

Basic Safeguarding Awareness for Participation & Lifelong Learning Staff



Hampshire
County Council

Participation and
Lifelong Learning

Susie Higgs

susie.higgs@hants.gov.uk

07718 974 657

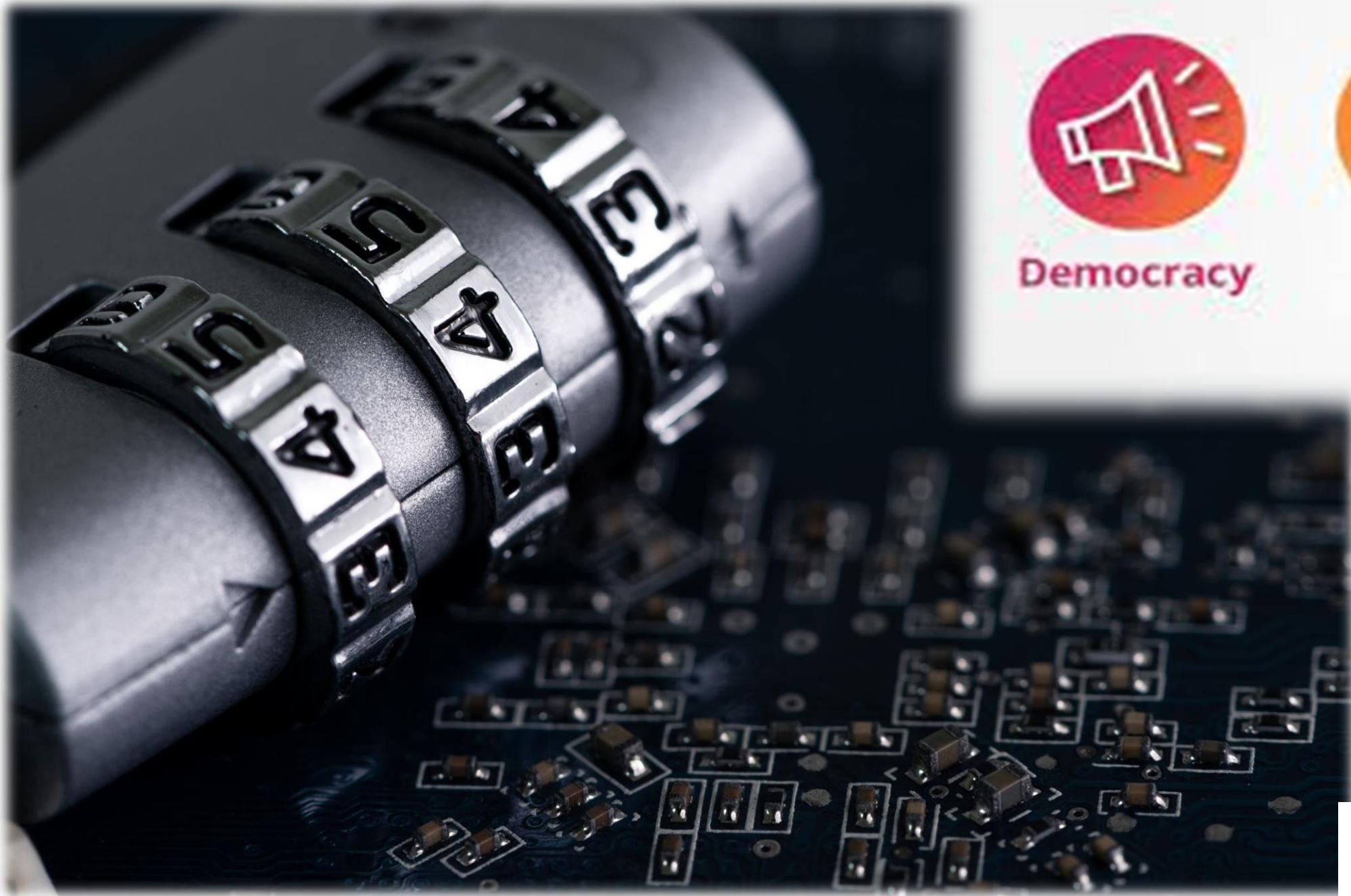


A very warm welcome

Please introduce yourself with:

1. Your name
2. Your current job role & workplace
3. Any previous knowledge and experience of safeguarding children, young people or vulnerable adults (ps: it's perfectly ok if you haven't had much experience!)
4. A memory that you can recall from your school days that you feel comfortable to share with the group!





