



**Participation &  
Lifelong Learning**

# **Basic Safeguarding Awareness for P&LL Staff**

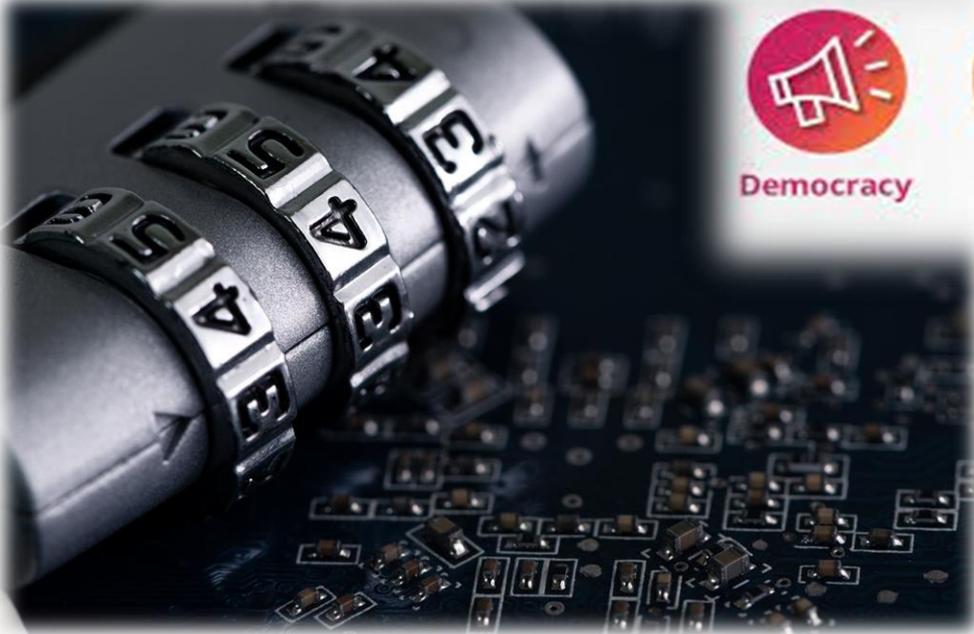


# A very warm welcome from Susie

## Please introduce yourself:

1. Your name (what you would like to be called)
2. Your current job role & workplace
3. Using a scale of 1-10 (with 10 being an expert) please rate your previous knowledge and experience of safeguarding children & young people
4. Finally, one memory that you can recall from your school days (that you feel comfortable to share with the group!)





Democracy



Rule of Law



Individual Liberty

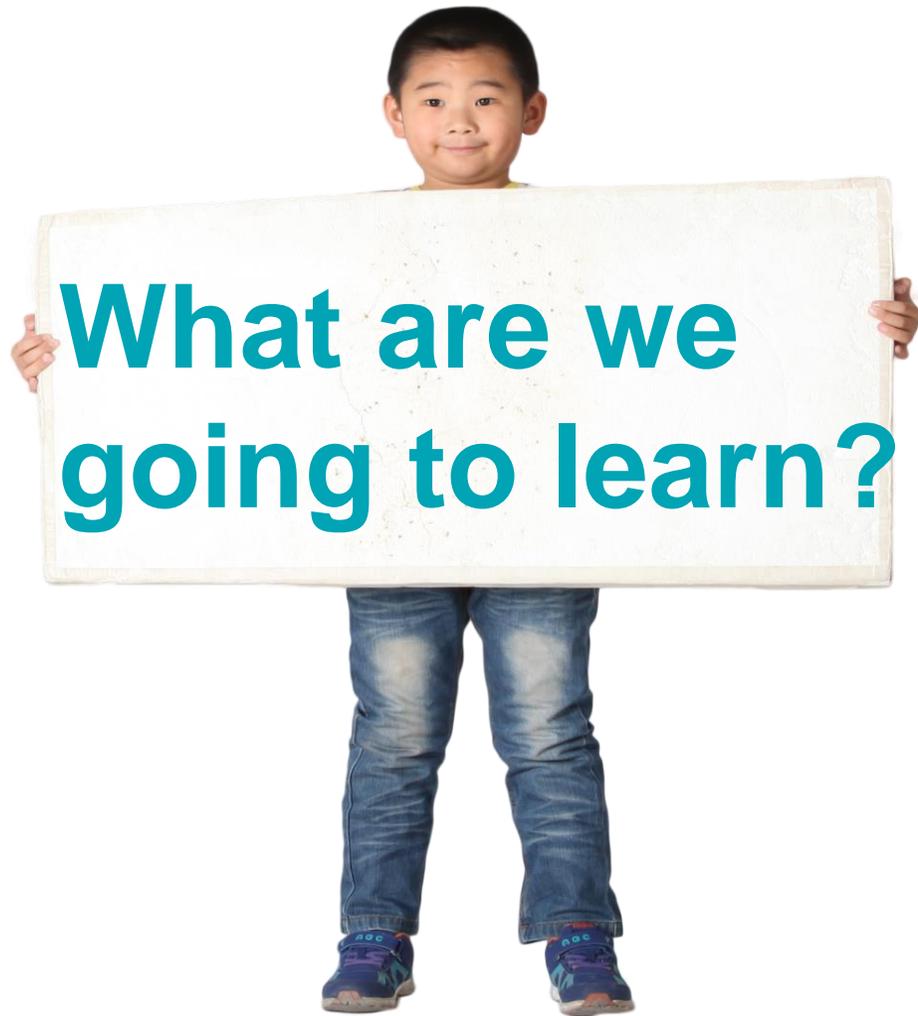


Respect & Tolerance



Group Agreement





- Discover the underpinning safeguarding legislation that guides safe practice and safe recruitment into educational settings
- Identify four main types of abuse and list the signs and indicators
- Identify why certain individuals are more vulnerable to abuse and list at least five vulnerabilities
- Find out what to do, and what to say, if a child, young person or vulnerable adult discloses that they are being harmed
- Discover where to find out more information and further training in safeguarding children, young people and adults

