

Summer Term 2015 Senior Designated Person Network Meetings

Monday 6th July 2015

Civic Suite, Runcorn Town Hall, Runcorn

&

Tuesday 7th July 2015

Box 9, Select Security Stadium, Widnes

Housekeeping



Agenda

3.30pm – 5pm

- 1. CSE – Selina Kent, Social Worker**
- 2. Legal Highs – Paula Walker, Young Addaction**
- 3. Ofsted Inspecting Safeguarding**
- 4. Information Briefing**
- 5. AOB**

Ofsted – Inspecting Safeguarding

“Early years settings, schools and further education and skills providers should be safe environments where children, young people and vulnerable adults can learn and develop. Inspectors should consider how well leaders and managers in early years settings, schools or further education and skills providers have created a culture of vigilance where children’s and learners’ welfare is promoted and where timely and appropriate safeguarding action is taken for children or learners who need extra help or who may be suffering, or likely to suffer, significant harm”

“Inspectors must evaluate how well early years settings, schools, colleges and other further education and skills providers fulfil their statutory and other responsibilities and how well staff exercise their professional judgement in keeping children and learners safe”

*“Inspecting safeguarding in early years, education and skills settings -
Guidance for inspectors undertaking inspection under the common inspection framework”
Ofsted, June 2015*

Ofsted – Inspecting Safeguarding

Inspecting Safeguarding as part of the Common Inspection Framework

As of June 2015, Ofsted released new guidance regarding the Common Inspection Framework. The new Inspection Framework will be effective from September 2015. This includes new guidance for Inspectors regarding the inspection of Safeguarding during an inspection.

Safeguarding judgements will be tested under the new categories of:

- Effectiveness of Leadership and Management
- Personal Development, Behaviour and Welfare

Ofsted – Inspecting Safeguarding

Arriving at judgements

- Through testing safeguarding arrangements, inspectors will arrive at a judgement as to whether the setting has effective safeguarding arrangements or not.
- This judgement will contribute towards the overall judgement on the effectiveness of Leadership and Management
- Inspectors will take into account a range of evidence to evaluate the effectiveness of safeguarding arrangements
- Inspectors will also consider the extent to which leaders, managers and governors ensure that arrangements to protect children and learners meet statutory requirements, promote their welfare and prevent radicalisation and extremism
- Evidence gathered in relation to attendance, behaviour (e.g. bullying) and how well children and learners understand how keep themselves safe may also contribute to this judgement

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Arriving at judgements

- Inspectors will make a judgement on the Personal Development, Behaviour and Welfare of children and learners by evaluating, where applicable, the extent to which the provision is successfully promoting and supporting children’s and learners’ safety. This includes children’s understanding of how to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media
- Inspectors should include online safety in their discussions with pupils and learners, covering topics such as online bullying and safe use of the internet and social media.
- In relation to early years, inspectors should consider how staff promote young children’s understanding of how to keep themselves safe from relevant risks and how this is monitored across the provision

Ofsted – Inspecting Safeguarding

Evidence to look for when inspecting safeguarding

Inspectors are advised to look for evidence of five main aspects of the setting's safeguarding arrangements:

1. The extent to which leaders, governors and managers create a **positive culture and ethos** where safeguarding is an **important part of everyday life** in the setting, backed up by **training at every level**
2. The application and effectiveness of **safeguarding policies** and **safe recruitment and vetting** processes
3. The quality of **safeguarding practice**, including evidence that staff are aware of the **signs that children or learners may be at risk of harm** either within the setting or in the family or wider community outside the setting
4. The **timeliness of response** to any safeguarding concerns that are raised
5. The **quality of work** to **support multi-agency plans** around the child or learner

Ofsted – Inspecting Safeguarding

The signs of successful safeguarding arrangements

Children & learners are protected & feel safe

Children and learners who are able to communicate **know how to complain** and **understand the process** for doing so.

There is a **strong, robust** and **proactive response from adults** working with children and learners that **reduces the risk of harm** or actual harm to them

Leaders and managers have put in place **effective safeguarding and staff behaviour policies** that are **well understood** by everyone in the setting

Staff and other adults working within the setting are **clear about procedures** where they are concerned about the safety of a child or learner

There is a **named and designated lead** who is enabled to play an effective role in pursuing concerns and protecting children and learners

Written records are made in a **timely** way and **held securely** where adults working with children or learners are concerned about their safety or welfare. Those **records are shared appropriately** and, where necessary, with consent

There is evidence that any agreed **action following the referral** has been taken **promptly** to protect the child or learner from further harm

Children and learners can **identify a trusted adult** with whom they can communicate about any concerns. They report that **adults listen to them and take their concerns seriously**

Ofsted – Inspecting Safeguarding

The signs of successful safeguarding arrangements

There is evidence that **staff have an understanding of when to make referrals** when there are issues concerning **sexual exploitation, radicalisation and/or extremism** or that they have sought additional advice and support

Children and learners are **supported, protected and informed appropriately** about the action the adult is taking to share their concerns

Parents are made aware of concerns and their **consent is sought** in accordance with local procedures unless doing so would increase the risk of or actual harm to a child

Any child protection and/or safeguarding **concerns are shared immediately with the local authority** or other relevant agency in the area where the concerned professional is working and a record of that referral is **retained**

Children who are unable to share their concerns, for example babies and very young children, form **strong attachments** to those who care for them through the **effective** implementation of the **key person** system

Children who go missing from the setting they attend receive **well-coordinated responses** that reduce the harm or risk of harm to them. Staff are aware of, and **implement** in full, **local procedures** for children who are missing from home and/or from education.