Democracy



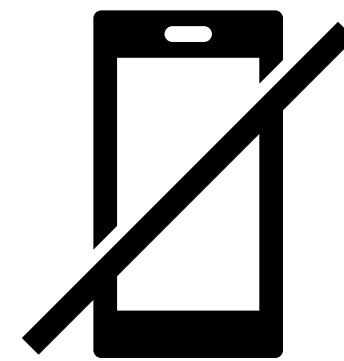
Rule
of Law



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 meant by 'Safeguarding & Promoting the Welfare of Children'?

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework. (WTSC 2023)

[Working together to safeguard children 2023: statutory guidance](#)

Safeguarding Adults


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**

Section 42 of the Care Act 2014 states that safeguarding enquiries should be made where:

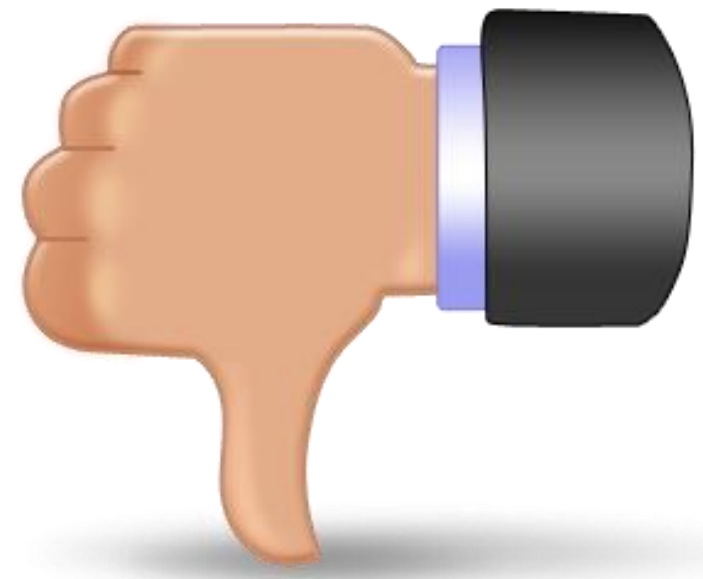
- a person has needs for care and support;
- is experiencing, or at risk of, abuse or neglect; and
- as a result of their care and support needs, is unable to protect him or herself against the abuse or neglect, or the risk of it.

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



Judgements Exercise

Is it abusive?



Is it not abusive?



Attitudes

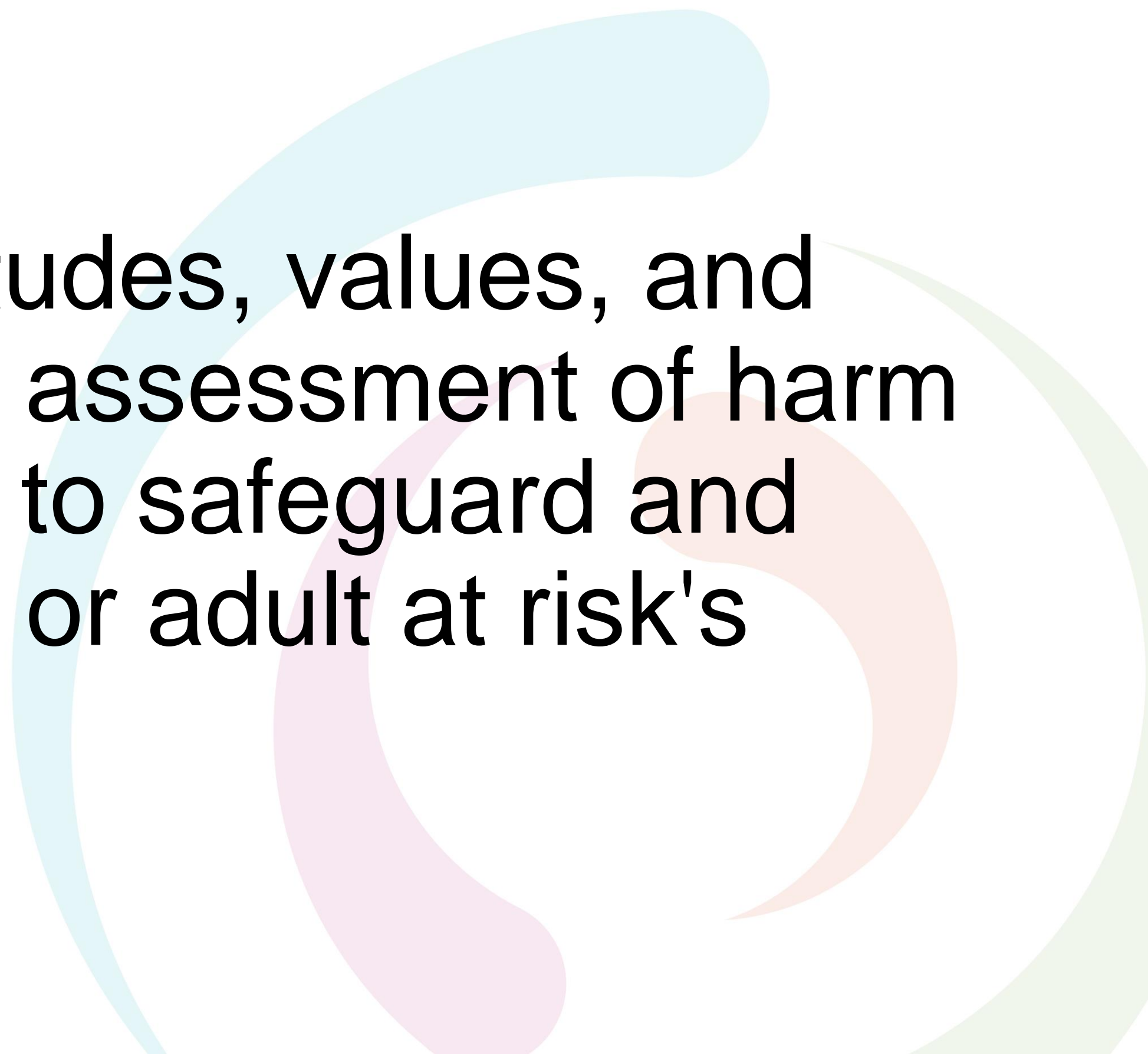
- Safeguarding involves making judgements
- We will not all agree
- We have to live with uncertainty