# What is safeguarding?



# What is Safeguarding?



<https://youtu.be/xvDPRO0vOts>

# What is Safeguarding?

- Protecting children from maltreatment (by commission or omission)
- Preventing impairment of children's health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care and;
- Taking actions to enable all children to have the best outcomes

## WTSC 2018

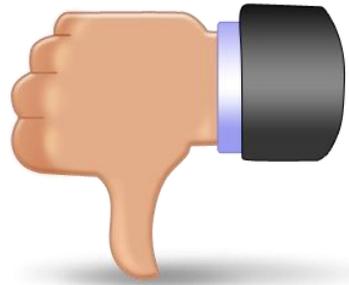
[Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

- **Safeguarding adults** means protecting a person's right to live in safety, free from abuse and neglect. **The Care Act 2014**
- Safeguarding means protecting people's health, wellbeing and human rights, and enabling them to live free from harm, abuse and neglect. **CQC**

Fundamentally it is **EVERYONE'S  
RESPONSIBILITY** to safeguard  
children, young people and  
vulnerable adults

# Judgements Exercise

Is it abusive?



Is it not abusive?

# Attitudes

- Safeguarding involves making judgements
- We will not all agree
- We have to live with uncertainty

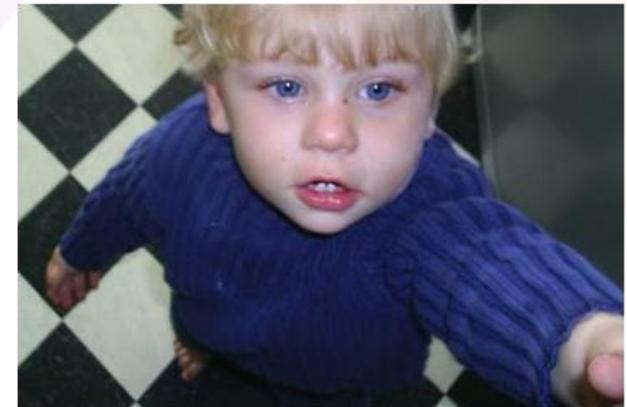


# Values

Our personal **values** and **beliefs** will influence our responses – we must be **aware** of them and be **responsible** for them



# Lessons from Serious Case Reviews



# Lessons from Serious Case Reviews

- 2000 - Victoria Climbié
- 2002 - Holly Wells and Jessica Chapman
- 2007 – Peter Connolly
- 2011 - Keanu Williams
- 2012 - Daniel Pelka
- 2016 – Chadrack Mbala-Mulo



# Legal and Procedural Framework (CYP) Timeline

- 1945** The first formal child death inquiry in England was the **Curtis Committee Report** into the death of 12-year-old **Dennis O'Neill**, who was killed by his foster father
- 1973** The death of 7-yr old **Maria Colwell** led to the establishment of our modern child protection system
- 1989** **The Children Act** established the legislative framework for the current child protection system in England and Wales.
- 2000** The death of 8-yr-old **Victoria Climbié** led to **Lord Laming's Report (2003)**. This led to sweeping changes to the way children's services were structured in England & Wales
- 2002** The deaths of 10-yr-olds **Holly Wells** and **Jessica Chapman** in Soham
- 2004** **The Bichard Inquiry** looked at the existing processes for vetting people

## 2003 Lord Laming's Report

## 2004 The Children Act (Every Child Matters) informed by Lord Laming's Report.

*This established a Children's Commissioner, created Local Safeguarding Children's Boards and placed a duty on Local Authorities to appoint a Director of Children's Services. It also included scrapping child protection registers in favour of child protection plans and creating an integrated children's computer system (ICS) [Children Act 2004 \(legislation.gov.uk\)](http://legislation.gov.uk)*

## 2007 The death of **Peter Connelly** (Baby P) led to...

## 2008 Further reviews of children's social care in England by **Lord Laming**

## 2010 **Working Together to Safeguard Children** Updated **2015 & 2018**

## 2011 Death of **Keanu Williams**

## 2012 **Operation Yewtree** was set up to investigate sexual abuse allegations against Jimmy Saville and others. Death of **Daniel Pelka**

## 2013 The Independent review into **CSE in Rochdale** examined the council's response to issues around child sexual exploitation

## Legal and Procedural Framework Timeline (CYP) cont:

- 2015** **Keeping Children Safe in Education** (updated 2016, 2018, 2019, 2020 & 2021, 2022, 2023)
- 2015** **Counter-Terrorism and Security Act** places a duty on schools & colleges to have 'due regard to the need to prevent people from being drawn into terrorism'. This is commonly referred to as the 'Prevent Duty'
- 2016** The death of **Chadrack Mbala-Mulo**
- 2016** **The Football Association (FA)** launched an internal review into child abuse following allegations of child abuse
- 2020** **The Independent Inquiry into Child Sexual Abuse** into the Anglican Church in England and Wales was published

