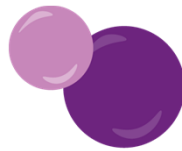


# Experienced Designated Safeguarding Lead Training



**Pam Gartland**  
**SAFEGUARDING FIRST**



**Pam Gartland**  
**SAFEGUARDING FIRST**

Tel: 07711 443 463

E-mail: [info@safeguardingfirst.com](mailto:info@safeguardingfirst.com)

Website [www.safeguardingfirst.com](http://www.safeguardingfirst.com)

Safeguarding First App available through Jigsaw School Apps



find us on Twitter - @safeguarding1st

## How will it work on Zoom?

Welcome everyone

Pam and I will put you all on mute while we speak to manage the main screen.

We will share the PowerPoint and speak to you at the same time

There will be question breaks at the end of each part so write any questions that you might have down while we are speaking and we answer them during the break.

We will have a comfort/tea/coffee break for 10-15 minutes.

If you have to leave or mute due to your own childcare or interruptions please do not worry about that - these are unique circumstances for all of us!

## Agenda

Introductions

KCSIE update and impact and the role of the DSL

Question Break

The model of strengthening practice in Child Protection

Contextual Safeguarding

Wider Safeguarding Issues

Reflection Point and Question Break

Comfort and Coffee Break

Making a good assessment and gaining evidence

Using evidence to support challenge

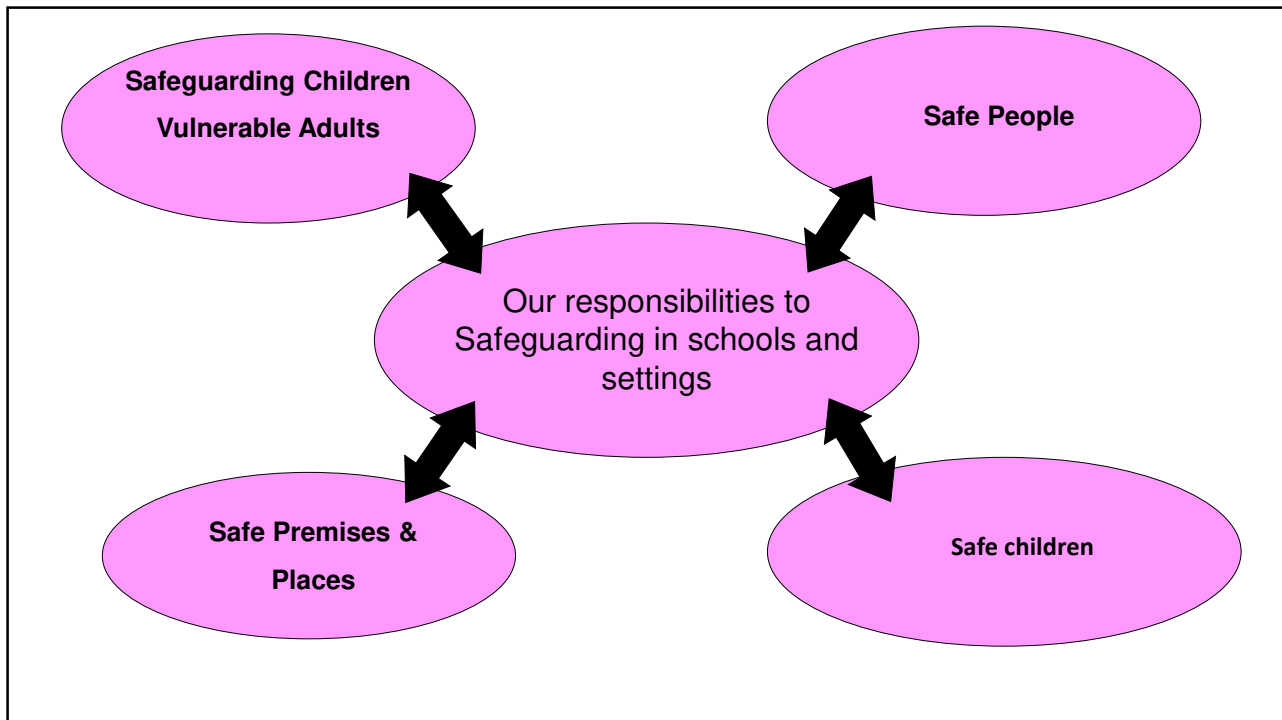
Question Break

Revisiting allegation management

Task

Reflection point and Question Break

Q and A Summary



## KCSIE 2021 Summary

- Whole School Culture and Approach to Safeguarding is to create and embed a culture of openness, trust and transparency in which the schools values and expected behaviour are constantly lived, monitored and reinforced by all staff
- Peer on Peer/Child on Child Abuse
- Abuse and harm inside and outside of school and Online
- Bullying/Cyberbullying and Prejudice-based and Discriminatory bullying
- Low level concerns
- Extensions to the DSL Role

