




St Gregory's  
Catholic High School  
Safeguarding  
INSET September  
2023

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**By the end of the training, you should be able to:**

- Understand how to define, recognise and record abuse
  - Recognise your role in safeguarding children from harm, abuse and exploitation
  - Be clear about how you should respond to a child who makes a disclosure of possible abuse
  - Understand how to record concerns and identify what constitutes good record keeping
  - Understand how to report concerns about professionals
  - Become familiar with the key themes of safeguarding guidance and legislation
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# What is Safeguarding?

- *Protecting* children from maltreatment.

- *Preventing* impairment of children's health or development.

- *Ensuring* that 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. (KCSIE 2023)

# Safeguarding in school means:

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## **Having robust safeguarding practices**

- Opportunities to teach safeguarding – healthy relationships, boundaries and consent, stereotyping, prejudice and equality, body confidence and self-esteem...
- Recognising abuse/neglect, knowing how to respond to concerns and keep up-to-date with policy and practice

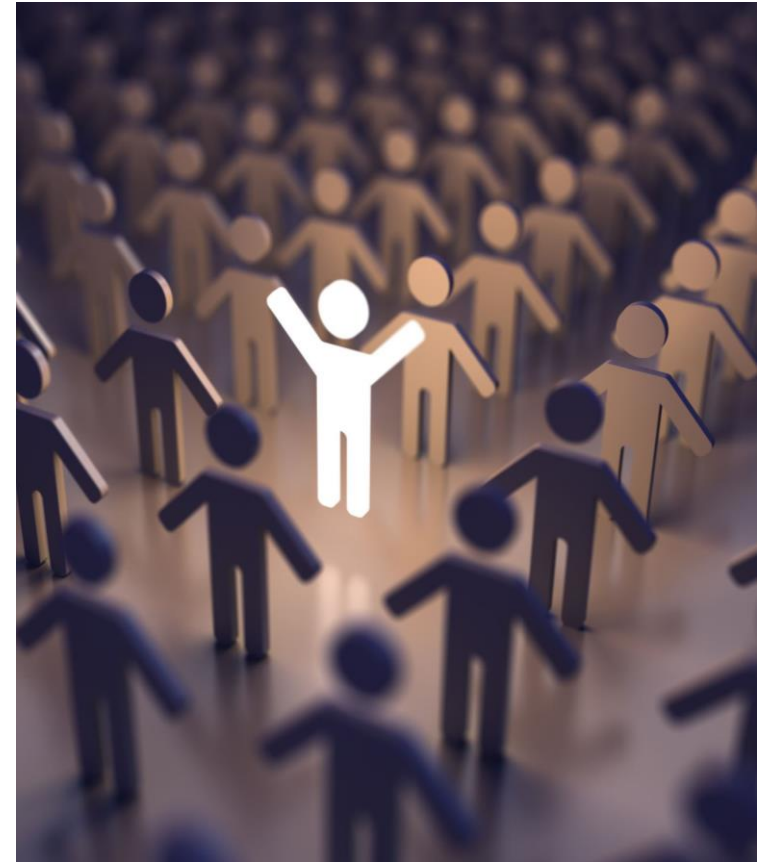


# Safeguarding in school means:

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## **Maintaining an environment where:**

- Staff feel able to question and follow-up (courageously) attitudes and behaviours – encourage professional curiosity and challenge
- Staff understand the importance of and ensure they are approachable so that children feel confident to approach any member of staff if they have a worry or problem
- Emphasis always on the adult to notice and not on the child to disclose.