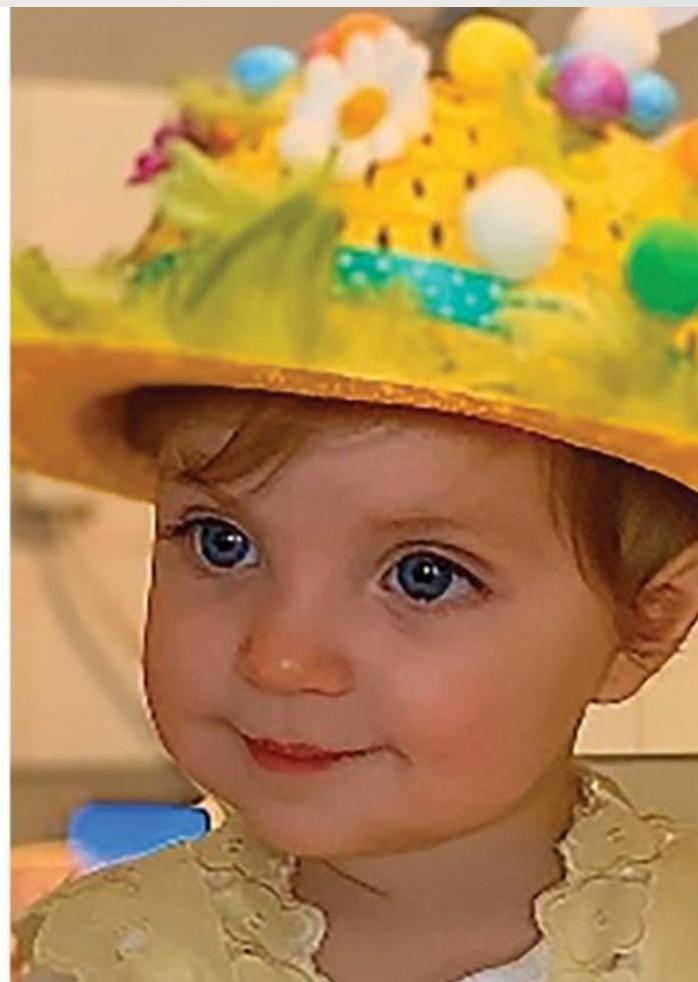


**The best laid  
plans for  
safeguarding  
cannot always  
predict  
unexpected or  
sudden changes  
in society**

[The impact of COVID-19 on  
child abuse in the UK | NSPCC  
Learning](#)



**Arthur Labinjo Hughes  
Sollihul, West Midlands  
17 June 2020**



**Star Hobson, Keighley,  
West Yorkshire, 22  
September 2020**





**Break  
(stretch and  
hydrate)**

# Types of Abuse Activity

## Main Types of Abuse in CYP & Vulnerable Adults:

- Physical
- Sexual
- Neglect
- Emotional



- Child on Child Abuse & Bullying

emotional/psychological criminal  
social sexual verbal threats victim  
assault physical  
financial



# Definition – Physical Abuse



Hitting, shaking, kicking, throwing, poisoning, scalding, drowning, burning, suffocating, torture, or otherwise causing physical harm to an individual.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in another individual.

# Definition – Sexual Abuse

...this may also include non-contact activities such as involving children or vulnerable young adults looking at, or the production of sexual images, watching sexual activities, encouraging the individual to behave in sexually inappropriate way, or grooming a child in preparation for abuse.

# Definition – Neglect



Neglect may involve a parent or carer failing to provide adequate food and clothing, shelter – including exclusion from home or abandonment

Failure to protect a child or vulnerable adult from physical and emotional harm or danger

Failure to ensure adequate supervision including inadequate or inappropriate caregivers

Failure to ensure access to appropriate medical care or treatment

# Definition – Emotional Abuse



Persistent emotional maltreatment such as to cause severe and persistent adverse effects on an individual's development & wellbeing

It may involve conveying to the individual that they are unloved, inadequate or valued only in so far that they meet the needs of another person (e.g. financially)

It may include not giving the individual the opportunity to express their views and needs, deliberately silencing them, or 'making fun' of what they say and/or how they communicate

# Institutional/Organisational Abuse

The mistreatment and/or neglect brought about by poor or inadequate care or support, or systemic poor practice that affect the whole setting

It can occur when an individual's wishes or needs are sacrificed for the smooth running of a group, service or organisation

Institutional abuse can occur within emergency care facilities, such as foster homes, group homes, kinship care homes and pre-adoptive homes as well as elderly care homes, nursing homes and medical facilities such as hospitals

# Child on Child Abuse



It noted that of the **200,000** cases of abuse against children and young people every year in the UK, it is estimated that **one in three** are committed by children

[Keeping Children Safe in Education](#)

# Definition – Child On Child Abuse

Child on child abuse is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between children/young people; physical abuse; sexual violence, such as rape and sexual assault; sexual harassment; non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity **without consent**; upskirting; and initiation/hazing type violence and rituals seen in clubs, gangs and school groups