Personal Values, Attitudes & Beliefs

Our personal **values**, **attitudes** and **beliefs** will influence our responses

Although the acknowledgement of attitudes, values, and beliefs in safeguarding is critical to the assessment of harm they cannot be used as an excuse not to safeguard and must not take precedence over a child or adult at risk's safety and wellbeing.



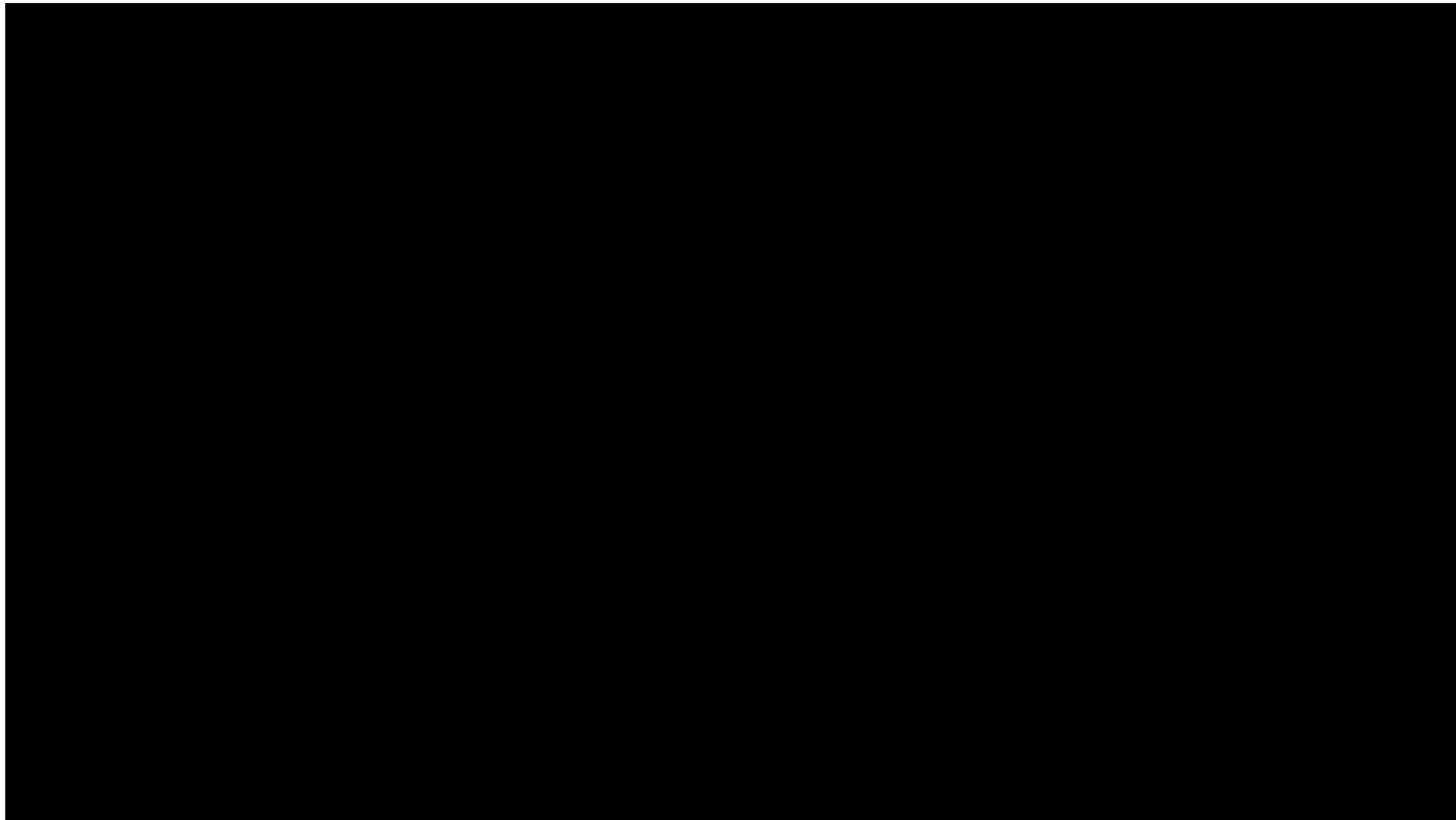
Lessons from Serious Case Reviews



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



An Introduction to Safeguarding Children Legislation | Virtual College (virtual-college.co.uk)





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



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



Protective services cannot always predict unexpected or sudden changes in society

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

[National review into the murders
of Arthur Labinjo-Hughes and
Star Hobson - GOV.UK
\(\[www.gov.uk\]\(http://www.gov.uk\)\)](#)



**Break
(stretch,
reflect and
hydrate)**



Types of Abuse Activity

Main Types of Abuse in Children & 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



a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