## **KCSIE 2021 - Part 1**

- Staff reassuring, supporting and taken seriously victims.
- Additions to early help list.
- Staff understanding the impact of technology and children being abused face to face and online.
- Contextual issues that increase risk of harm to children e.g. drugs, alcohol, missing education, sharing of nudes and semi nudes images. Increase risk of CSE/CCE showing different indicators in boys and girls.
- Understanding that peer on peer/child on child abuse is happening (OFSTED review) and need for staff to challenge unacceptable behaviour.

## **KCSIE 2021- Part 1**

- Additions to peer on peer/child on child abuse: intimate personal relationships, causing someone to engage with sexual activity without consent, and consensual sharing of nudes and semi nudes images and videos.
- Serious violence indicators and risk factors.
- Fears over sharing information must not stand in the way of safeguarding children.
- Importance of sharing information about children's contexts.
- Record keeping - clarity around what we say at SF - purpose, action, outcome.

## KCSIE 2021 - Part 2

- Addition of Education and Training (welfare of children) Act 2021 and schools with charitable status.
- Governing Bodies facilitating a whole school approach to safeguarding with clear processes in place.
- Governing Bodies to ensure that child's wishes and feelings are taken into account when determining any action taken.
- An effective CP Policy.
- Reinforcement of information sharing to safeguard children.
- Governing Bodies to ensure regular staff training (including online) and that children are taught about safeguarding (whole school approach).
- Effective behaviour management that staff understand all children's needs.
- Online safety for children (content, contact, conduct and commerce) in policy and practice in schools. Annual review of technology in schools.

## KCSIE 2021 - Part 2

- 'Low level' concerns that don't meet the harm test.
- Referrals to Secretary of State if dismissing staff due to serious misconduct.
- Governing Bodies responsibility to ensure peer on peer abuse procedures are effective.
- Governing Bodies responsibilities around hiring or renting school/college facilities and CP arrangements.
- Complex needs of children who access Alternative Provision.
- Greater awareness and expectation around Elective Home Education.
- Greater support and training around children's mental health (Senior Mental Health Lead Role).

## **KCSIE 2021 - Part 3: Safer Recruitment and Part 4: Allegation Management**

- Substantive changes to all of Part 3, inline with safer recruitment procedures in a step by step approach.
- Part 4, separated into management of allegations and management of 'low level' concerns that don't meet the allegation threshold.
- Harm threshold
- Suspension power is the Governing Body's
- DBS referral
- Low level concerns as part of Staff Behaviour Policy.

## **KCSIE 2021 - Part 5: Child on Child Sexual Violence and Sexual Harassment**

- Addressing and challenging unacceptable and inappropriate behaviour.
- Impact on educational attainment
- Initial response to reports and support and action for victims
- Zero tolerance approach and culture
- Challenge of banter
- Clarity around process and procedure

## **KCSIE 2021 - Annex A and B**

- Annex A – Condensed Part 1 for those not working directly with children
- Annex B - Additional information on specific forms of abuse
- Clarification on CSE and CCE
- More information on modern slavery, county lines, peer on peer/child on child abuse and preventing radicalisation.
- New paragraphs on cyber crime.
- Extension to list of types of abuse.

## **KCSIE 2021 - Annex B: Domestic Abuse**

- Domestic Abuse Act, 2021 - Statutory definition that recognises the impact of domestic abuse on children as victims in their own right (if they see, hear or experience it).
- Captures a range of different abusive behaviours including physical, emotional, economic and coercive and controlling behaviour.
- The person carrying out the behaviour and the person to whom the behaviour is directed towards must be 16 or over and they must be 'personally connected'.
- Types of abuse: intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.
- Experiencing domestic abuse can have serious, long lasting emotional and psychological impact on children.
- Intimate relationship or teenage relationship abuse is a form of peer on peer/child on child abuse, child safeguarding and child protection procedures should be followed for all children under the age of 18.
- Statutory guidance from government to support those working with victims of domestic abuse including children.