*“Boys will be boys!”*

*“It’s just a bit of banter!”*

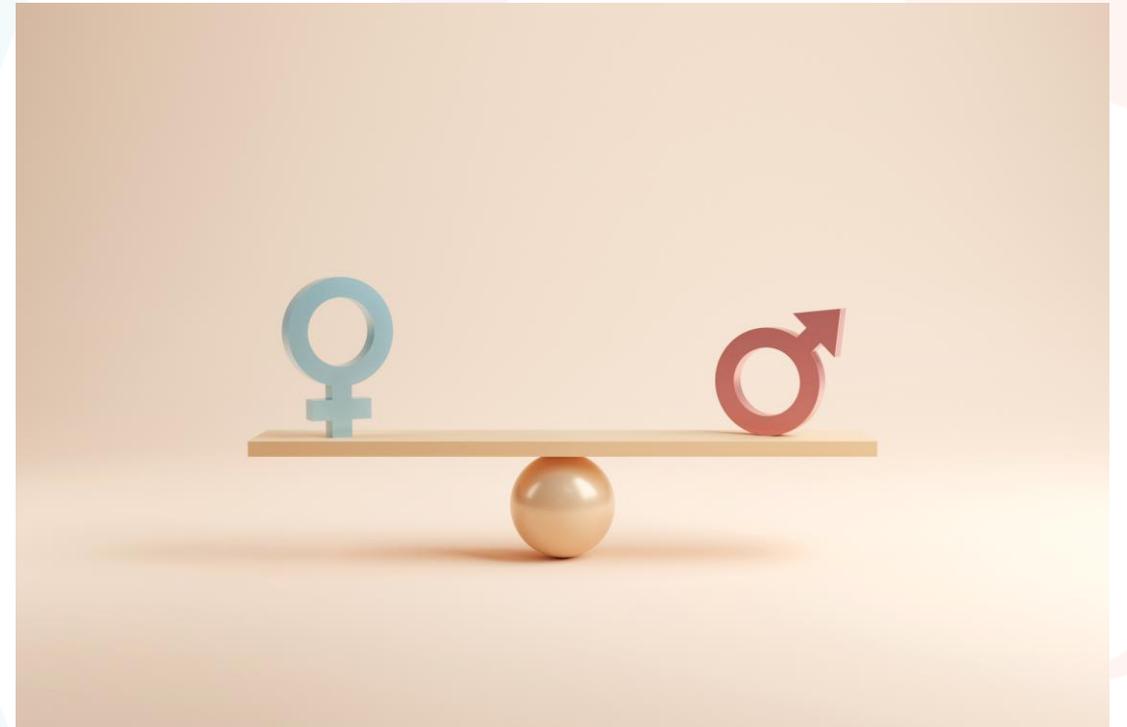
*“It’s just their hormones; you know what teenagers are like?”*

*“It’s a bit of harmless fun!”*

*“He / she is just showing off!”*

*“It was fine in my day!”*

*“It’s just a normal part of growing up!”*



# Understanding Consent



[https://youtu.be/IOS5\\_I3Yzog](https://youtu.be/IOS5_I3Yzog)

**So why is Child on  
Child Abuse an  
important  
consideration when  
working with Children  
and Young People?**

It noted that of the  
**200,000** cases of  
abuse against children  
every year in the UK, it  
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# Contextual Safeguarding

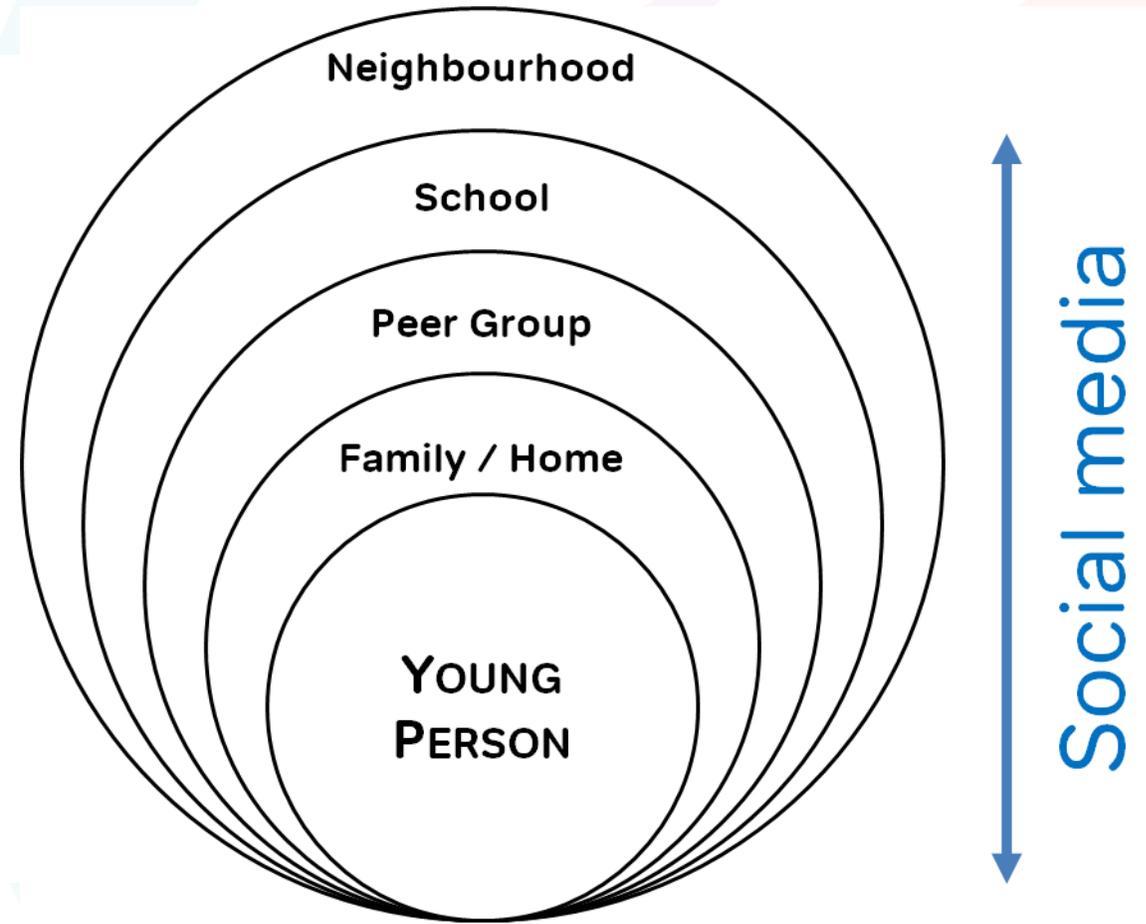
(Based on Pierre Bourdieu's Social Theory)