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

Definition – Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing.

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

Definition – Neglect



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

Neglect may occur during pregnancy, for example, as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definition – Emotional Abuse

the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.



It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction.

It may involve seeing or hearing the ill treatment of another.

It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents.

That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional abuse.

Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn

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](#)

Child On Child Abuse may include:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence such as rape, assault by penetration and sexual assault
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting
- initiation/hazing type violence and rituals

“Boys will be boys!”

“It’s just a bit of banter!”

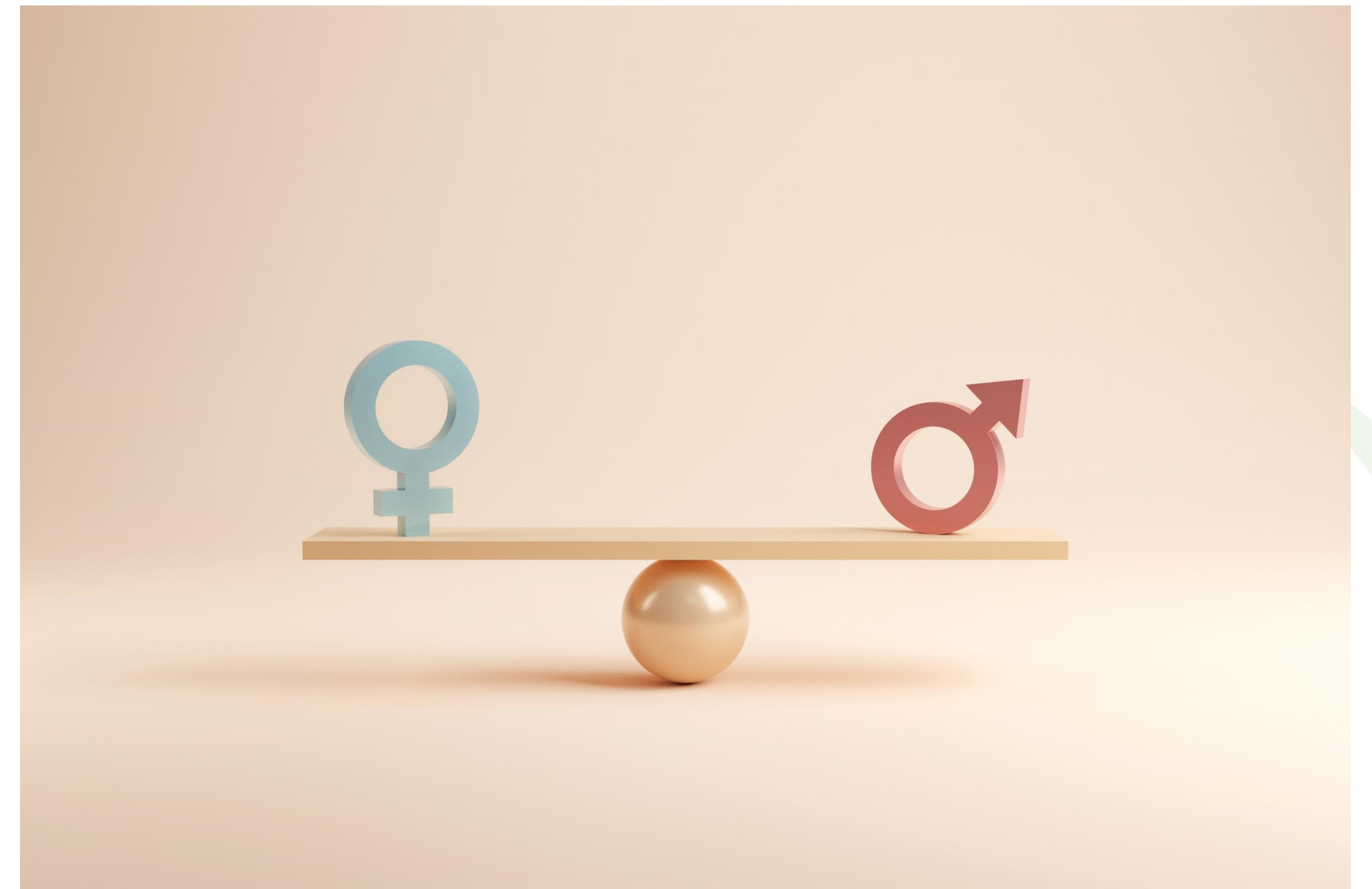
“It’s just their hormones; you know what teenagers are like?”