## **KCSIE 2021 - Annex C: Role of the DSL**

### **Annex C - Role of the DSL**

#### **Working with others**

- Engagement with parents,
- Lead responsibility for promoting educational outcomes,
- Understand cohort of children ever needing a Social Worker,
- Support staff to provide additional academic support or make reasonable adjustments for children who have ever needed a Social Worker.

#### **Information sharing**

- Records that follow (purpose, action, outcome), summary of concern and follow up, action and outcome.
- Transfer of CP file within 5 days.
- Sharing of information appropriately.

## **KCSIE 2021 - Annex C: Role of the DSL**

### **Annex C - Role of the DSL**

#### **Raising Awareness**

- Promote educational outcomes by sharing information about the welfare, safeguarding and CP issues with staff and leadership.

#### **Training, knowledge and skills**

- Provide information and support to social care in order to safeguard children.
- Understand the impact of trauma and adversity on children's behaviour and mental health and how to respond in promoting their educational outcomes.



## **KCSIE 2021 - Annex C: Role of the DSL**

### **Providing support to staff**

- Support staff during referral processes and in helping them consider how safeguarding, welfare and educational outcomes are linked to inform the provision of academic and pastoral support.

### **Understanding the views of children**

- Encourage a culture of listening to children, their views, wishes and feelings among staff and put measures in place in school to protect them.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

## **KCSIE 2021 - Annex D: Online Safety**

- **Annex D** - online safety information and support

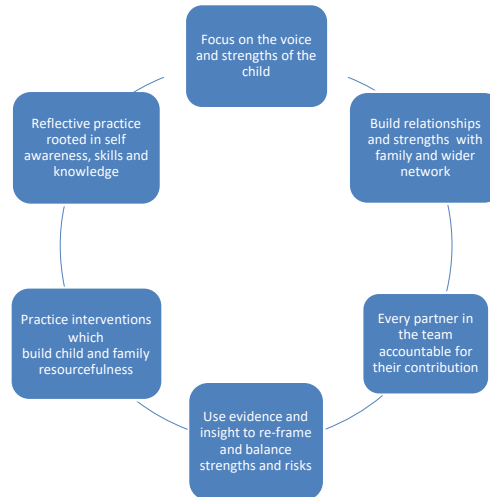
# Question Break

?

## Strength Based Practice in Child Protection

- Model used in South Tyneside Child Protection Conferences.
- Used in other Child Protection Conferences locally and nationally.
- Similar to Signs of Safety.
- Strength based approach to family life.

# Strength Based Practice in Child Protection



South Tyneside Local Authority

# Strength Based Practice in Child Protection

## Principles

- Safety and wellbeing of children is paramount.
- The child's family are their primary connection - build on a family's strengths first.
- Helping children through collaborative work with them and their important people.
- Every decision about a child is important and made with the right oversight and challenge.
- Everyone must take responsibility for their practice and professional judgement.

## Strength Based Practice in Child Protection - Core Strengths

**Courage** - creating an opportunity to change.

**Empowerment** - building confidence to make good decisions.

**Resilience** - giving strategies to cope.

**Hope** - giving aspirations and opportunity to change.

**Responsibility** - Children and families taking responsibility to change their life and outcomes.

## Changing Mindsets

- All models have their own idiosyncrasies.
- No one best fit.
- Focusing on keeping families together by looking at strengths and resilience.
- Voice of the child at the centre of everything.
- Professionals taking accountability and responsibility.
- Reflection from everyone.

## **Contextual Safeguarding/Extra Familial Harm**

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Therefore children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra- familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

## **Contextual Safeguarding/Extra Familial Harm**

- is an approach to safeguarding children that seeks to include social contexts within prevention, identification, assessment and intervention safeguarding activities.
- recognises that as children enter adolescence they spend increasing amounts of time outside of the home in public environments (including on the internet) within which they may experience abuse; and
- considers interventions to change the systems or social conditions of the environments in which abuse has occurred. For example, rather than move a child from a school, professionals could work with the school leadership and student body to challenge school cultures, thus improving the pre-existing school environment.

## **Contextual Safeguarding/Extra Familial Harm**

- The nature of young people's neighbourhoods can also increase vulnerability to exploitation, with an exposure to violence and crime, coupled with a limited access to routes for support, creating situations that can be exploited. When a young person is exposed to contextual risks it can overwhelm families and disrupt safe and protective parent-child relationships.
- As the lack of protective structures interplay with contextual factors, individual characteristics and the motivations of those who are abusive begin to create interconnected conditions of abuse.
- Young people associated to gangs and/or being exploited through County Lines may appear to have made a choice to be involved – and may also believe themselves to have done so. In reality many young people are involved as a result of grooming (with poverty, exclusion from mainstream education and unemployment used as levers to garner involvement) or fear following threats to themselves or their families.