Often young people hide their activity from adults – it is a natural part of maturing into adulthood

Young people will naturally take risks – some more than others

Young people will start to form different relationships at school, in their neighbourhood and online

Child on child abuse involves influence, power imbalance and pressure



**WHAT IS CONTEXTUAL SAFEGUARDING?**

<https://vimeo.c>

# Question...

What signs and indicators may you notice that would indicate that one of your learners is becoming involved with criminal networks or gangs?

*“At least 46,000  
children are involved  
in gang activity”  
(Children’s  
Commissioner  
England)*

# Food for thought - it doesn't happen here!

“Police disrupted 15 county lines networks, seizing £19,000 in cash, knives, firearms and large quantities of class A & B drugs during a week-long effort **in Hampshire.**”

A total of 48 arrests were made with 12 warrants completed; and 49 mobile phones, eight knives, and five firearms recovered. There were also 14 vulnerable people helped.”

*Hampshire Chronicles (13 October 2022)*





**Lunch Break**

# What factors could make individuals particularly vulnerable to abuse?



In small groups, please note down what factors could make an individual particularly vulnerable to abuse



In your groups, please circle the **three vulnerabilities** you believe would be included in the following term:

## “The Toxic Trio”

Feedback your ideas to the whole group

(ps: it's ok not to know the answer!)

# The Toxic Trio

*'Learning For The Future'* Report Published Dec 22

Information 235 SCR reports (2017-2019, pub. 2022), demonstrated how these three factors (as documented in previous SCR reviews) overlap and increase the risk of abuse as each of these factors appears in the family:

A further point which is important to stress in staff training: **most serious or fatal maltreatment occurs within the family home, involving parents or other close family members.**



# Other Vulnerabilities

Children and adults with Special Educational Needs and Disabilities (SEND)

Children missing from education

Looked after children (LAC), care leavers, homelessness, refugees, unaccompanied asylum seekers and **private fostering arrangements**

Young Carers / Adults Requiring Care

At risk of internet abuse, grooming, exploitation & radicalisation

Travellers, service families, families in the court system and/ or in prison

Faith & Culture – so called honor-based violence/murder, forced marriage, female genital mutilation, forced labour, human trafficking, modern slavery

Any adult or child at risk from child sexual exploitation (CSE), gangs / county lines / local drug networks / involvement in organised crime

Lack of mental capacity (may be due to mental / physical illness / substance misuse) and / or lack of awareness of abuse happening

# Signs and Indicators of Abuse

## Cannot be used as checklists

- Think about **context** - one off versus on-going
- Consider the **age** of the child or adult
- **Crossover** between categories
- Other **explanations** - medical/family issues
- Consider specific vulnerabilities
- Keep an **open** mind



# Scenarios

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- What is ok for you?
- What is not ok?
- What would you do in these situations?
- Pick one scenario to discuss with the whole group





**What stops parents and professionals sharing their concerns about a child or vulnerable adult?**

# What stops professionals sharing concerns?

- Fear you may be wrong
- Doubts about the person's truthfulness
- The person attempts to bind you to secrecy
- Worries about breaching confidentiality and trust
- Not wanting to interfere in family life
- Unresolved feelings / anger / distress / past experiences
- **Uncertainty of procedures and consequences**
- **Lack of awareness about risk factors**

**Always  
make  
time to  
STOP  
and  
LISTEN**

# Professional Boundaries, Risk & Responsibilities

- **Assessing Risk** – lack of awareness about responsibilities for writing risk assessments and regular review
- Professional Boundaries and Personal Safety
- British Values and the Prevent Duty

**If you were worried about an individual expressing concerning language and viewpoints, for example, extreme misogynist ideologies – what would you do?**

# Pinpointing your concerns

Try to sort out in your mind why you're worried, based on:



- what you have seen
- what you have heard from others
- what has been said to you directly

Don't ignore those 'gut feelings' - more often than not those 'gut feelings' form part of a bigger puzzle



# Responding to Concerns

- **Recognise it**
- **Record it**
- **Report it**
- **Refer it**



- It's **not** your responsibility to conduct an investigation!
- Safeguard yourself from allegations
- Let the individual give their own account using their own language
- Inform the individual that you will need to share the information with someone else to keep them safe
- *“I’m sorry this has happened”*
- *“Thank you for telling me”*
- *“I want to help so this is what I am going to do next...”*

