

Safeguarding in Education Summer Term 2 Bulletin

2020 – 21 HT 6 (June 2021)

INTRODUCTION

Welcome to the final edition of the Safeguarding in Education Bulletin for this academic year. This bulletin contains updated information following Ofsted’s published review of sexual harassment and sexual violence in schools and online, including things for all of us to think about. It also contains information about Together for Children’s Change the Language campaign – something that’s really important to the young people of Sunderland and I hope it is something you can support us with implementing.

I want to take this opportunity to thank you all for your hard work and commitment to the young people of Sunderland during what can only be described as a challenging year. The resilience and dedication that I have seen from staff in all schools across the city has been remarkable.

As always, staff in schools should speak to their Designated Safeguarding Lead (DSL) if they require further information about anything contained in this bulletin. I hope you all manage to get some rest and relaxation during the summer holidays!

Best wishes,

Simon Marshall
Director of Education



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If you have any queries about any of the information contained within this bulletin, please speak to your Designated Safeguarding Lead (DSL) in the first instance.

TACKLING SEXUAL HARASSMENT IN SCHOOLS

Ofsted have recently released their review of sexual harassment and sexual violence in schools and colleges. To read the report, click here:

[Review of sexual abuse in schools and colleges - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442222/sexual-abuse-in-schools-and-colleges.pdf)

The report concluded that:

- Around 9 in 10 of the girls spoken to said that sexist name calling and being sent unwanted explicit pictures or videos happened ‘a lot’ or ‘sometimes.’
- Inspectors were also told that boys talk about whose ‘nudes’ they have and share them among themselves like a ‘collection game’, typically on platforms like WhatsApp or Snapchat.



The Contextual Safeguarding Network have created a range of resources to support schools in tackling harmful sexual behaviour. The resources allow schools to assess their own response to harmful sexual behaviour.

Click here: [Beyond Referrals - Schools \(csnetwork.org.uk\)](http://csnetwork.org.uk/beyond-referrals-schools)

There’s a number of models to support schools in understanding the continuum of sexual behaviours presented by children, from normal to violent. Ofsted used Professor Steven Hackett’s continuum during their review. Harmful sexual behaviour encompasses a range of behaviour which can be displayed towards younger children, peers, older children or adults. It can occur online and offline or a mixture of both.

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	Single instances of inappropriate sexual behaviour	Problematic and concerning behaviour	Victimising intent or outcome	Physically violent sexual abuse
Socially acceptable	Socially acceptable behaviour within peer group	Developmentally unusual and socially unexpected	Includes misuse of power	Highly intrusive
Consensual, mutual, reciprocal	Context for behaviour may be inappropriate	No overt elements of victimisation	Coercion and force to ensure victim compliance	Instrumental violence that is psychologically and/or sexually arousing to the perpetrator
Shared decision-making	Generally consensual and reciprocal	Consent issues may be unclear	Intrusive	Sadism
		May lack reciprocity or equal power	Informed consent lacking or not able to be freely given by victim	
		May include levels of compulsivity	May include elements of expressive violence	

(Source: Hackett, S, ‘Children, young people and sexual violence’ in ‘Children behaving badly? Exploring peer violence between children and young people’, 2010.)



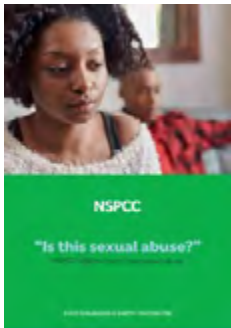
Brook also offer a nationally recognised Sexual Behaviours Traffic Light Tool and training to help professionals to identify, understand and respond appropriately to sexual behaviours in young people. To access the tool, professionals must be trained to ensure safe and effective use.

For more information visit: [Sexual Behaviours Traffic Light Tool – Brook](#).



The AIM Project

The Aim Project also offer training and guidance in Understanding and Managing Sexually Problematic/Harmful Behaviours within education settings as well as tools and templates to undertake a Risk Assessment and Management Plan (RAMP.) For more information visit: [The Aim Project – The Aim Project](#).



The NSPCC have undertaken research into peer on peer abuse. Their report concluded that young people can often be confused if they have experienced peer-on-peer sexual harassment or violence.

Reasons include:

- they are confused about what constitutes 'normal' sexual activity,
- they don't know whether they gave consent,
- they were drunk when the abuse took place,
- the abuse was carried out by a friend or partner,
- the abuse took place online,
- they blame themselves for what happened.