# What is a welfare concern?



# Some children are more vulnerable than others

Has SEND, or certain health conditions and specific additional needs

Has mental health needs

Is persistently absent from education

Is frequently missing from care or home

Is lesbian, gay, bisexual, transgender or questioning

Has a family member in prison or affected by parental offending

Has been in care

Is privately fostered

Lives in challenging family circumstances

Is a young carer

Is at risk of honour-based abuse

Is being drawn into anti-social or criminal behaviour

Is at risk of radicalisation

Is at risk of modern slavery, trafficking or exploitation

Is misusing drugs or alcohol



## Legislation and Guidance

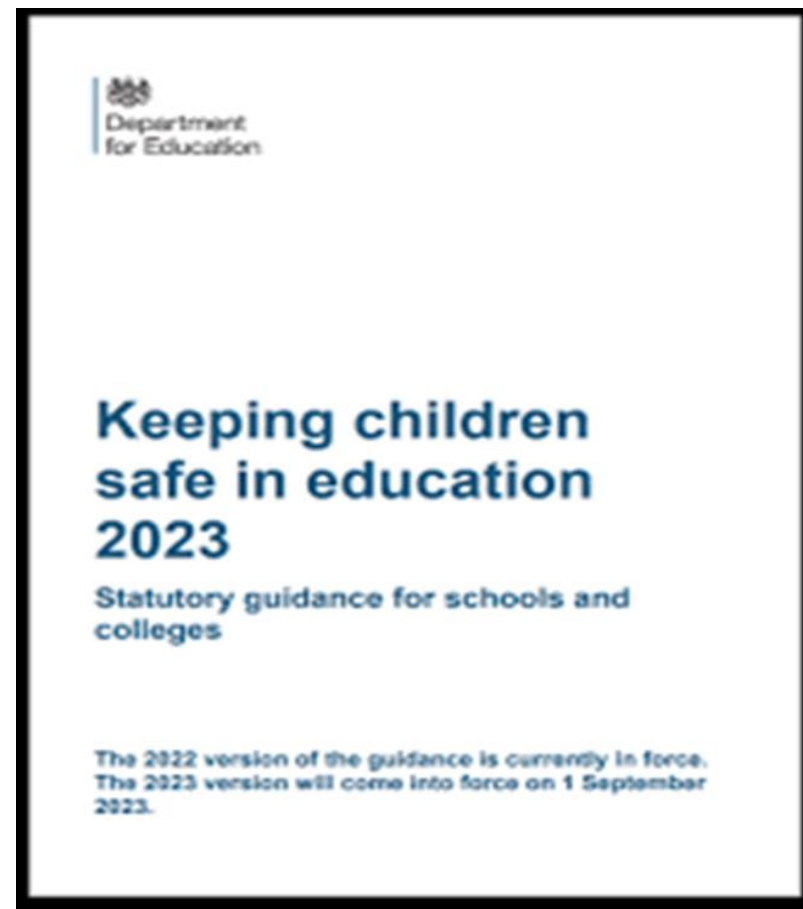
- Keeping Children Safe In Education 2023
- Working Together to Safeguarding Children 2018
- Domestic Abuse Guidance 2022
- Guidance for Safer Working Practice 2022
- Inspecting Safeguarding In Early Years, Education and Skills settings

## Policies

- School Safeguarding and Child Protection Policy
- Behaviour Policy
- Staff Behaviour(or conduct) Policy
- Online Safety Policy

# KCSIE 2023 – summary of changes/additions

- 1. Tell job applicants about online searches**
- 2. Filtering and monitoring**
- 3. Clarification on allegations against agencies and individuals**
- 4. Confirmation on DBS documents**
- 5. New standards references**



## Role of the DSL

The DSL takes lead responsibility for safeguarding and child protection in school.

Responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter agency meetings, an/or supporting other staff to do so, provision of safeguarding training and updates to staff and to contributing to the assessment of children.


## Role of staff

Be aware of child protection and signs and symptoms of abuse in the school setting and wider community.

To report all concerns regarding child welfare immediately to the Designated safeguarding Lead or another member of the safeguarding team.

**Where there is concern regarding Female Genital Mutilation then you have an individual duty to report to the police.**

Be clear of your role and responsibilities regarding the school safeguarding policy and procedures, including attendance at training and continued CPD.