# Responding to Concerns



- Take what the person says seriously
- Inform them that you need to share the information with someone else
- Ask **what, when, where** and **who**
- Tell them what will happen next



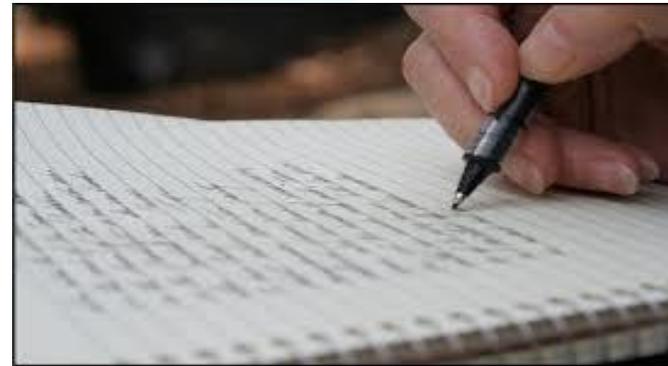
# Here's what you shouldn't do...

- Don't promise to keep things to yourself!
- Avoid asking leading questions
- Please don't ask **why** or **how**
- Don't promise it will be alright



# Recording your concerns

ASAP! Straight away! Immediately!



- Use the person's **exact** words – contemporaneous, **verbatim** record
- Record **date, time, place** and **sign it!**

Then what  
would you do  
with this  
information?



## Reporting Concerns:

- Discuss with your manager or a trusted colleague about any general concerns or 'gut feelings' – it's always healthy to get another person's viewpoint and ideas about the course of action
- If you are working with schools, NHS or organisation (scouts, youth groups etc) then refer to their policies and procedures
- Follow the guidance from your manager – he/she will be there to support you.
- Follow through and do exactly what you told the person you would do. They have trusted you with their story

# Reporting Concerns:

In an emergency, or if a crime has been committed, a crime is about to be committed, or you are worried a child is in **immediate danger of harm** please call **999 (or 101)**

If you need to seek immediate advice please contact the  
**Hampshire County Council Multi Agency Safeguarding Hub  
(MASH)** During office hours 8.30 am – 5.00 pm (Fridays 4.30 pm)

Children's Services	<b>0300 555 1384</b>
Out of Hours Service	<b>0300 555 1373</b>
Adult Services	<b>0300 555 1386</b>

# Designated Safeguarding Lead Officers

If you have any safeguarding concerns, including concerns over the behaviour of an adult towards a child, young person or vulnerable adult, you should report this **as soon as possible** to your

**Designated Safeguarding Lead (DSL)**

# P&LL Designated Safeguarding Lead Officers (not S&S)

## Hampshire Achieves

**Dee John (DSO)** [dee.john@hants.gov.uk](mailto:dee.john@hants.gov.uk) Mob: 07784 264713

**Debi Copeland (Dep DSO)** [deborah.copeland@hants.gov.uk](mailto:deborah.copeland@hants.gov.uk) Mob: 07926 077442

## Hampshire Outdoors

**Stuart Cousens** [stuart.cousens@hants.gov.uk](mailto:stuart.cousens@hants.gov.uk) Mob: 07714 768182

## Hampshire Futures

**Rachael Ives** [rachael.ives@hants.gov.uk](mailto:rachael.ives@hants.gov.uk) Mob: 07740 700471

# What next...

- Please ensure that you inform your Designated Safeguarding Lead (DSL) as soon as possible of any disclosures made directly to the MASH team, or after making an emergency call to the Police
- Make time to talk to your DSO or a trusted colleague about how you are feeling about what has happened afterwards – ‘post-disclosure supervision and support’ will be offered and it is important for your own mental wellbeing

[Wellbeing support available to all HCC staff](#)

## Advice for parents, guardians & professionals

### **Sarah's Law - (Child Sexual Offender Disclosure Scheme)**

If you are worried about someone's behaviour towards a child, or something you've seen, heard or been told, you can use [Sarah's Law](#) to find out if that person is a risk

**Clare's Law - (Domestic Violence Disclosure Scheme)** If the person you're asking about is your partner and you're worried that you're at risk from them, you can [ask for information under the Domestic Violence Disclosure Scheme](#)

**NAPAC – Supporting Recovery From Childhood Abuse:** If you're an adult survivor of any form of child abuse, NAPAC operates a helpline service. Visit the website: <https://napac.org.uk> email: [support@napac.org.uk](mailto:support@napac.org.uk) or call **0808 801 0331**

# Ask for ANI (Assistance Needed Immediately)

If you or someone you know is experiencing domestic abuse, you may be able to seek help at your local pharmacy or jobcentre through the **Ask for ANI** codeword scheme, delivered in partnership with **Safe Spaces**.

Here, trained members of staff will help you get emergency support, or simply give you a confidential space to take time to reflect.

More information can be found on [GOV.UK](https://www.gov.uk) or see the full range of support services at: [Home | ENOUGH](https://www.enough.org.uk)





# Myth Busting

Somebody else will do something about it!

Serious Case Reviews tell us over and over again that lots of people had suspicions, gut feelings, saw signs and didn't do anything about it!