## **What are the risks?**

- When young people are exposed to violence or exploitation in their school, community or peer group this may fracture their family relationships and undermine the capacity of their parents/carers to keep them safe.
- If young people are exposed to harm within their families such as domestic or physical abuse this can impact their behaviour in extra-familial settings. They may learn/adopt harmful social norms which inform their peer relationships.
- Young people in these situations may avoid their home altogether and spend time in street or community settings where they may experience criminality, violence and exploitation.

## **The model of providing a systemic response in safeguarding**

- Identify, assess and intervene with the social conditions of abuse (i.e. targeted the nature of the contexts in which abuse occurred rather than just the individuals affected by it);
- Incorporate extra - familial contexts into child protection frameworks rather than just looking at the families.
- Build partnerships with sectors and individuals who manage extra-familial settings where young people spend their time (e.g schools, transport services, shopping centres, libraries, take-away shops),
- Measure its impact in relation to a change in the nature of the contexts where young people are vulnerable to abuse or harm (rather than just focusing on a change in the behaviour of individuals)

## **What needs to happen to be effective?**

- Agencies particularly those with statutory responsibilities need to recognise the weight of peer influence on the decisions that young people make.
- Systems, procedures and processes need to extend the notion of 'capacity to safeguard' to sectors that operate beyond families.
- A framework is required that allows referrals to be made for contextual interventions that, when delivered effectively, can complement work with individuals and families.

## How can we use this?

- Extension to the assessment framework triangle - emphasis on the external factors/environmental factors that influence our young people.
- Consider the impact of these factors and influence of them over our children when looking at risk taking behaviours. E.g. is peer pressure the influence or lack of appropriate parenting?
- Look at the issues in detail with young people e.g. what and whom can influence, what strategies do we have in place to manage this?
- What empowers you to take control of your decisions and choices, how do you say no or stay safe?
- How can we make different choices and maintain friendships?

### Additional Advice/Further Areas of Vulnerability to Consider

Child abduction and community safety incidents  
 Children and the Court System  
 Children Missing from Education  
 Children with family members in prison  
 Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)  
 County Lines  
 Modern Slavery and the National Referral Mechanism  
 Cybercrime  
 Domestic Abuse  
 Homelessness  
 So called 'Honour-based' abuse (including FGM and Forced Marriage)  
 FGM  
 Forced Marriage  
 Preventing Radicalisation  
 The Prevent duty  
 Channel  
 Additional Support  
 Peer on Peer/Child on Child Abuse  
 Sexual Violence and Sexual Harassment between children in schools and Colleges  
 Upskirting  
 The response to a report of sexual violence or sexual harassment  
 Additional Advice and Support

For more information please see Annex B of KCSIE 2021.



## Child Criminal Exploitation (CCE)

- CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity
  - (a) in exchange for something the victim needs or wants
  - (b) for financial or other advantage of the perpetrator or facilitator (e.g. increased status)
  - (c) through violence or the threat of violence.
- The victim may have been criminally exploited even if the activity appears to be something they have consented to. CCE does not always involve physical contact; it can also occur through the use of technology.
- CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.
- It is important to note that the experience of girls who are criminally exploited can be very different to that of boys and indicators may not be the same. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

## Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one off occurrence and may happen without the child's immediate knowledge e.g. through sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

## County Lines

- County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK) using dedicated mobile phone lines or other form of 'deal line'.
- Children and vulnerable adults are exploited to move, store, and sell drugs and money.
- Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.
- Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

### **So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)**

- So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.
- Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.
- It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

## Forced Marriage

- Forcing a person into a marriage is a crime in England and Wales.
- A forced marriage is one entered into without the full and free consent of one or both parties and where violence threats or any other form of coercion is used to cause a person to enter into a marriage.
- Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived culture practices as a way to coerce a person into marriage.

- Schools and colleges can play an important role in safeguarding children from forced marriage.
- The Forced Marriage Unit has published multi-agency guidelines, with pages 35-36 focusing on the role of schools and colleges.
- School and college staff can contact the Forced Marriage Unit if they need advice or information.  
Contact: 020 7008 0151 or email: [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

## Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation.