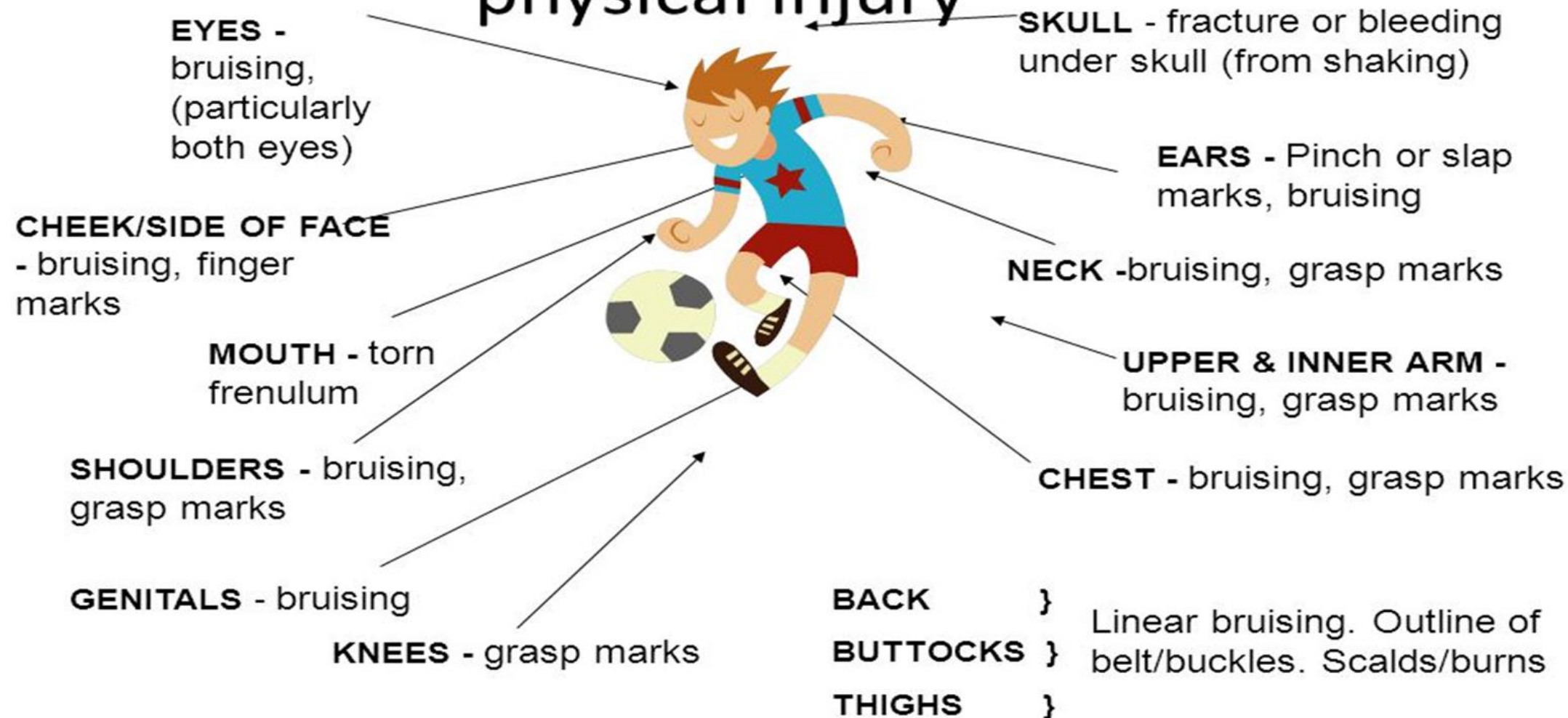
# TYPES OF ABUSE

# PHYSICAL ABUSE

- Hitting
- Shaking
- Throwing
- Poisoning
- Burning and Scalding
- Drowning
- Suffocating
- Perplexing Presentation (Fabricated or Induced Illness)