**You need to be the somebody!**



# Myth Busting

## Social Care won't do anything about it!

All contacts are recorded, so while something might not meet the **threshold** for intervention initially, it is still important to record it so if other concerns come in, an accumulation will be evident. You may have the missing piece!

[Hampshire & IOW Thresholds Chart](https://hampshirescp.org.uk)  
[hampshirescp.org.uk](https://hampshirescp.org.uk)



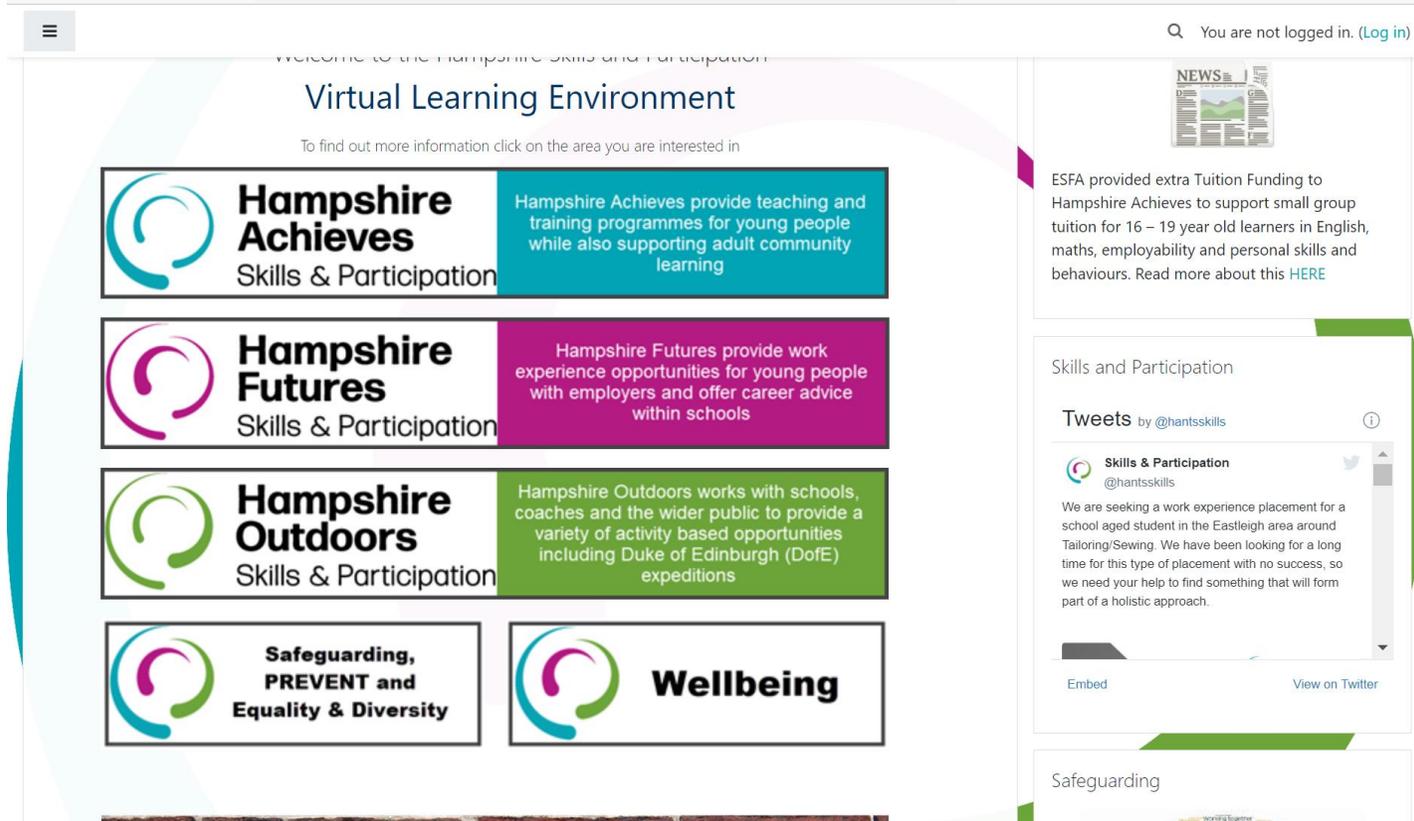
# More Information & Resources for staff:

Hampshire Participation & Lifelong Learning Virtual Learning Environment (VLE)

[www.participationandlifelonglearning.co.uk](http://www.participationandlifelonglearning.co.uk)

To get a login to the VLE email:

[kevin.rhodes@hants.gov.uk](mailto:kevin.rhodes@hants.gov.uk)



The screenshot shows the Hampshire Participation & Lifelong Learning Virtual Learning Environment (VLE) website. The header includes a search bar and a login link. The main content area features several service tiles:

- Hampshire Achieves Skills & Participation**: Hampshire Achieves provide teaching and training programmes for young people while also supporting adult community learning.
- Hampshire Futures Skills & Participation**: Hampshire Futures provide work experience opportunities for young people with employers and offer career advice within schools.
- Hampshire Outdoors Skills & Participation**: Hampshire Outdoors works with schools, coaches and the wider public to provide a variety of activity based opportunities including Duke of Edinburgh (DofE) expeditions.
- Safeguarding, PREVENT and Equality & Diversity**
- Wellbeing**

On the right side, there is a 'NEWS' section with a headline: "ESFA provided extra Tuition Funding to Hampshire Achieves to support small group tuition for 16 – 19 year old learners in English, maths, employability and personal skills and behaviours. Read more about this [HERE](#)". Below this is a 'Skills and Participation' section featuring a tweet from @hantsskills: "We are seeking a work experience placement for a school aged student in the Eastleigh area around Tailoring/Sewing. We have been looking for a long time for this type of placement with no success, so we need your help to find something that will form part of a holistic approach." There are 'Embed' and 'View on Twitter' options for the tweet.