Young people are often reluctant to tell anybody about peer sexual abuse. They may:

- worry that they won't be taken seriously,
- fear they will be blamed or bullied about what happened,
- be frightened of what the other young person will do to them if they speak out,
- not think that what happened was serious enough to report.

(Source: ["Is this sexual abuse?" | NSPCC Learning](#))


Questions for school leaders

- What are pupils saying about sexual harassment and sexual violence, including online in your school?
- Where does sexual harassment or violence take place? How safe are your corridors, toilets, changing rooms etc?
- Do children report sexual harassment and sexual violence, including online? If not, why not?
- How effective is your Relationships, Sex and Health (RSHE) curriculum? How do you know?
- What training have staff had to deliver RHSE? What was the quality of that training?
- Is your behaviour policy effective at allowing you to manage sexual harassment and sexual violence?
- Have all staff read and understood KCSIE Part 1 AND Part 5? How do you know they have understood Part 5?
- Is your response to allegations of sexual harassment and sexual violence explicit in your child protection policy? Do pupils, parents and staff understand this?
- What is your analysis of sexual harassment and sexual violence (including online) data telling you? Are you able to identify patterns and intervene early to prevent abuse? Is this data all in one place and easily accessible?
- What training have your Governors, DSL and staff received to understand and deal with this issue?
- Does your DSL have enough time to deal effectively with this? Does your DSL have access to external support/advice/supervision?

For further advice, guidance or support on creating a culture where sexual harassment is not tolerated, please contact Ronnie Lynn, School Improvement Officer (Safeguarding) by emailing ronnie.lynn@togetherforchildren.org.uk

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Report Abuse in Education

 **Call 0800 136 663**

 **Email help@nspcc.org.uk**

 **In an emergency, call 999**

Other sources of information:

[Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Keeping children safe in education \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) – Part 5: Child on Child Sexual Violence and Sexual Harassment

National Police Chief's Council (NPCC)
[When to call Police guidance](#)

Department for Education's (DfE)
[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)

APPROPRIATE LANGUAGE



As part of our commitment to centring the voices of children and young people, our Change Council has reviewed the language used by staff across Together for Children to make it more personal, accessible and inclusive.

Language is power and sometimes the words we use can create stigma and barriers for our children and young people. Our Change Council has been supporting the process of updating the language we use and have given some alternative phrases that we can use in our everyday work.

We hear	We prefer
Abscond	Go missing, or went missing
Advocate	One to one advisor, or explain what you mean
Care leaver / Post Looked After Child (PLAC)	Care experienced
Challenging behaviour	Needs support in managing emotions
Child Looked After (CLA)	The child/young person is cared for
Contact time or contact	Family time
Difficult to engage	Needs time
Emotionally unstable	Needs support in managing emotions
LAC Review	Care for review, or 'young person's name' review
Moving placements	Moving house, or moving home
NEET	Don't use this abbreviation, explain what it means
PA	Don't use this abbreviation, explain what it means
Placement	House or home
Respite	Staying over, having a break or short break
Restraint	Physical help to stay safe
Sanctions	Consequences
Service user	Child or young person
Unit	House, or home

The Children's Society, Victim Support and the NSPCC have provided a guidance document for professionals around appropriate language as part of the discussion around exploitation of children and young people.

Examples include:

Inappropriate term	Suggested alternatives
<p>Putting themselves at risk</p> <p>This implies that the child is responsible for the risks presented by the perpetrator and that they are able to make free and informed choices.</p>	<ul style="list-style-type: none"> • The child may have been groomed. • The child is at an increased vulnerability of being abused and/or exploited. • A perpetrator may exploit the child's increased vulnerability. • The child is not in a protective environment. • The situation could reduce the child's safety. • The location is dangerous to children. • The location/situation could increase a perpetrator's opportunity to abuse them. • It is unclear whether the child is under duress to go missing. • There are concerns that the child may be being sexually abused. • It is unclear why the child is getting into cars. • There are concerns that there is a power imbalance forcing the child to act in this way. • There are concerns regarding other influences on the child.
<p>Sexual activity with...</p> <p>This implies consensual sexual activity has taken place. If it occurs within an abusive or exploitative context this term is not appropriate.</p>	<ul style="list-style-type: none"> • The child has been sexually abused. • The child has been raped. • There are reports of sexual abuse. • The child has described sexual activity, however concerns exist that they child may have been groomed and/or coerced.
<p>Has been contacting adult males/females via phone or internet.</p> <p>This implies that the child or young person is responsible for the communication and does not reflect the abusive or exploitative context.</p>	<ul style="list-style-type: none"> • Adult males/females may have been contacting the child. • The child may have been groomed. • There are concerns that the adult is facilitating communication with a child. • The child is vulnerable to online perpetrators. • There are concerns that others may be using online technology to access or abuse the child. • Adults appear to be using a range of methods to communicate with the child.

