



**Safeguarding  
Training Centre**  
from The Key

**INSET 2021/22**

# **Hardwicke Parochial Primary Academy**

## **Safeguarding INSET**

Get the knowledge you need to act at  
[thekeysupport.com/safeguarding](https://thekeysupport.com/safeguarding)



**Safeguarding  
Training Centre**  
from The Key

**INSET 2021/22: section 1**

# **Our responsibilities under Keeping Children Safe in Education part 1** <

Get the knowledge you need to act at  
[thekeysupport.com/safeguarding](https://thekeysupport.com/safeguarding)

## Today we'll learn

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How safeguarding is at the heart of what we do

What the 4 main types of abuse are and how to spot them

Specific safeguarding issues to be aware of and how to spot them

How you can act in a child's best interests



## What would you do?

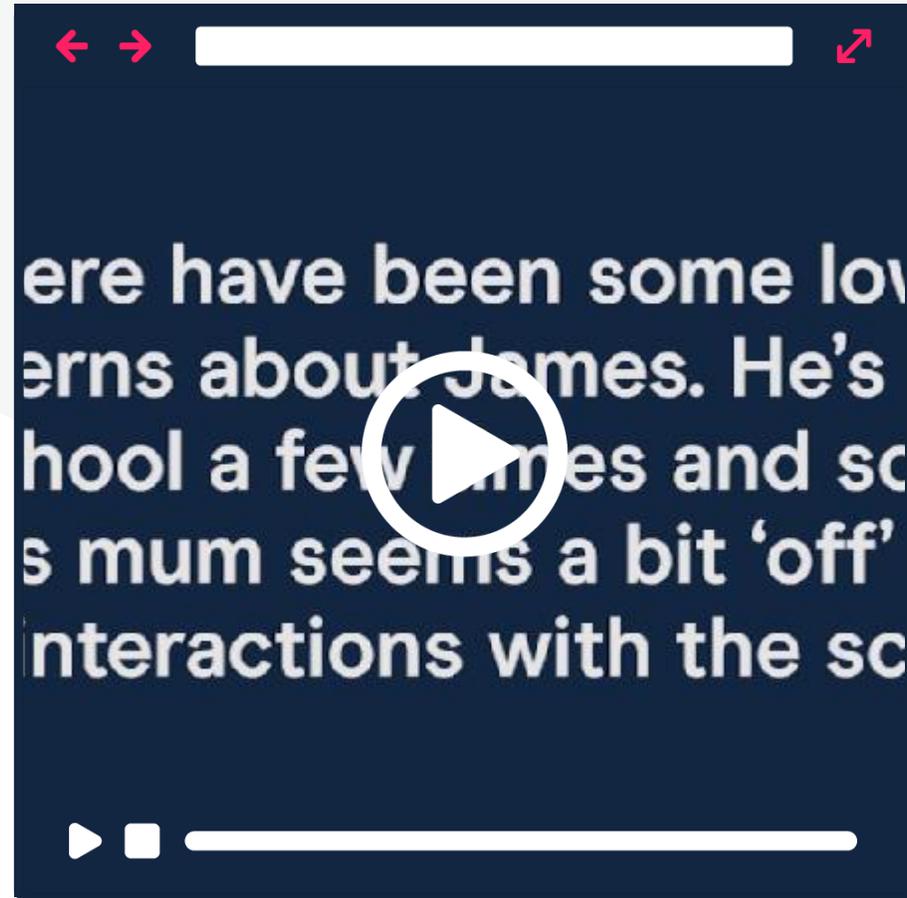
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**Time for activity:** 1 minute



**What to do:** Write down what you'd do in this situation on page 1 of your activity pack



[Click here to play the video](#)

## How safeguarding is at the heart of what we do



What the 4 main types of abuse are and how to spot them

Specific safeguarding issues to be aware of and how to spot them

How you can act in a child's best interests

# The 4 elements of safeguarding

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- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Making sure children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes



# What changes to Keeping Children Safe in Education mean for you

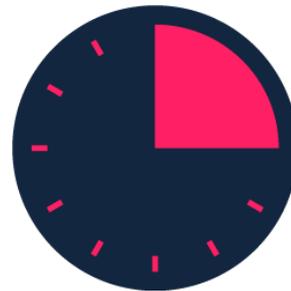
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- ✓ Be aware that abuse can happen online, offline, or both
- ✓ Be aware of the added vulnerability of children:
  - With health conditions
  - With mental health needs
  - With a family member in prison or who are affected by parental offending
  - Who are at risk of honour-based abuse (such as FGM or forced marriage)
  - Who are persistently absent from school (including for part of the day)
- ✓ Remember abuse can happen in relationships between children
- ✓ Be aware of risk factors that increase the likelihood of involvement in serious violence
- ✓ Be aware of child abduction and community safety incidents, modern slavery and cybercrime as safeguarding issues
- ✓ Act immediately if you have concerns about sexual violence or harassment. If a child reports an incident, always take this seriously

# Always assume 'it could happen here'



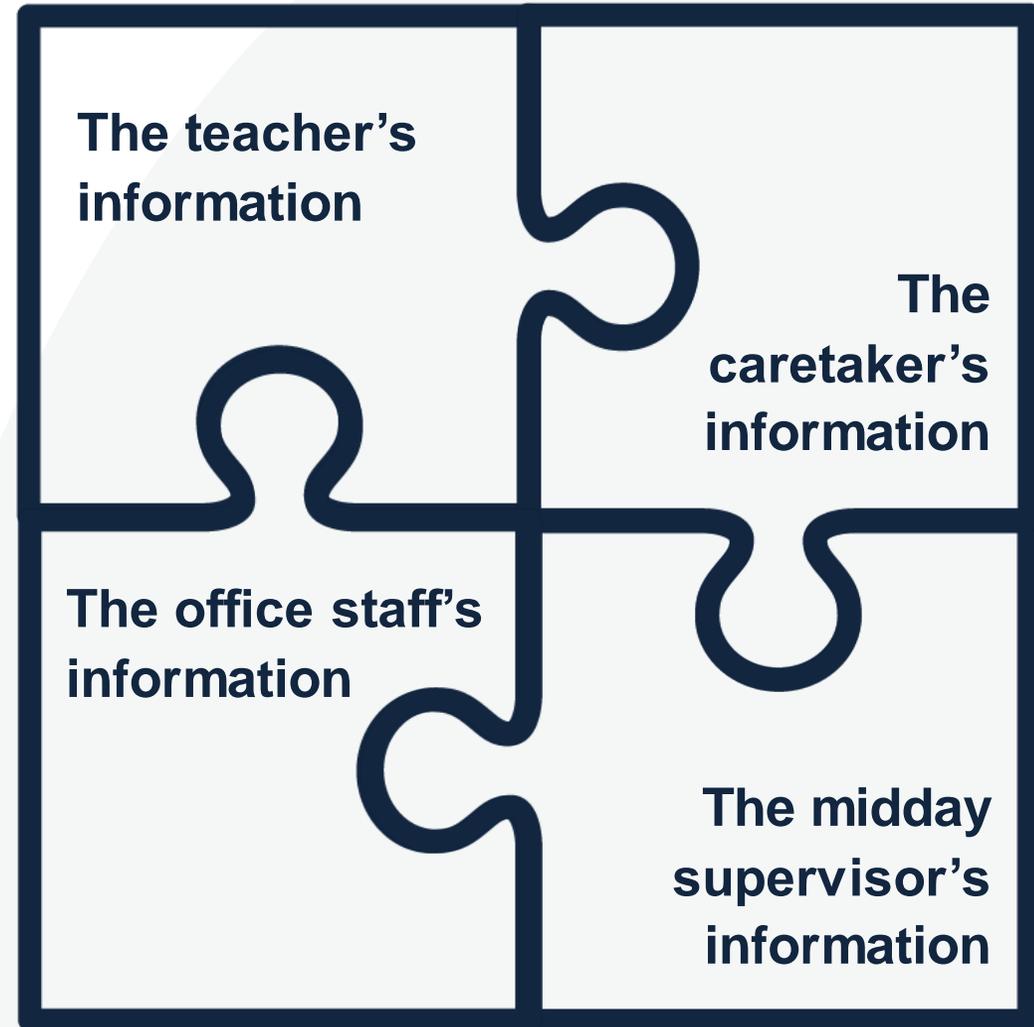
For every child we know about, there are likely to be 8 more not getting the help they need