# Safeguarding email for learners:

If you are concerned that yourself or someone you know is being abused or is at risk of being abused, you need to let us know. Additionally, if you or someone you know is being radicalised i.e., they are being encouraged to take an extremist view, please email us immediately at:

[HASafeguarding@hants.gov.uk](mailto:HASafeguarding@hants.gov.uk)



# Want to find out more?

[- Hampshire Safeguarding Children Partnership \(hampshirescp.org.uk\)](https://www.hampshirescp.org.uk)



The screenshot shows the homepage of the Hampshire Safeguarding Children Partnership. At the top left is the logo, which consists of three stylized human figures in green, orange, and red, followed by the text "Hampshire Safeguarding Children Partnership". To the right of the logo is a dark grey button with the text "Report a concern about a child". Below the logo and button is a navigation bar with a dark orange background. The navigation bar contains the following links: "Home", "About Us", "Children & Young People" (with a dropdown arrow), "Parents & Carers" (with a dropdown arrow), and "Professionals" (with a dropdown arrow). On the right side of the navigation bar are icons for a search function and a globe. Below the navigation bar is a dark grey banner with the text "Welcome to the Hampshire Safeguarding Children Partnership". Underneath the banner is a paragraph of text: "Hampshire Safeguarding Children Partnership (HSCP) is a statutory body that leads on keeping children safe and ensuring their wellbeing in the local authority (LA) area of Hampshire. The Partnership includes local agencies who work together to make sure that child protection services in Hampshire are effective and keep our children safe." Below this paragraph is a line of text: "All webpages can be translated into different languages by selecting the globe icon in the right-hand corner, underneath 'Report a concern about a child.'" At the bottom of the screenshot are three images: a group of diverse children smiling, a family walking in a park, and a pair of hands holding a white paper cutout of a family.

**Hampshire Safeguarding Children Partnership**

[Report a concern about a child](#)

Home About Us Children & Young People Parents & Carers Professionals

Welcome to the Hampshire Safeguarding Children Partnership

Hampshire Safeguarding Children Partnership (HSCP) is a statutory body that leads on keeping children safe and ensuring their wellbeing in the local authority (LA) area of Hampshire. The Partnership includes local agencies who work together to make sure that child protection services in Hampshire are effective and keep our children safe.

*All webpages can be translated into different languages by selecting the globe icon in the right-hand corner, underneath 'Report a concern about a child.'*

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Working together to safeguard adults at risk

- [What is Abuse or Neglect?](#)
- [Keeping Safe](#)
- [Report Concerns >](#)

[News](#) 4LSAB Fire Safety Development Group Learning Briefing 2023

**Welcome**

Welcome to the Hampshire Safeguarding Adults Board. Our website provides a wide range of useful information and resources for members of the public and professionals who may be concerned about adult abuse or neglect. You will find general information on keeping safe and how to report concerns. For

**Quick Links**

- [Keeping Safe >](#)
- [Report Concerns >](#)
- [Safeguarding Adults Policy and Guidance >](#)
- [Professionals Area >](#)
- [Safeguarding Adult Reviews >](#)

**Other types of concerns**

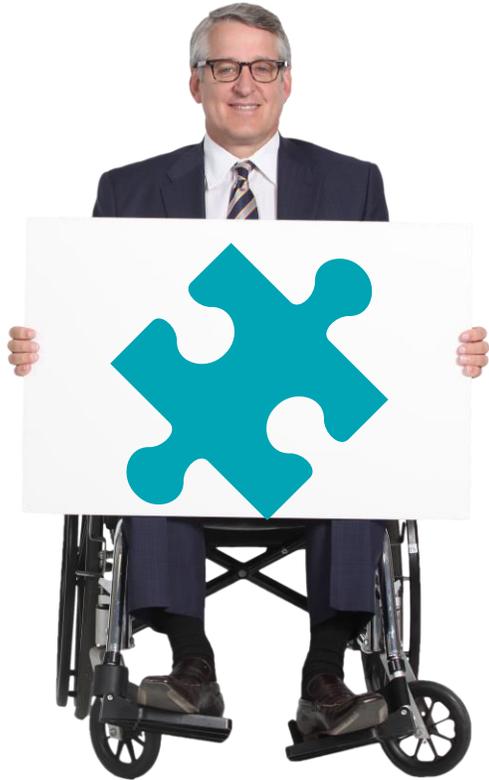
- [Welfare of a Child >](#)
- [Residential & Nursing Care >](#)
- [Domestic Abuse >](#)
- [Fire Safety >](#)
- [Hate Crime >](#)

# Closing Point

**Awareness is key!**

Children, Young People & Vulnerable  
Adults count on us!

You may have the missing piece of the  
puzzle **and** you can make a difference



# We're Finished!



- What one piece of **key learning** will you take away from today's basic safeguarding awareness session?

**Thank you** – you will receive an email with a link to the evaluation form for this course by email