“It’s a bit of harmless fun!”

“He / she is just showing off!”

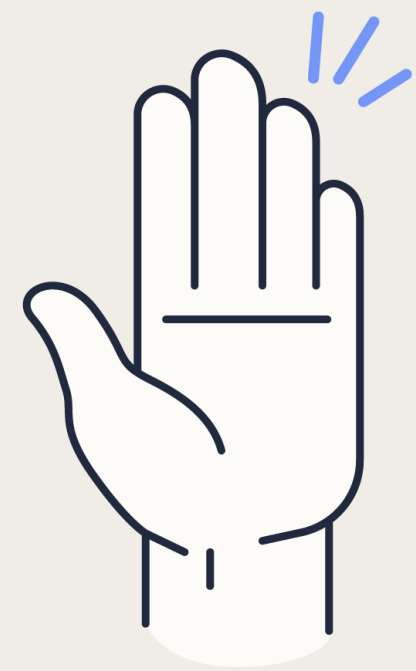
“It was fine in my day!”

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



How can we prevent, and respond to, child-on-child abuse?

[Child Sexual Abuse and Exploitation Analysis Launched \(npcc.police.uk\)](https://npcc.police.uk)



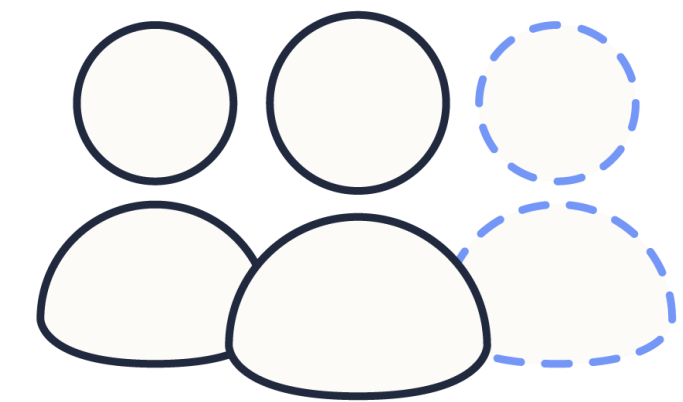
Challenge inappropriate behaviours between children



Have systems in place for children to confidently report abuse



Don't tolerate or dismiss sexual violence or harassment



Recognise that a child who has harmed other children may have unidentified needs of their own



Remember that you should consider the potential impact of social media.

Understanding Consent



https://youtu.be/IOS5_I3Yzog

So why is understanding CONSENT so important when you're working with children and vulnerable adults?

Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an **imbalance in power** to coerce, manipulate or deceive a child into taking part in criminal or sexual activity.