1 online offence against a child every 16 minutes

**We all have a role to play  
in safeguarding children**

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# Here to listen: Hardwicke's Safeguarding Team



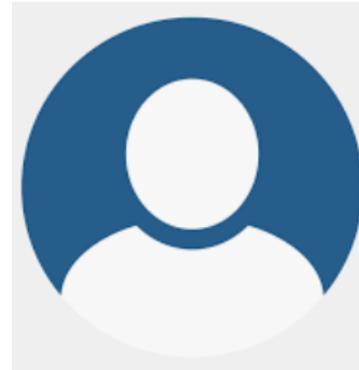
**Designated safeguarding lead: Wendy D'Arcy**  
**Contact details: [head@hardwicke.gloucs.sch.uk](mailto:head@hardwicke.gloucs.sch.uk)**



Deputy designated  
safeguarding lead:  
Jen Thomas  
[jthomas@Hardwicke.gloucs.sch.uk](mailto:jthomas@Hardwicke.gloucs.sch.uk)



Deputy designated  
safeguarding lead: Wendy  
Walpole  
[wwalopole@hardwicke.gloucs.sch.uk](mailto:wwalopole@hardwicke.gloucs.sch.uk)



Deputy designated  
safeguarding lead:  
**TO BE APPOINTED  
IN HEATHER'S  
ABSENCE**



Safeguarding Governor  
[sking@hardwicke.gloucs.sch.uk](mailto:sking@hardwicke.gloucs.sch.uk)

# Key points about the importance of safeguarding

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- Safeguarding means making sure children grow up safe, happy and healthy
- Always assume 'it could happen here'
- We all have a role to play in safeguarding children
- The safeguarding team are here to listen to any concerns you have
- Be aware of what the changes to guidance mean for you



How safeguarding is at the heart of what we do

**What the 4 main types of abuse are and how to spot them** <

Specific safeguarding issues to be aware of and how to spot them

How you can act in a child's best interests

# First, a quick reminder

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⓪ What are the 4 main types of abuse?



**Physical abuse**



**Sexual abuse**



**Emotional abuse**



**Neglect**

# Common behavioural signs to look out for, whatever the issue

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Difficulty  
concentrating  
and not doing as  
well at school

Becoming  
withdrawn

Mood or  
behaviour  
changes

Tiredness

Mental  
health needs

Self-harming

Risk-taking  
behaviour

Using drugs  
or alcohol

# Physical abuse: what you might see in children

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Bruises, cuts,  
scratches,  
scars

Fractures

Bite marks

Burns or  
scalds

Suspicious  
illnesses

Vomiting,  
drowsiness  
or seizures

Breathing  
problems

# Sexual abuse: what you might see in children

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Difficulty sitting

Marks and  
bruises

Poor personal  
hygiene

Needing the  
toilet a lot

Pregnancy

Fear or  
avoidance of a  
particular person

Sexually  
inappropriate  
behaviour

Dropping hints  
or mentioning  
'secrets'

# Emotional abuse: what you might see in children

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Behaviour,  
language or  
knowledge you  
wouldn't expect  
for their age

Struggling to  
control their  
emotions

Seeming isolated  
from their parents  
or carers

Negative  
interactions with  
parents or carers

Lacking social  
skills or friends

Low self-  
esteem or self-  
confidence

Trying to make  
people dislike  
them

Not caring how  
they act or  
what happens  
to them

Issues with  
language  
development

# Neglect: what you might see in children

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Severe and persistent illnesses and infections