- **Extremism** is the vocal or active opposition to our fundamental values.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **Terrorism** is an action which endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

## The PREVENT duty

- All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.
- This duty is known as the Prevent duty in place from the 1<sup>st</sup> July 2015 for schools & 18<sup>th</sup> September 2015 for colleges.
- It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

## Additional Resources

- [civil remedies.docx \(live.com\)](#) Taken from Together for children website (Sunderland) around sexual exploitation and criminal exploitation disruption strategies.
- [NWG-Disruption-Toolkit-3.pdf \(nwgnetwork.org\)](#)
- Criminal, civil and partnership disruption options for perpetrators of child and adult victims of exploitation.

## Sexual Violence

- Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- When referring to Sexual Violence it is sexual violence offences under the Sexual Offences Act 2003:
  - **Rape**
  - **Assault by penetration**
  - **Sexual assault**
- Consent must be clear and understood.

## Sexual Harassment

- Sexual harassment is the 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college.
- Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

## Sexual Harassment

Sexual harassment can include:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour e.g. deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature

Online sexual harassment. This may include:

- Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.
- Sharing of unwanted explicit content
- Upskirting (is a criminal offence)
- Sexualised online bullying
- Unwanted sexual comments and messages, including on social media
- Sexual exploitation; coercion and threats

## Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

## Homelessness

- Homelessness Reduction Act 2017 places a duty on councils to give access to meaningful help to those who are homeless or at risk of being homeless including assessment and intervention.
- Support for families as well as independent 16/17 year olds.
- Children's Services should still lead with support from housing.
- Understanding the context and risks children live in as well as supporting independent choices.
- New document guidance  
<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

## Key points

- Do we know where children are when they are not with us?
- Do we have concerns about who children are spending time with?
- Do we know and understand what influence peers and the community has over children?
- How can we intervene in a way that is effective?
- How do we judge the effectiveness of parents through a CP process when the concerns/risks fall outside of this?

## Reflection Point

**We will split you into zoom short groups to discuss:**

How can we begin to implement contextual safeguarding?

What impact will it have if CP conferences change?

Any experiences/concerns about existing cases which could fall into this area?



# Question Break

?

# BREAK



## Thresholds

- Every local area has their own threshold guidance - see your own Safeguarding Partnership procedures.
- The guidance is not the most important aspect in making a referral.
- Thorough assessment and analysis is.
- Knowing the child, the family and background.
- Emphasising the impact of the circumstances on the child.

## Gaining Evidence

- Consistent process of gathering information and recording it across the whole school.
- Regular communication with key staff and effective feedback.
- All aspects of a child's life to be analysed e.g. not just physical presentation but progress alongside reflection on the child's journey both before and after school.
- Verbalising 'gut instinct'.
- Collaboration with other professionals - creating effective links.

## **Gaining Evidence**

- Using history but focussing on the 'now', what has or hasn't changed.
- Child's voice.
- Parents view of concerns ability to be insightful.
- Impact of 'absent'.
- Assessment/challenge ready.

## **What makes a good assessment?**

- Fact gathering - Don't rely on one interpretation, use the skill set of the adults around the child.
- Analysis - What is really happening? What has an effect on the outcome? What are the improvements and what are the barriers?
- Collaboration - What are the views of external agencies and sources to balance your own/internal views?
- Impact and Outcomes - Is the process/intervention/service effecting a change? What does that change look like and is it an improvement for that child and their life chances?

## What makes a good assessment?

- Stick to the point - What are the 5 main points you want to get across and what is the evidence you have to support it?
- Is the intervention, support and provision effecting the change or have hearts and minds changed? E.g. where is the motivation?
- Objectivity - are any of your thoughts, views and bias clouding your judgement?
- Balance - what is good enough? What is the hoped for end result and is it achievable? What is right for the child?
- Voice of the child - is it threaded through the assessment?

## Using Evidence to Support Challenge

- Stay professional - stick to the facts and seek next level intervention.
- Remember SW's and managers are still the leads in this area we can not undermine or supersede-collaborative practice.
- Make sure it doesn't get personal and stick to the evidence of risk otherwise you may feed/fuel parents actions.
- Keep it to appropriate lines of challenge E.g. not a core group or an initial/review conference.
- Remember that the goal is the best outcome for the child.

## **Understanding Consent - Secondary**

- <https://www.truetube.co.uk/film/screwball>

## **Understanding Consent - Primary**

- <https://www.youtube.com/watch?v=h3nhM9UIJjc>

# Question Break

?