It may involve an exchange for something the victim needs or wants, and/or for the financial advantage, or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Sexual Exploitation Explained



<https://youtu.be/oqofFfXU2kl?si=8QEqF0aE3rcHdu6Q>

Sextortion

A combination of the words 'sex' and 'extortion' and refers to a type of financially-motivated online blackmail as seen in the video

It commonly involves the non-consensual sharing of 'nudes' or 'semi-nude' photos and videos in exchange for money

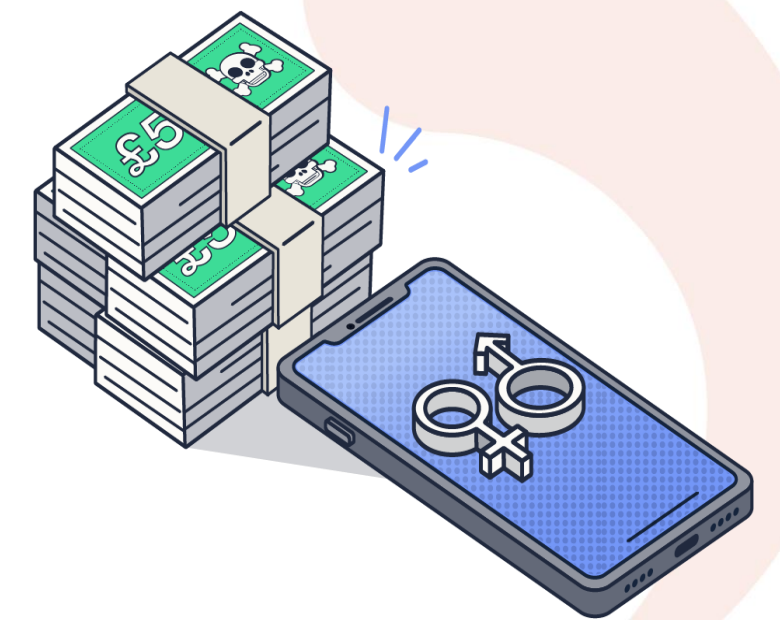
Whilst sextortion is commonly perpetrated by criminal gangs - and therefore by a stranger to the child or adult- it can also be carried out by someone the victim knows



A recent sextortion case that made the news is that of **Murray Dowey**, a 16-year-old boy who took his own life in December 2023 as a result of being a victim of sextortion.

Catfishing

Scammers may also use fake social media profiles (just as they do on dating sites) in a bid to con their way into a romantic online relationship with the victim before asking for money to be wired to them.



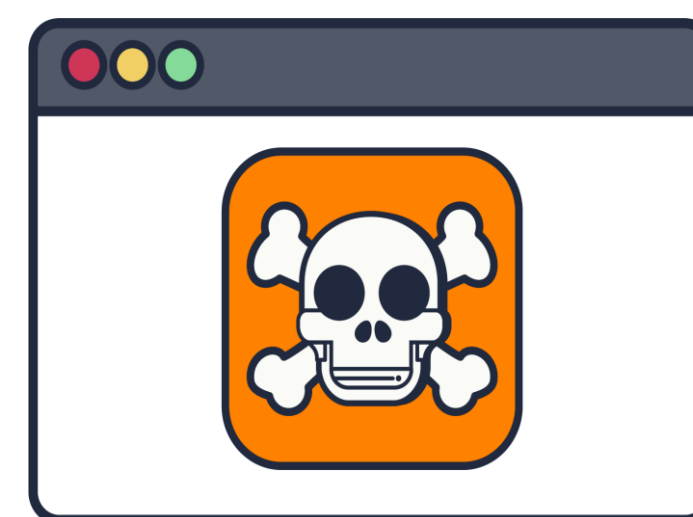
What can we do about online safety?