# Common sites for non-accidental physical injury



# Neglect

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

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## **This may involve:**

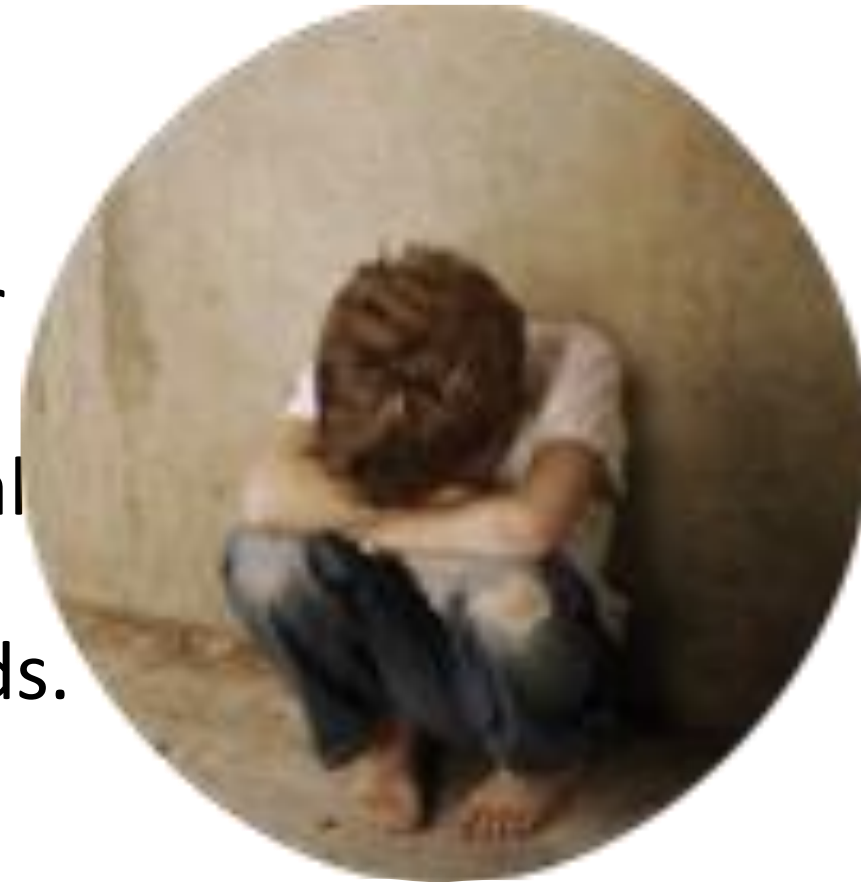
A parent or carer failing to provide adequate food, shelter and clothing.

Failing to protect a child from physical harm or danger.

Failure to ensure access to appropriate medical care or treatment.

Unresponsive to a child's basic emotional needs.

May occur during pregnancy as a result of parental substance misuse.



# Neglect: what to look out for

- 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
- Being a carer for siblings or other family members





Sexual Abuse - the 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'.

### **This may include:**

- Physical contact, including penetrative and non-penetrative acts.
- Involving children looking at or in the production of pornographic material.
- Watching sexual activities.
- Encouraging children to behave in sexually inappropriate ways.
- Be aware of vulnerable young people being sexually exploited (CSE).
- This can include males and females.
- Look out for changes in behaviour.

# Sexual abuse: what to look out for

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- Difficulty sitting
- Marks and bruises
- Poor personal hygiene
- Fear of, or avoiding, a particular person
- Needing the toilet a lot
- Sexually inappropriate behaviour
- Dropping hints or mentioning 'secrets'
- Sexually inappropriate behaviour
- Secretive online behaviour
- Pregnancy and STIs



**Emotional Abuse** - also known as psychological abuse, is any type of abuse that involves the continual emotional mistreatment of a child. It may take several forms existing solely or as part of other forms of abuse.