For a full list visit of inappropriate terms and suggested alternatives visit: [Appropriate-language-Child-sexual-and-or-criminal-exploitation-guidance-for-professionals.pdf \(researchinpractice.org.uk\)](https://researchinpractice.org.uk/Appropriate-language-Child-sexual-and-or-criminal-exploitation-guidance-for-professionals.pdf)

ONLINE GROOMING



The Internet Watch Foundation (IWF) has published figures from the IWF Annual report 2020 which shows [‘self-generated’ child sexual abuse imagery](#) has increased by 77% and is a third of all child sexual abuse material identified and removed from the internet. The report also highlights the growing risk of children, particularly girls aged 11-13, being targeted online by criminal sex predators. New analysis shows that 11- to 13-year-old girls were victims of online grooming in 80% of the 68,000 cases of self-generated imagery identified.

To help prevent the creation of this type of abusive imagery, a campaign has been launched by the [Internet Watch Foundation \(IWF\)](#) backed by the Home Office and Microsoft. It aims to help raise awareness among parents and carers of young teens about this type of criminality, empower and educate girls aged 11 to 13+ to spot the techniques used by sexual predators and give them the knowledge to ‘Block, Report, Tell’ someone they trust.

You can find out more on the [IWF website](#), as well as specific sites for [parents](#) and [young people](#).

Please share this information with parents and carers.

WHAT CAN PARENTS AND CARERS DO?



Talk to your child about online sexual abuse. Start the conversation – and listen to their concerns.

[Start talking](#)

Agree ground rules about the way you use technology as a family.

[Agree rules](#)

Learn about the platforms and apps your child loves. Take an interest in their online life.

[Find out more](#)

Know how to use tools, apps and settings that can help to keep your child safe online.

[Use settings](#)

TALKING TO PARENTS AND CARERS ABOUT MENTAL HEALTH



Mental health is a very emotional subject to talk about. This is especially true of conversations between school staff and parents and carers. Sometimes it can be difficult to know how to approach the first conversation. Young Minds has created a guide to help navigate these conversations.

The guide can be downloaded here: <https://youngminds.org.uk/resources/school-resources/having-a-conversation-with-parents-and-carers-about-mental-health/>

The Young Minds Parents Helpline can be contacted on 0808 802 5544 (Monday to Friday 9.30am – 4pm, free for mobiles and landlines.)

Do	Speak
<i>Begin with a kind word and a warm smile.</i>	<i>Hello there, how are you feeling?</i>
<i>Don't worry about not having all the answers.</i>	<i>I'm not an expert in this, but I am very happy to talk to you about it.</i>
<i>Validate the parent/carer's feelings.</i>	<i>I can see you are upset by this.</i>
<i>Build trust.</i>	<i>This sounds difficult for you.</i>
<i>Listen actively without judgement and allow them to talk.</i>	
<i>Reflect back to them paraphrasing their words.</i>	<i>You said you feel overwhelmed by this.</i>
<i>Check the details if you are unclear about what they mean.</i>	<i>So, you have said that...</i>
<i>Be positive about the conversation.</i>	<i>I'm so glad that you managed to come to me about this</i>
<i>Decide together what the next steps are. You might want to refer the parent/carer on to another colleague or professional.</i>	<i>How would you feel about going to your GP?</i>
<i>Give them information about other support (see Signposting section)</i>	

TALKING TO YOUNG PEOPLE ABOUT RACE



Farrar & Co have produced a podcast about how to open positive conversations with children about race, identity and other sensitive issues. Anu Omidayi, the founder of Difficult Discussions Easy Songs talks about the unique power of music and song to help young people vocalise complex issues, reflects on how her own experiences as a child and an adult led her to focus on these issues, and her belief that getting talking is vital to keeping young people safe.

Click [here](#) to listen to the podcast.

This podcast follows an earlier Farrar & Co podcast conversation between Shehna Amin, Pragna Patel and Bindu Bansinath on cultural barriers to disclosing sexual abuse, click [here](#) to listen.

UNDERSTANDING ATTACHMENT IN CHILDREN

The NSPCC have recently published new content on understanding attachment in children. The content looks at: why attachment is important; how children develop attachment; attachment and behaviours to look out for; how trauma can affect attachment; and ways to support parents and carers to develop a bond with their child.