Consistently inappropriate clothing or shoes

Persistently smelly or dirty

Signs of malnutrition

Numerous accidents

Poor medical and dental care

Being hungry, stealing or hiding food

Missing school

How safeguarding is at the heart of what we do

What the 4 main types of abuse are and how to spot them

**Specific safeguarding issues to be aware of and how to spot them**



How you can act in a child's best interests

# Do you know your safeguarding issues?

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Bullying, including cyber-bullying	Child abduction and community safety incidents	Children and the court system	Child criminal and sexual exploitation	Children missing education
Children missing from home or care	Children with family members in prison	Domestic abuse	Drugs	Fabricated or induced illness
Faith-based abuse	Homelessness	Honour-based abuse	Mental health	Modern slavery
Online safety and cybercrime	Peer-on-peer abuse	Private fostering	Radicalisation	Serious violence

# Test your knowledge of specific safeguarding issues

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**Time for activity:** 2 minutes



**On page 4 of your activity pack, match the following to their definitions:**

- Female genital mutilation
- Child criminal exploitation
- Child sexual exploitation
- Peer-on-peer abuse
- Mental health
- Radicalisation
- Online safety
- Children missing education
- Child abduction and community safety incidents

# Children's mental health is part of safeguarding

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Signs you might see in a child:

Excessive fears  
and worries

Being  
hyperactive

School performance  
or behaviour getting  
worse

Emotional changes

Losing interest in  
friends or  
favourite activities

Losing appetite and  
weight changes

Seeming tired or  
difficulty concentrating

# We still have responsibility for safeguarding issues online

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**Extremist groups use pandemic to target children online**

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**Child 'sexting' risk during lockdown**

**Teenage girls increasingly at risk of online grooming**

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**Drug gangs recruit teens on social media**

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## Do you know your apps and games?

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TikTok



Snapchat



Twitch



Minecraft



Roblox

Remember the 4 Cs: content, contact, conduct, commerce

# Could you help prevent a child being drawn into terrorism?

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In 2019/20, what percentage of Channel cases do you think were related to right-wing radicalisation?

(Channel is the programme that works with people who have been identified as being vulnerable to being drawn into terrorism)

Answer: **43%**

# Could you help prevent a child being drawn into terrorism?

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Be on the lookout for children:

Isolating themselves from friends and family

Being unwilling or unable to discuss their views

Being more angry

Talking as if from a scripted speech

Having a sudden disrespectful attitude towards others

Being more secretive, particularly around internet use

**Child sexual exploitation  
(CSE): it might look  
consensual, but it isn't**

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[Click here to play the video](#)

# CSE: it might look consensual, but it isn't

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A child might:

Show unhealthy or inappropriate sexual behaviour

Have an older boyfriend or girlfriend

Be secretive

Show changes in mood or character

Suddenly have money or new possessions

Show signs of physical abuse

Misuse drugs or alcohol

Be frightened of some people, places or situations

Get pregnant

Have sexually transmitted infections

# Child criminal exploitation (CCE): children are still victims

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A child might:

Miss school more,  
including single  
lessons

Have different  
friends, including  
older friends

Have unexplained  
gifts or new  
possessions

Have a significant  
change in wellbeing

Show signs of  
self-harm

Have physical  
injuries

Not do as well at  
school

Misuse drugs or  
alcohol

# Peer-on-peer abuse: children can abuse other children too

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What forms might peer-on-peer abuse take?

- Bullying
- Abuse in intimate personal relationships
- Physical abuse
- Sexual violence
- Sexual harassment
- Causing someone to engage in sexual activity without consent
- Sharing nudes or semi-nudes
- Upskirting
- Initiation or hazing-type violence and rituals

**Always take immediate action if you have concerns or a pupil makes a disclosure**

# FGM: how to spot that a child is at risk

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Signs Zahra is at risk:

- Family or community history of FGM
- Being withdrawn from PSHE education or RSE
- Mentioning a long holiday to a country where FGM is prevalent
- Mentioning a 'special procedure' or a 'special occasion' to become a woman
- A request for a long absence from school or being unexpectedly absent