## Emotional Abuse includes:

humiliating or constantly criticising a child

threatening, shouting at a child or calling them names

making the child the subject of jokes, or using sarcasm to hurt a child

blaming and scapegoating

making a child perform degrading acts

failing to promote a child's social development

persistently ignoring them or being absent



# Emotional abuse: what to look out for

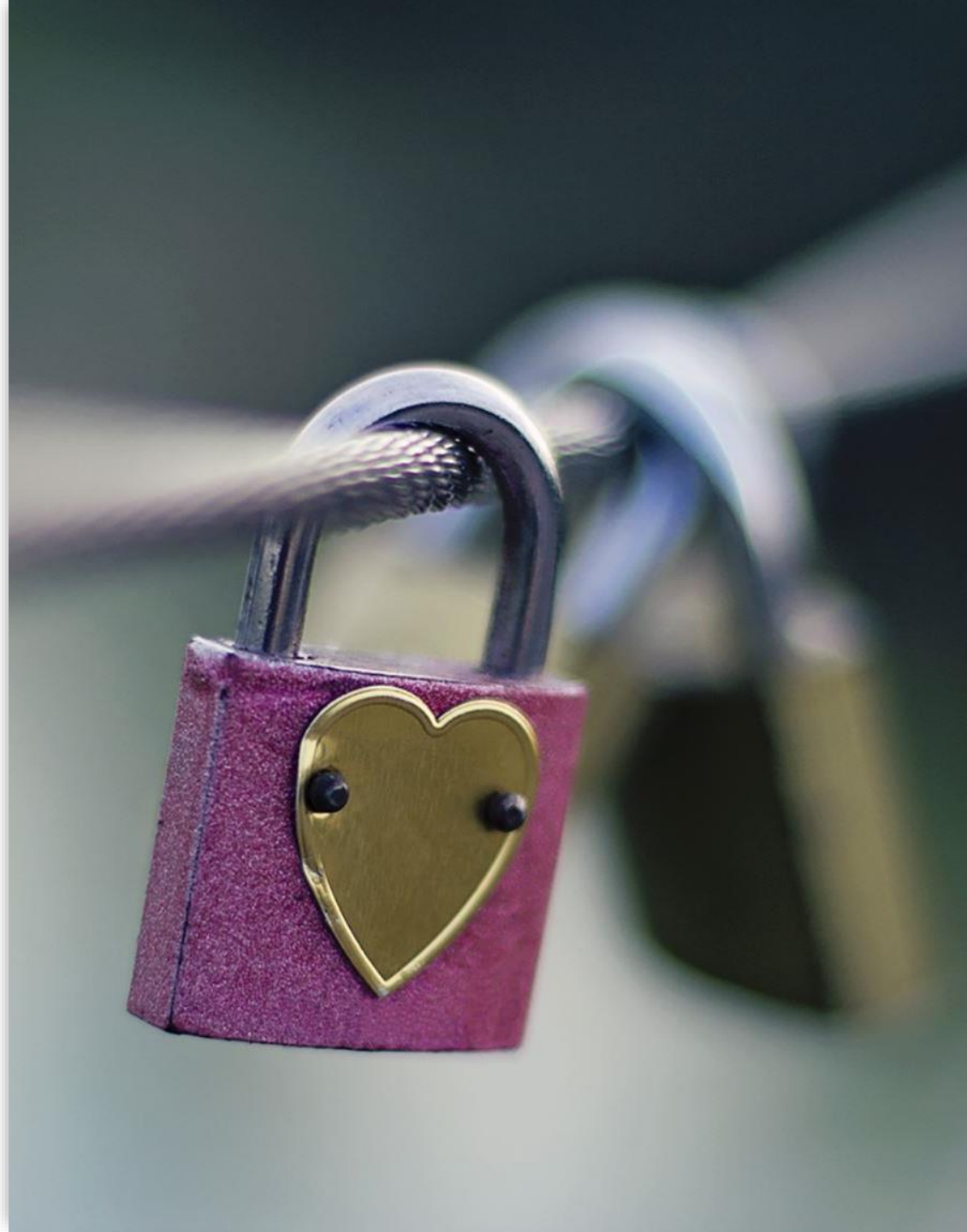
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- Behaviour, language or knowledge you wouldn't expect for their age
- Outbursts
- Isolation from parents or carers
- Negative interactions with parents or carers
- Lacking social skills or friends
- Low self-esteem or self-confidence
- Trying to make people dislike them
- Not caring what happens to them
- Language development issues



# ACES – Adverse Childhood Experience

- Physical abuse
- Sexual abuse
- Verbal abuse
- Physical neglect
- Emotional neglect
- Depressed family member/someone with a mental illness
- Family member with an addiction
- Family member in prison
- Witnessing domestic abuse
- Losing a parent – divorce/death
- Homelessness or the risk of it



# Other Safeguarding Concerns/Issues

child-on-child  
abuse

child criminal  
and sexual  
exploitation

domestic abuse

so-called  
'honour'-based  
abuse (incl.FGM)

Radicalisation

county lines

serious violence

mental health.....