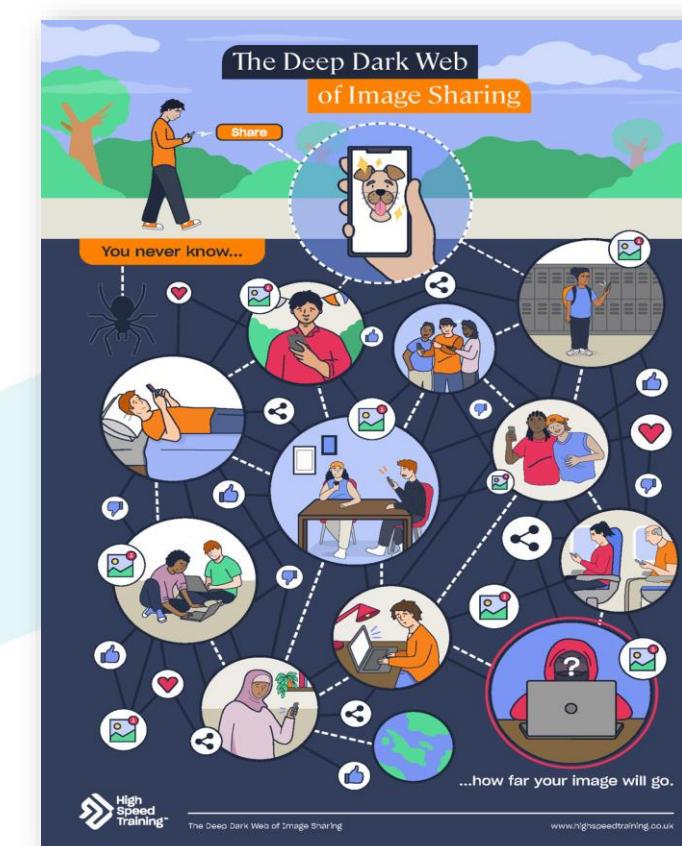
Keep the conversation open



Build your awareness of the 'hidden' online language and scams



Reinforce online safety guidance with students



Displaying, and referencing, internet safety posters in your classroom or online classroom can be a good way to keep students reminded about the potential risks

There's a wide range of useful online safety links. Examples include CEOP Safety Centre and Internet Matters.



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 or call [0808 801 0331](tel:08088010331)



Ask for ANI - If you or someone you know is experiencing **domestic abuse**, you can seek help at your local pharmacy or jobcentre through the **Ask for ANI** codeword scheme, delivered in partnership with **Safe Spaces**. View the full range of support services at: [Home | ENOUGH](#)





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”

(ps: it's ok if you are not sure of the answer!)

The Toxic Trio

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:

- **Domestic Abuse**
- **Parental Mental Health**
- **Parental Substance Misuse**

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

‘Learning For The Future’ Report Dec 22



How did we begin to refer to 'toxic trio' families?



Other Vulnerabilities

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

Children missing from education

Looked after children (LAC), care leavers, homelessness, refugees, adopted children, 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

- 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?

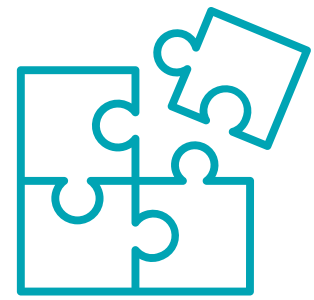
- Fear you may be wrong
- Doubts about the person's truthfulness
- The person attempts to bind you to secrecy
- Worries about breaching confidentiality and trust
- Not wanting to interfere in family life
- Unresolved feelings / anger / distress / past experiences
- Uncertainty of procedures and consequences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



**Always
make
time to
STOP
and
LISTEN**

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
- Inform the individual that you will need to share the information with someone else to keep them safe
- Let the individual give their own account using their own language – actively listen using TED (**T**ell **E**xplain, **D**escribe)
- *“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!**



Responding to Disclosures (NSPCC)



<https://youtu.be/bvJ5uBlGYgE?si=CnyVaiDTOlC9ZLQM>

Then what
would you do
with this
information?



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 or adult 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 **0300 555 1384**

Adult Services **0300 555 1386**

Out of Hours Service **0300 555 1373**

Designated Safeguarding Lead Officers

If you have any safeguarding concerns, including concerns over the behaviour of an adult (or a person in a position of trust) towards a child 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 or HO)

Hampshire Achieves

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

Hampshire Outdoors

Stuart Cousens stuart.cousens@hants.gov.uk Mob: 07714 768182

Hampshire Futures

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

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](#)



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 made with children / adult services 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



HA 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



Safeguarding Poster for HA staff

SAFEGUARDING


Safeguarding
You have a right to feel safe
when you learn

Your responsibilities...

DISCRIMINATION

Respect other people's rights

ABUSE

Not to hurt or threaten others...

- Physically
- Sexually
- Psychologically
- Emotionally
- Financially



Prevent is the name given to a national strategy which aims to stop people from becoming violent extremists or supporting terrorism.

Prevent aims to deal with all forms of extremism

Signs of possible radicalization

- Changes in behaviour/mood
 - Changes in appearance
- Express extreme political or radical views
- Sympathetic to terrorist acts



Democracy

Everyone has a voice

The Rule of Law

Behave in a way that keeps everyone safe

Individual Liberty

Freedom to make own choices

Mutual Respect & Tolerance

Treat everyone respectfully, respecting all cultures and beliefs

Safeguarding officer:
Debi Copeland (07926 077442)
Email: HASafeguarding@hants.gov.uk



More Information & Resources for staff:

Hampshire Participation & Lifelong Learning Virtual Learning Environment (VLE)

www.participationandlifelonglearning.co.uk

To get a login to the VLE to view these resources please email:

kevin.rhodes@hants.gov.uk

The screenshot displays the Hampshire Participation & Lifelong Learning Virtual Learning Environment (VLE) website. The header includes a search bar and a login status: "You are not logged in. (Log in)". The main content area is titled "Virtual Learning Environment" and features a grid of resource boxes:

- 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 sidebar, 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." At the bottom of the sidebar is a "Safeguarding" section.