## FGM: summer is the highest-risk time

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Signs a girl is a victim of FGM:

- Asking for help or confiding that it's happened
- Difficulty walking, sitting or standing
- Looking uncomfortable or finding it hard to sit still
- Prolonged or repeated absence
- Change in behaviour or mood
- Talking about pain or discomfort between her legs
- Spending more time in the toilet
- Avoiding PE or exercise
- Frequent urinary, menstrual or stomach problems



## Children missing education: early intervention is critical

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life

Our unauthorised absence procedures are:

- Attempt contact with parent/carer
- Home visit

Our children missing from education procedures are:

- As above
- If after 10 school days there is no sign of the child, they would be reported to be missing in education

**CME** also includes those children who are **missing** (family whereabouts unknown), and are usually children who are registered on a school roll / alternative provision. This might be a child who is not at their last known address **and either**

- has not taken up an allocated school place as expected, or
- has 10 or more days of continuous absence from school without explanation, or
- left school suddenly and the destination is unknown

## Our local context: risks to our children



- [List safeguarding issues which are particularly relevant to your context here]

# Key points about specific safeguarding issues

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- To effectively safeguard children, you need to know about safeguarding issues beyond the 4 main types of abuse
- Even if it happens outside the school or family, it's still part of safeguarding
- Some abuse might appear to be consensual, but children are still victims
- Know the signs, but be particularly alert to changes in a child



How safeguarding is at the heart of what we do

What the 4 main types of abuse are and how to spot them

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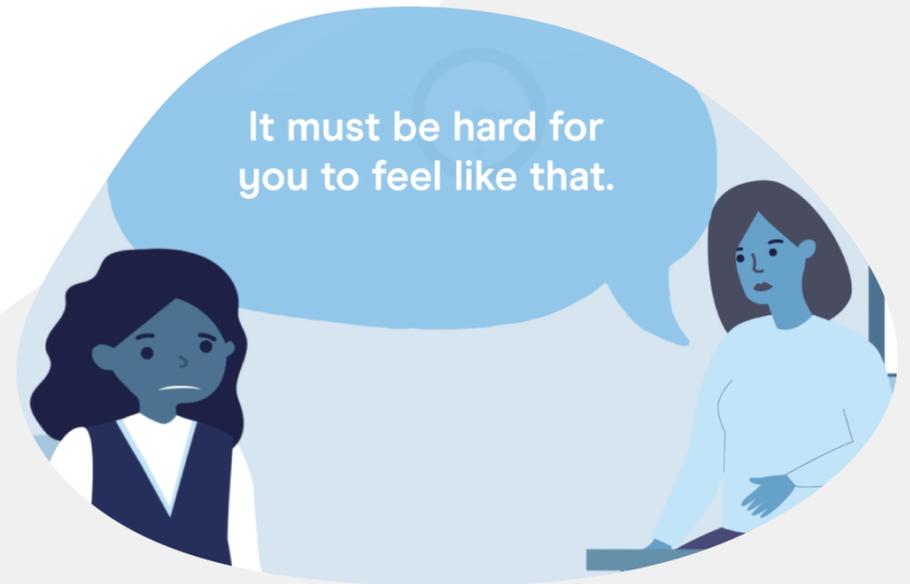
**How you can act in a child's best interests**



# How you should respond to a disclosure

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- Listen fully, be supportive, take the child seriously
- Let the child lead the conversation
- Reassure the child it's not their fault
- Ask open questions, not closed or leading questions
- Reflect back what they're saying
- Be honest that you can't keep it confidential. Be clear about what you'll do next
- Don't talk to the alleged abuser or investigate yourself