To view the content click here: [Attachment and child development](#).

The Department of Education at the University of Oxford has published a blog discussing the Attachment Aware Schools programme offered to schools in Derbyshire. This whole school learning and development programme uses attachment theory and neuroscientific knowledge as an underpinning theoretical framework to explore behaviour and the impact that poor early life and traumatic experiences can have on growth, learning and development. The blog discusses the impact of the programme in supporting children and staff during the coronavirus pandemic, including helping schools feel more resilient and confident to support the children and staff in their setting to make the 'best' of a difficult time, personally and professionally.

Schools who have taken part in the programme have seen improvements in:

- Relationships in school
- School experience for pupils
- Levels of anxiety, stress and worry
- Effectiveness of policies and communication systems
- Staff attitudes to work
- Student behaviour – lower level of incidents and disruption
- Academic progress and attainment
- Attendance

...and best of all – better relationships and a deeper understanding of the needs of children, young people and colleagues, to ensure the best experience and outcomes in every school day. To read the blog click here [Being an attachment and trauma aware school during the Covid global pandemic](#).



WOULD YOU RECOGNISE DOMESTIC ABUSE?



The Domestic Abuse Act 2021 had a number of significant amendments since it was first introduced in 2019. Are you confident you would be able to recognise domestic abuse using the updated definition?

The Ann Craft Trust have launched a short domestic abuse quiz to support professionals to think about if they would be able to recognise domestic abuse. Once you've completed the quiz there is a discussion on each of the scenarios to help develop your awareness.

To take the quiz click here: [Would You Recognise Domestic Abuse If You Saw It? - Untold Stories - Ann Craft Trust](#).

PART 2: DESIGNATED SAFEGUARDING LEADS (DSLs)

CHILD SAFEGUARDING PRACTICE REVIEW PANEL



The Child Safeguarding Practice Review Panel has published its Annual Report for 2020. The independent expert panel reviews serious child safeguarding cases – when a child dies or suffers serious harm, and abuse or neglect is known or suspected. New figures show the panel received 482 serious incident notifications which occurred in 2020, with 206 of these incidents involving children who tragically died.

Examples include initial risk assessments not being updated in response to new information about parental mental health concerns and alcohol and substance misuse, or information of previous convictions for sexual offences not being shared due to a lack of understanding about GDPR and data protection regulations.

The report identifies 6 cross-cutting practice themes for safeguarding partners to make a difference in reducing serious harm and preventing child deaths in the context of abuse or neglect. The themes are:

- Understanding what the child's daily life is like,
- Working with families where their engagement is reluctant and sporadic,
- Critical thinking and challenge,
- Responding to changing risk and need,
- Sharing information in a timely and appropriate way,
- Organisational leadership and culture for good outcomes.

These themes are supported by a bank of case studies that encapsulate key learning from case reviews.

To read the full report click [here](#).

(Source: Gov.UK [Safeguarding system needs to tackle "stubborn challenges"](#) - GOV.UK (www.gov.uk))

CHANGES TO THE ENHANCED DBS CHECK APPLICATION PROCESS (DBS)

From Monday 31st May 2021, the Disclosure and Barring Service (DBS) will no longer be able to amend an applicant's personal information on the application form, once it has been submitted.

Enhanced DBS check applications that are submitted with omitted or incorrect information regarding sections A, B and C will be withdrawn, and a new application will need to be submitted. **If an application is withdrawn due to an omission or error in the personal information, no refunds will be given.**

(Source: [Changes to the enhanced DBS check application process](#) - GOV.UK (www.gov.uk))



APPROPRIATE LANGUAGE



Continuing the theme from the above article on **Appropriate Language**, Luke Rodgers (Director of Strategy at the Care Leaders) and Julie Tyas (registered social worker and Senior Strategy Lead at Servelec) have produced an article on how the language used in a young person's care record can impact their future.

It's especially important for Designated Safeguarding Leads to consider what is recorded in children's child protection files as children and their parents have a right to see all the information you hold on them.

Luke believes that as well as including all statutory information, records should give a wider context to help workers understand why incidents might've occurred. He gives some examples below:

- **Statutory information:** Michael has low attendance at school and is disengaged with other pupils.
- **Moral obligation:** Michael has been to 11 primary schools and feels like he's always losing friends.
- **Statutory information:** Michael has stolen previous foster carer's car in the night.
- **Moral obligation:** Michael felt frightened and alone about being in foster care and took his foster carer's car to see his mum. He was shaken and deeply regrets his actions.