- [Domestic Violence Witnesses - YouTube](#)



# We need to know the lived experience of our children and young people?

Influential factors:

- Their friends/peers in school
- Friends/peers outside school
- Their family
- The wider community
- Protective/strength factors
- Risks
- Support
- Interventions



# Online safety requirements

135. It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

- 136. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
  - **Content:** being exposed to illegal, inappropriate or harmful content
  - **Contact:** being subjected to harmful online interaction with other users
  - **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm
  - **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

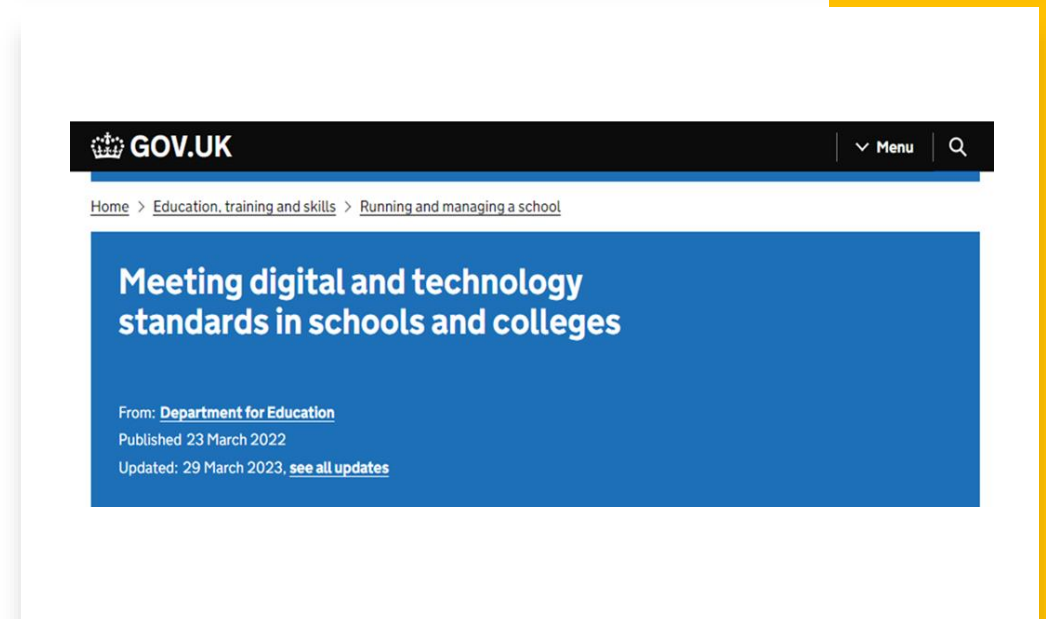
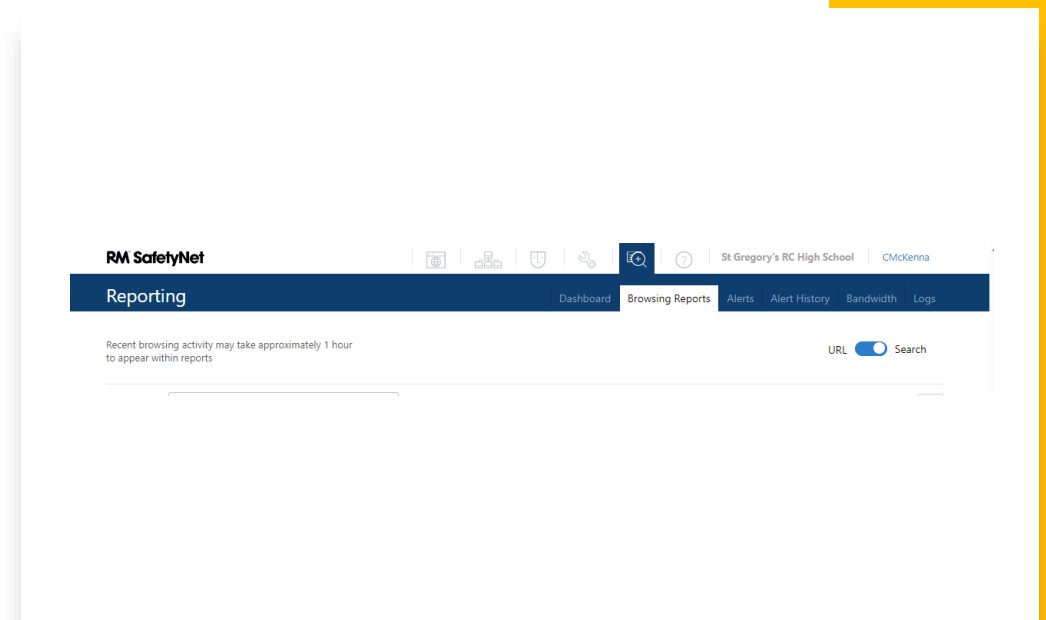
# Technology is a significant part of many safeguarding issues