# What a good safeguarding report looks like

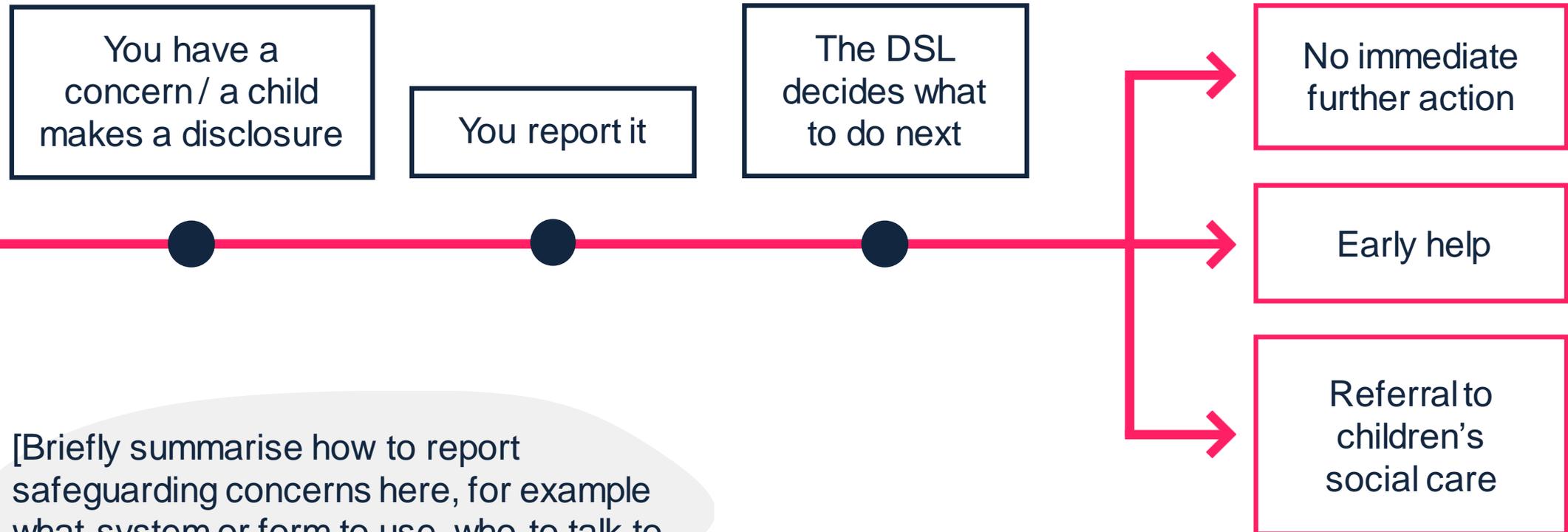
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A good safeguarding report:

- ✓ Is made immediately after the disclosure or incident
- ✓ Includes the date and time, who was there, and where it happened
- ✓ Describes what happened in as much detail as possible
- ✓ Is fact based, with no personal interpretation
- ✓ Includes the child's words, where possible

**Think: who, what, where, when**  
**USE CPOMS**

# Always report any concerns you have



[Briefly summarise how to report safeguarding concerns here, for example what system or form to use, who to talk to and how to contact them.]

## If a child is in immediate danger, take action immediately

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Contact children's social care:

If you have urgent safeguarding concerns for a child or young person, please continue to call MASH on 01452 426565 and select option 3.

And, if appropriate, the police:  
999 not 101



# How to report concerns you have about staff

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If you have concerns about:

- A member of staff or volunteer, speak to the Headteacher or in her absence, the Deputy Headteacher
- The headteacher, speak to the chair of governors  
**Sarah Nicholson**
- LADO-Nigel Hatton: 01452 426320.



# How to report concerns about our safeguarding practice

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Speak to Wendy D'Arcy

Otherwise, use the NSPCC helpline on:

- 0800 028 0285 (8am to 8pm, Monday to Friday)
- [help@nspcc.org.uk](mailto:help@nspcc.org.uk)



# Key points about how to act in a child's best interests

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- Take a child seriously if they make a disclosure
- Be alert to indirect disclosures
- Don't promise confidentiality. Let the child know what you're going to do next
- Always report any concern you have, no matter how small
- Always make a report as soon as possible
- If you think a child is in immediate danger, make a referral yourself, or call the police



# Key takeaways about our responsibilities under Keeping Children Safe in Education part 1

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- Always assume ‘it could happen here’
- Always act in the child’s best interests
- Be on the lookout for signs of abuse, and in particular for changes in a child
- If you see something, say something – always report any concerns and keep written records





**Safeguarding  
Training Centre**  
from The Key

In partnership with:



**INSET 2021/22: section 2**

# How we can tackle sexism and sexual harassment in our school



Get the knowledge you need to act at  
[thekeysupport.com/safeguarding](https://thekeysupport.com/safeguarding)

## We all have biases

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⓪ What do you think of when you see these words: girls or boys?