The full article can be found here: [Exploring the importance of language in social work \(openaccessgovernment.org\)](https://openaccessgovernment.org/exploring-the-importance-of-language-in-social-work/)

Designated Safeguarding Leads should consider the quality of child protection recording within their setting.

Danger Statements, Safety Goals and Scaling Questions

What is a Danger Statement?

Danger Statement(s) give the reasons we are working with the family in **clear simple language**.

How to write a Danger Statement

There should be one Danger Statement for each worry, unless they are linked. Try not to have more than three.

1. Start with **who is worried**.
2. Then say **what we are worried about** – describe what has happened in the past that has caused us to be worried, be specific and factual; give examples. Try not to use professional language like 'domestic violence' or 'neglect' – say what the behaviour is and why this is a worry for the child/young person.
3. Then describe the potential **impact on the child/young person** in the short and long term if nothing changes.

Scaling Questions

A Danger Statement, Safety Goal and a Scaling Question all come in a set of three. Scaling is used to make a judgement about the impact of a situation on a child/young person. The scale is from 0- 10. Each end of the scale needs to be clearly defined, **always start with 10 first**- which is what we want to work towards.

The Scaling Question should match the Danger Statement and the Safety Goal. When using Scaling Questions everyone needs to be asked **where they are on the scale, the reason why and what do they need to see to scale one higher**.

Scaling helps us understand everyone's viewpoint. It's a good to use for reflection and helps people understand why someone may have scaled different to them. Scaling also helps us measure and assess how much progress is being made.

What is a Safety Goal?

For each Danger Statement there should be a Safety Goal.

The Safety Goal describes **what we need to see happening**, when the family no longer need to work with Children's Services.

How to write a Safety Goal

The Safety Goal(s) will link directly to the Danger Statement(s), nothing new should be added in, that hasn't been said in the Danger Statement.

The Safety Goal(s) will describe what (not how) everyone will see happening that tells them things are good enough.

- **What will be happening that tells us things are good enough, what would this look like?**
- **Who will be helping so that we know the child/young person will be safe even if the Danger/Worry is happening?**


Be specific, focus on good things that will be happening rather than bad things that will have stopped e.g. 'mam and dad will make sure the children are cared for by a safe adult who is sober, if they want to drink or take drugs', rather than 'mam and dad will not drink alcohol or take drugs'.

Danger Statement

Who is worried

About what

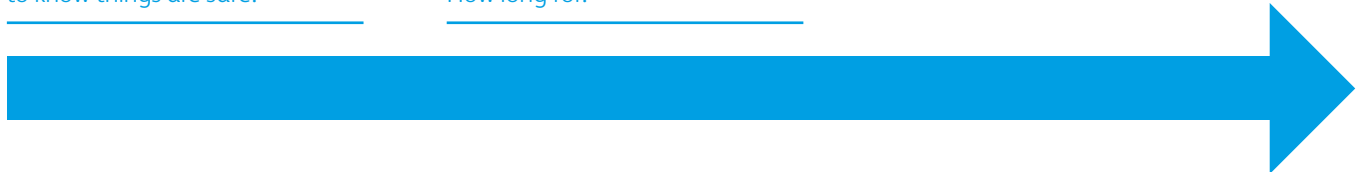
Impact on the child



Safety Goal

What will we need to see
to know things are safe?

How long for?

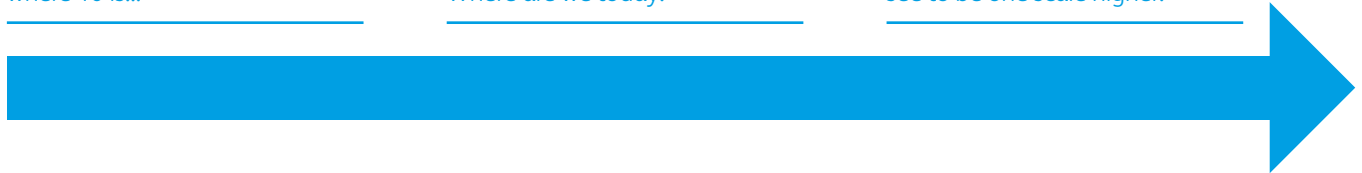


Scaling Question

On a scale of 0 - 10
where 10 is...

And 0 means...
Where are we today?

What would we need to
see to be one scale higher?



For further information about any of the information contained in this bulletin, please contact Ronnie Lynn – School Improvement Officer (Safeguarding) by emailing ronnie.lynn@togetherforchildren.org.uk