- Grooming for sexual abuse and exploitation
- Radicalisation
- Criminal exploitation
- Bullying
- Seeing inappropriate or upsetting content
- Sharing nudes and semi-nudes
- Gambling
- Fake news and disinformation
- Cybercrime



# Filtering and Monitoring

- **All staff** should have received sufficient information to understand the school's filtering and monitoring systems, as well as their duty to report if they:
  - suspect or see inappropriate content being accessed by pupils
  - identify a gap in the systems, for example if inappropriate content can be accessed
  - spot any unreasonable restrictions



# Frances-Rose Thomas (Frankie)

- **School 'contributed' to autistic girl's suicide: Coroner slams teachers for giving student, 15, 'unfiltered' access to self-harm material on a school iPad before she took her own life**
- **Frankie Thomas, 15, took her own life after reading about a character's suicide**
- **She died on September 25, 2018 after being found unresponsive at Surrey home**
- **Coroner Karen Henderson said she believed Frankie was influenced by material**
- **Frankie had 'underlying vulnerabilities' including 'autism and impulsivity'**



## County Lines

- ‘County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.’

- **46,000** children in England are thought to be involved in gangs.
- **Currently 1,000 County Lines** in England.



[Are You Listening? - YouTube](#)

# Forced marriage

- In 2022, 30% of cases referred to the Forced marriage unit were children under 18 (88 children)
- Must inform Children's Social Care and the police if under 18 – even if violence and threats are not used

## Forced Marriage Unit

- telephone: 020 7008 0151
- email, including for outreach work: [fm@fcdo.gov.uk](mailto:fm@fcdo.gov.uk)
- [Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage \(accessible version\) - GOV.UK \(www.gov.uk\)](#)

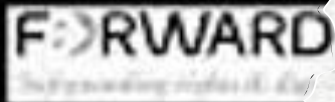


# Female Genital Mutilation

- Whilst all staff should speak to the designated safeguarding lead with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.



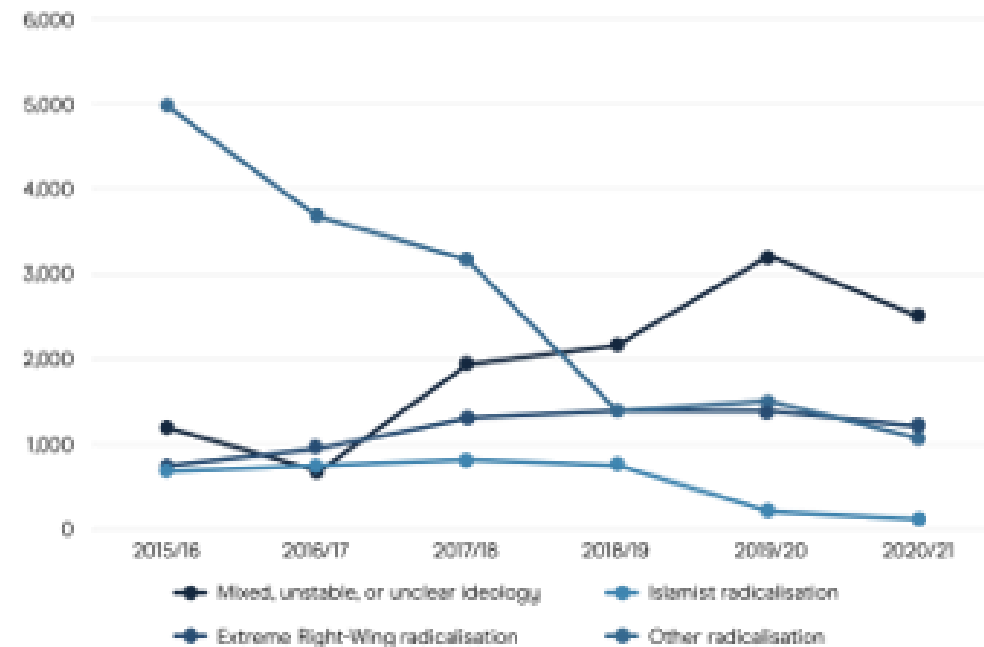
Together we can end  
Female Genital Mutilation