**Arty**

**Strong**

**Football**

**Duster**

**Nurse**

**Doctor**

## Why we're focusing on this today

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[Click here to play the video](#)

## Today we'll learn about

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How gender stereotypes, sexism and rape culture underpin what we're talking about today and what we might see in our school

How to challenge victim blaming and low-level sexual harassment in the moment

What harmful sexual behaviours might look like

How to report concerns and respond to allegations



# How gender stereotypes, sexism and rape culture underpin what we're talking about today, and what we might see in our school



How to challenge victim blaming and low-level sexual harassment in the moment

What harmful sexual behaviours might look like

How to report concerns and respond to allegations

# Small behaviours feed into a bigger problem

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Image adapted from Bold Voices

# What the lower end of the continuum might look like in our school



- Calling a girl a 'slut' or a 'bitch'
- Flicking bra straps
- Lifting up skirts
- Unwelcome looks and comments about appearance
- Comments about how boys and girls should behave
- Different expectations about which toys boys and girls should play with
- Boys saying girls are 'gross'

Image adapted from Bold Voices

# What victim blaming language might look like in our school

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How are these statements blaming someone for what's happened to them and perpetuating stereotypes?

**You shouldn't  
let him look up  
your skirt**

**She should have known  
better than to put things  
on the internet that  
people can see**

**I'm sure he didn't mean it  
that way, he was probably  
just having a laugh. Boys  
will be boys!**

# How to challenge victim blaming and sexual harassment in the moment

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Challenge it there and then

Challenge the behaviour, not the person

Explain what the problem is

Support the victim and show empathy

Challenge gender bias and stereotypes

Focus on the perpetrator's behaviour rather than the victim's

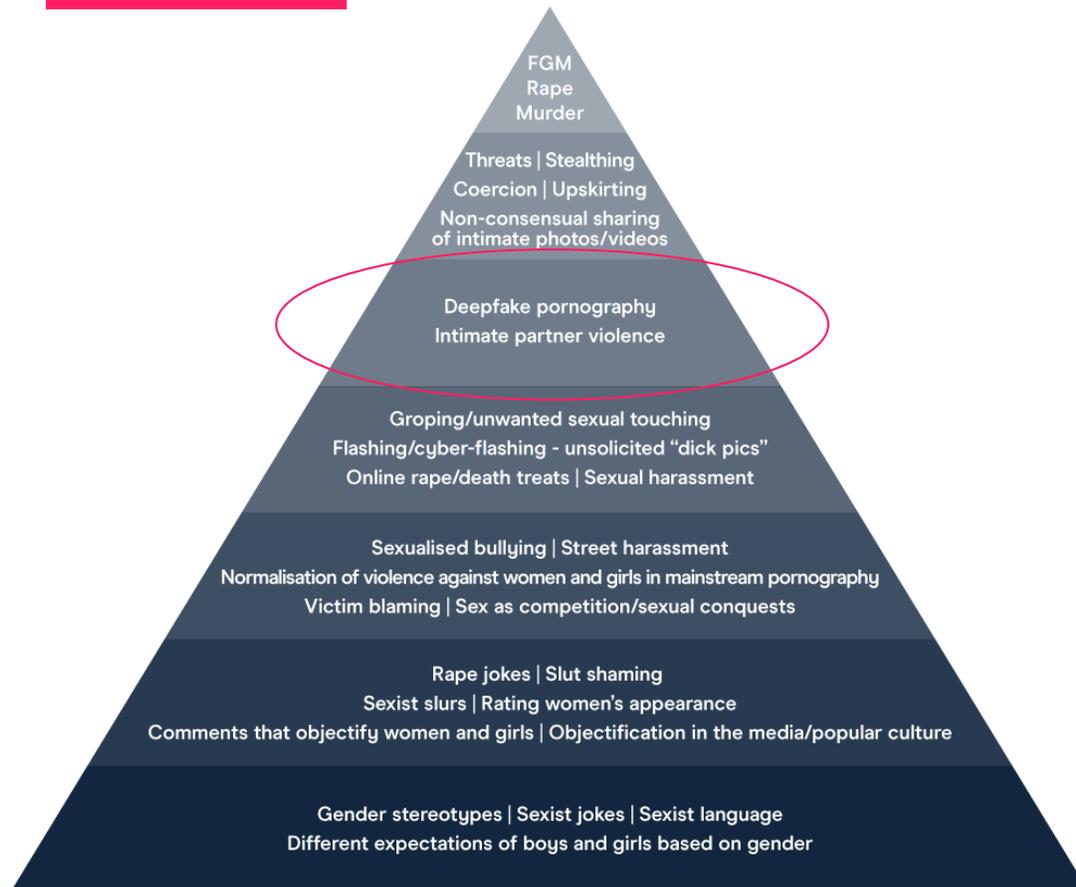
**Always follow up by reporting incidents**

