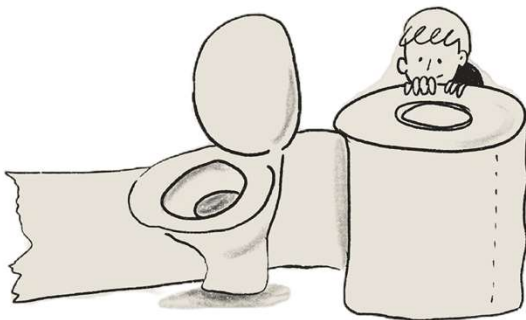
- Share routes with other staff/ changes of plans. Only detour if necessary- for example, going via a shop is not OK. Both apply for whether this was a planned trip or unplanned. Ensure this is shared with parents/ carers.
- Do not go alone unless absolutely necessary – ensure there are actions that can be taken to create safety, this may include:
- Child sits in the back – different staff check in with the child after the event to check that they felt safe/ are OK/ how they feel about it (they may try and engineer this happening again)
- Consider hands free communication- hands free phone where another member of staff can listen in to the car conversation has been previously

used as a way of adding a layer of safety

- Inform parents at the time (may be a colleague who does this) so they know when and who to expect
- **Remember, this is about keeping everyone safe- that includes you as staff.**

Navigating the grey areas...

Assisting a child with toileting



- As a temporary measure or part of a care routine, make a plan
- Involve the child and parents/ carers
- Plan for staff absence and record in the plan
- Have a separate staff member checking in with the child
- Consider which toilet will be used and who else may need it
- Monitor attendance and behaviour
- Keep records

Assisting a child with toileting

On your tables or in groups consider the question **How do you ensure the following actions are managed safely?** Take a few minutes to discuss

Ask for feedback and click through the 7 answers (these are listed with additional information below)

4. Assisting a child with toileting

- As a temporary measure or part of a care routine, make a plan. Could be due to broken wrists (temporary measure) or a disability (long term).
- Involve the child and parents/ carers. Children should always have a say in who they feel most comfortable helping them. Factor in frequent reviews
- Plan for staff absence and record in the plan. Children should not be prevented from using a toilet because their designated staff member is away- identifying more than one staff member and mixing up days may be useful
- Have a separate staff member checking in with the child- is the child comfortable with the arrangement?

- Consider which toilet will be used and who else may need it- shared toilets are unlikely to be appropriate or practical. Consider equalities duty.
- Monitor attendance and behaviour. Actively look for sign that things might not be OK
- keep records. Frequency/ any issues/ meetings and information shared/ how any issues were resolved
- You may wish to consider a separate toileting policy to ensure all areas are being considered.
- **Remember, this is about keeping everyone safe- that includes you as staff.**

Community Spirit - What will you do?

Note: Show the poem only from the start of the slide to 1.17

The video has been created by Unique Voice in association with Crimestoppers 7 years ago. Yet the context applies still nearly a decade later.

Have a think about how we can support our setting's communities to move on. Please do support and check out Unique Voice's materials on their website and YouTube channel. They are fantastic local resources!

Thank you for engaging with this years safeguarding refresher course.