# Your duty to help prevent children being drawn into terrorism

- Spotting signs a child is at risk
- Reporting what you've seen
- Challenging extremist ideas



# What to do if a child tells you about abuse

- Listen fully, be supportive, take the child seriously
- Let the child lead the conversation
- Reassure the child it's not their fault and they'll be kept safe
- **Don't** give the child the impression they're creating a problem by telling you about abuse
- Ask open 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
- **Don't** view any images yourself


# Knowing children/active listening

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- How well do we know our children as individuals?
- How much time do we take to get to know them?
- What questions do we ask that show we are interested?
  - **Tell**
  - **Explain**
  - **Describe**
- What information do we share about them with colleagues?
- What has this got to do with safeguarding?



## How to write a robust safeguarding report every time

- ✓ Think **who, what, where** and **when**
  - ✓ Include as much detail as possible, including the **child's own words**
  - ✓ Stick to the **facts**
  - ✓ Make the report **as soon as possible**
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# ALL concerns MUST be reported

## Report safeguarding concerns to the DSL (or deputy) by:

- Completing a 'niggle note' (purple form)
- Handing it in to the DSL or any member of the safeguarding team asap and NO later than 2.30pm
- If you can't get to the niggle note to someone then please email 'safeguarding team' with niggle note in the subject box and someone will collect it.

**Data protection is not a barrier to sharing safeguarding concerns**



# Here to listen: our safeguarding team

- Designated safeguarding lead (DSL):  
Clare McKenna
- Contact details: [cmckenna@stgregoryshigh.com](mailto:cmckenna@stgregoryshigh.com)
  
- Deputy designated safeguarding leads:
  - Liam MacKenzie:  
[lmackenzie@stgregoryshigh.com](mailto:lmackenzie@stgregoryshigh.com)
  - Liz Lavin – [elavin@stgregoryshigh.com](mailto:elavin@stgregoryshigh.com)
  - Matt Funnel – [mfunnell@stgregoryshigh.com](mailto:mfunnell@stgregoryshigh.com)
  - Demi Riley – [driley@stgregoryshigh.com](mailto:driley@stgregoryshigh.com)



St Gregory's Catholic High School

## SAFEGUARDING TEAM

St. Gregory's is a  
**LISTENING AND TELLING SCHOOL.**  
If you have any concerns speak to a member of the team.



Miss Lavin  
Deputy DSL



Mrs McKenna  
Designated Senior Lead (DSL)



Mrs Riley  
Deputy DSL



Mr Funnell  
Deputy DSL



Mr Mackenzie  
Deputy DSL



Miss Salisbury



Mrs Pilkington



Mrs Granton



Mrs Pacey



Miss Crawford



Mrs Whitlow  
Chaplain



Mr Baracskai  
Health and Safety

If the child is in  
immediate danger and  
the DSL/deputy isn't  
available:

Referral to LA  
children's social care:  
01925 443 400

Call the police if  
appropriate: 101

# Act on 'nagging doubts'

- Low-level concerns include behaviour that's:
- Inadvertent or thoughtless
- Inappropriate for the circumstances
- Intended to enable abuse

Report low-level concerns in writing by completing the 'low level concern form and handing it in to the DSL if the Headteacher is not available.



# Threshold of harm

- behaved in a way that has harmed a child, 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



# Share any concerns about other members of staff

If you have concerns about:

- A member of staff or volunteer, speak to the DSL/headteacher
- The headteacher, speak to the chair of governors  
Mr Roger Harrison
- If there's a conflict of interest in reporting to the headteacher, go to the LADO: [LADO@warrington.gov.uk](mailto:LADO@warrington.gov.uk)
- 01925 442079



Remember: think the  
unthinkable

# Report concerns about our safeguarding practice

- Speak to DSL face to face/via email. Escalate your concern to Mr McGlinchey or the Chair of Governors – follow the Whistleblowing policy if you're not satisfied.
- Otherwise, use the NSPCC helpline on:
- 0800 028 0285 (8am to 8pm, Monday to Friday)
- [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

# RULE OF THUMB

**THINK  
THE  
UNTHINKABLE**



**'If you don't share a risk... you own the risk'**