# Ways you can start the conversation

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- “That’s not how we behave in school, or anywhere. This could be seen as inappropriate touching / language ... ”
- “You may not have seen it this way, but ... ”
- “What do you think that word means?”
- “What do you mean by that?”
- “You may not think there’s anything wrong with that behaviour / language, but many others would”
- “In our school we ... ”
- “I’m really uncomfortable with you saying things like that / behaving that way. It makes me feel ... ”

# What we mean by abuse in intimate personal relationships and why it's relevant to us



It might involve:

- Insults and name calling
- Controlling where the victim goes and what they wear
- Checking up on the victim all the time
- Isolating the victim from friends and family
- Making the victim feel responsible for the abuse
- Physically abusing the victim
- Forcing the victim to have sex or take part in sexual activity
- Pressuring the victim not to use contraception

# What healthy sexual behaviour in children looks like

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## 0 to 4 years old

- Kissing and hugging people they know well, like friends and family members
- Touching or rubbing their own private parts as a comforting habit
- Showing curiosity about or attempting to touch the private parts of other people
- Being curious about the differences between boys and girls
- Talking about private body parts and their functions, using words like 'willy', 'bum', 'poo' and 'wee'
- Role playing about different relationships, for example marriage

## 5 to 9 years old

- Becoming more aware of the need for privacy
- Asking questions about sex and relationships
- Kissing, hugging and holding hands with a boyfriend or girlfriend
- Using swear words or slang to talk about sex after hearing other people use them

## 9 to 13 years old:

- Having a boyfriend or girlfriend
- Using sexual language as swear words or slang
- Wanting more privacy
- Looking for information about sex online (this might lead to accidentally finding sexual images or videos)
- Masturbating in private

# When sexual behaviour might be harmful

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Red flags to watch out for:

- Behaviour that's developmentally or socially unexpected, or not appropriate to the context
- Behaviour that's not consensual or reciprocal
- Behaviour that upsets other children
- Victimising someone else
- Behaviour involving violence, coercion or force
- Intrusive behaviour
- Compulsive behaviour

**If you see these behaviours,  
report it to the DSL**

# How you should respond to an allegation

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- ✓ Take it seriously – don't dismiss it
- ✓ Ask open questions
- ✓ Be clear about who you'll need to tell
- ✓ Be clear you'll only tell people who need to know
- ✓ Tell the DSL straight away and make a written record
- ✓ Don't view any potentially explicit images or videos yourself

# Key points about tackling sexism and sexual harassment

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- Sexism and gender stereotypes feed into a culture where gendered violence is normalised
- By dealing with behaviours at the lower end of the continuum head on, we can help prevent behaviours further up the spectrum
- Always challenge sexism and sexual harassment, no matter how small the incident seems to be
- It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe



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