Want to find out more?

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



[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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I accept cookies from this site ✓



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

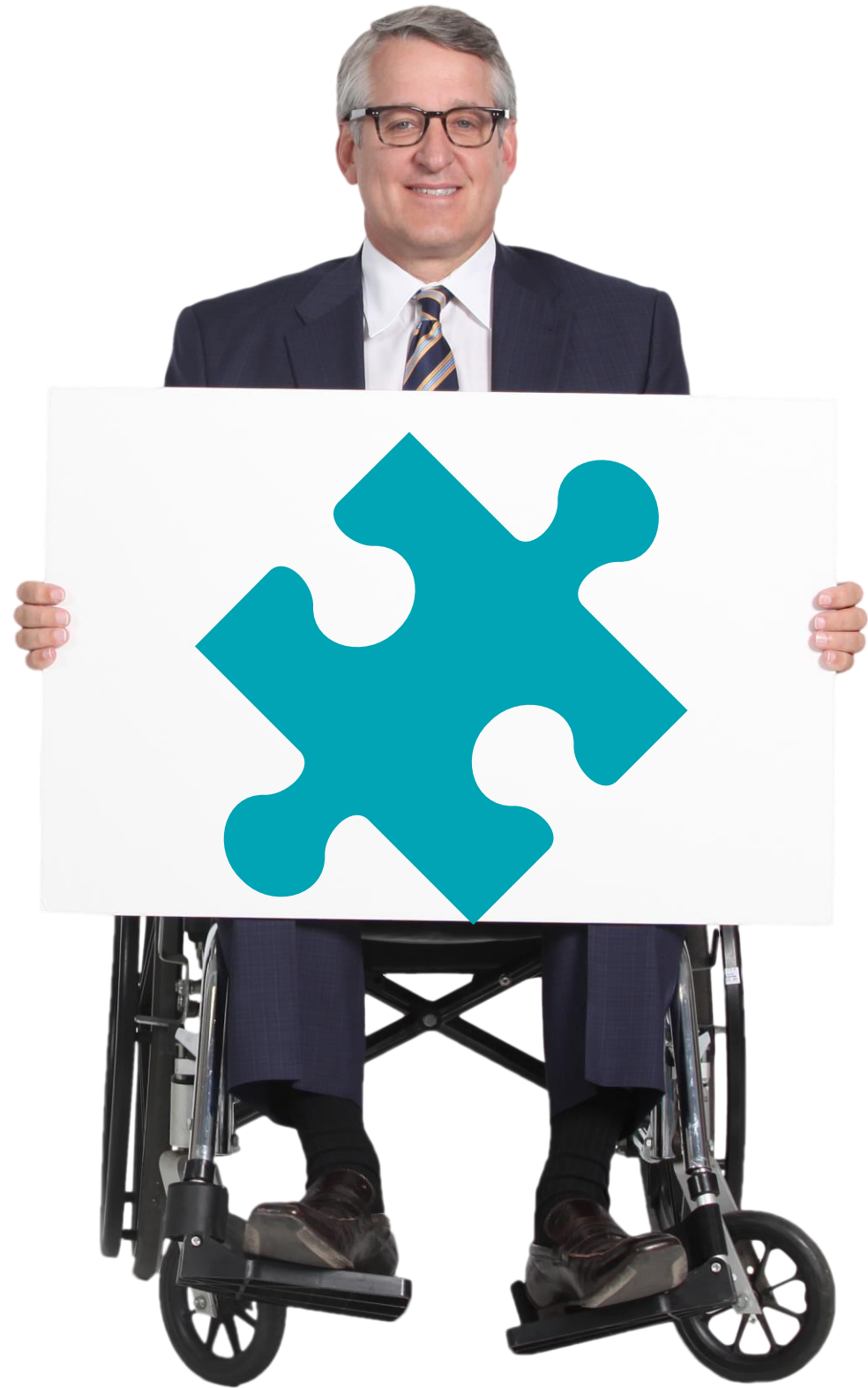
Welfare of a Child >
Residential & Nursing Care >
Domestic Abuse >
Fire Safety >
Hate Crime >

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 Almost Finished!

Thank you for your engagement! You will receive an email with a link to the evaluation form

What **one nugget** of **learning** will you take away from today's safeguarding awareness session?

susie.higgs@hants.gov.uk