## **Dealing with allegations against staff and volunteers in school**

*Keeping Children Safe in Education* (DfE 2021)

Part 4 is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in a school or college. This guidance should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

## LADO Outcomes

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

(Part 4, KCSIE, 2021)

## Referral to Secretary of State/DBS

### Threshold for a referral to Secretary of State –

Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, (via the Teaching Regulation Agency). The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

### Threshold for DBS referral –

Schools and Colleges have a legal duty to refer to the DBS anyone who has:

- Engaged in relevant conduct in relation to children and/or adults,
- Satisfied the harm test in relation to children and/or vulnerable adults or
- Been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.

The DBS referral guidance provides further clarity <https://www.gov.uk/government/collections/dbs-referrals-guidance--2>.

Keeping Children Safe In Education, 2021.

## Record Keeping for Allegations

- Details of allegations that are found to have been malicious or false should be removed from personnel records, unless the individual gives their consent for retention of information. However, for all other allegations, it is important that the following information is kept on the file of the person accused: a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, a note of any action taken and decisions reached and the outcome category, a copy provided to the person concerned, where agreed by children's social care or the police and a declaration on whether the information will be referred to in any future reference.
- The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

Keeping Children Safe In Education, 2021

## Low-Level Concerns

- Culture of effective role modelling - following the rules.
- Culture of vigilance where staff feel they can share anything.
- Record keeping of patterns - in the same way as CP concerns (held confidentially and not on personnel files/used in references).
- Regular review of concerns with appropriate outcomes.
- Not making decisions in isolation or fear of not meeting threshold. Holding responsibility and accountability for decisions (again effective record keeping).
- Policies that continue to be shaped and reviewed by all staff so that they remain effective for the school/setting and dispel myths, creating clear rules for everyone.
- Low level concerns should be reported to the DSL and information sharing should be in place between DSL and headteacher.
- Low level concerns should be part of Staff behaviour Policy/Code of Conduct.



## LADO Contacts

• Cumbria:	03003 033 892	Becky Wardlow - Laura Cross - Carol Holt - Bev Lewis
• Darlington:	01325 406 451	Marion Garland
• Durham:	03000 268 835	Louise Brooks - Sharon Lewis
• Gateshead:	0191 433 3554	Nick Leon
• Hartlepool:	01429 284 284	Phil Curtis
• Lincoln:	01522 554 674	LADO Service
• Middlesbrough:	01642 726 004	Peter Storey
• Newcastle:	0191 277 4636	Melanie Scott
• Northumberland:	01670 623 979	Carol Gasper
• North Yorkshire:	01609 533 080	LADO Service
• Nottingham:	0115 804 1272	Eva Callaghan
• Redcar and Cleveland:	01642 130 700	Joanne Dickson
• South Tyneside:	0191 424 6293	Janet Newton / 0191 424 7340 Business Support
• Stockton:	01429 284 284	Phil Curtis
• Sunderland:	0191 561 3901	Danielle Rose

# Question Break

?

## **Task - Case Study**

A member of staff in school has a partner that has been charged with sexual offences (against children), and the likelihood is the outcome will be a conviction. This staff member in school does not believe the partner has committed the offences and is showing no insight. The partner has also previously spent time working at the school. Due to the lack of insight from the member of staff their own child has been made the subject of a CP plan. There is no evidence or suspicion that the staff member was ever involved in the abuse, or knew anything about it at the time. The member of staff has worked with you for 10 years.

## **Discussion**

Discuss in your Zoom groups

- How would you deal with this?
- How would you support the member of staff?
- What steps would you take to safeguard your school?
- How would you monitor?
- What information would be recorded?

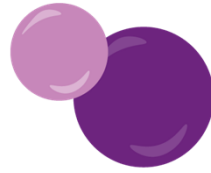
## Reflection Point

Please send the answers back to us via email ([info@safeguardingfirst.com](mailto:info@safeguardingfirst.com)) to receive your certificate:

- What do you find the hardest about being an experienced DSL?
- What are the biggest barriers?
- What changes have had the most effect over your time in post?
- What might you do differently from today?
- Are you still the approachable person you were when you first started the role?
- How do you test your own effectiveness?

## Questions and Answers

Is there anything you would like to ask or discuss in the final 10-15 minutes of the day?



**Pam Gartland**  
**SAFEGUARDING FIRST**

Tel: 07711 443 463

E-mail: [info@safeguardingfirst.com](mailto:info@safeguardingfirst.com)

Website [www.safeguardingfirst.com](http://www.safeguardingfirst.com)



find us on Twitter - @safeguarding1st