There is a **written plan in place** that has clear and agreed procedures to protect a child. For children who are the subject of a **child in need** plan or **child protection** plan or who are **looked after**, the plan identifies the **help** that the child should receive and the **action** to be taken if a professional working with the child has further concerns or information to report

Ofsted – Inspecting Safeguarding

The signs of successful safeguarding arrangements

The **physical environment** for babies, children and learners is **safe** and **secure** and protects them from harm or the risk of harm

Adults understand the **risks** posed by adults or learners who use **technology**, including the internet, to **bully, groom, radicalise or abuse children or learners**. They have well-developed **strategies** in place to keep children and learners safe and to support them to **develop their own understanding** of these risks and in **learning how to keep themselves and others safe**

Any **risks** associated with children and learners **offending, misusing drugs or alcohol, self-harming, going missing, being vulnerable to radicalisation or being sexually exploited** are **known** by the adults who care for them and **shared** with the local authority children's social care service or other relevant agency

Children and learners **feel secure** and, where they may present risky behaviours, they **experience positive support from all staff**

Staff respond with **clear boundaries** about what is **safe and acceptable** and they seek to **understand the triggers** for children's and learners' **behaviour**. They **develop effective responses** as a team and **review** those responses to **assess their impact**, taking into account the **views and experiences of the child or learner**

There are **clear and effective** arrangements for **staff development and training** in respect of the protection and care of children and learners

Staff and other adults receive **regular supervision and support** if they are **working directly and regularly with children and learners whose safety and welfare are at risk**.

Ofsted – Inspecting Safeguarding

The signs of successful safeguarding arrangements

Leaders oversee the safe use of **technology** when children and learners are in their care and take **action immediately** if they are concerned about bullying or children's well-being.

Children and learners are **protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination.** Any discriminatory behaviours are **challenged** and help and **support** are given to children about how to treat others with respect

All staff and carers have a copy of and understand the **written procedures for managing allegations of harm** to a child or learner. They know how to make a **complaint** and **understand policies on whistleblowing** and how to manage other concerns about the practice of adults in respect of the safety and protection of children and learners

Leaders of early years settings implement the required policies with regard to the **safe use of mobile phones and cameras** in settings.

Positive behaviour is promoted consistently. Staff use **effective de-escalation techniques** and creative **alternative strategies** that are specific to the individual needs of children and learners.

Reasonable force, including restraint, is only used in strict accordance with the **legislative framework to protect the child** and learner and those around them

Staff and volunteers working with children and learners are **carefully selected and vetted according to statutory requirements.** There is **monitoring** to prevent **unsuitable people** from being recruited and having the opportunity to harm children or learners or place them at risk

Ofsted – Inspecting Safeguarding

The responsibilities placed on Governing Bodies include:

School's contribution to inter-agency working to support children and learners who have additional needs

Carrying out reasonable checks, for example for links with extremism, on all visitors who are intending to work with children, learners and/or staff or to address assemblies

Ensuring that an effective child protection policy is in place, together with a staff behaviour policy

Making sure that children and learners are taught how to keep themselves safe

Having due regard to the need to prevent people from being drawn into terrorism in accordance with the Counter-Terrorism and Security Act 2015

Appointing a designated safeguarding lead and, in schools and colleges, ensuring that they should undergo child protection training every two years

Prioritising the welfare of children and learners and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns

Ofsted – Inspecting Safeguarding

Governing Bodies should prevent people who pose a risk of harm from working with children by:

Adhering to **statutory responsibilities to check staff** who work with children and learners

Taking **proportionate decisions** on whether to ask for **checks beyond those that are required**

Making sure that, in relation to maintained schools, **at least one person** on any **appointment panel** has undertaken **safer recruitment training**

Ensuring that **volunteers** are **appropriately supervised**

Ensuring that **safe recruitment checks** are carried out in line with **statutory requirements**

Ensuring that a **Single Central Record** is kept

Ensuring that **checks** under the **“Disqualification Under the Childcare Act 2006”** are undertaken where appropriate

Ensuring that there are **procedures in place** to handle **allegations against members of staff and volunteers**

Ofsted – Inspecting Safeguarding

Governing Bodies should prevent people who pose a risk of harm from working with children by:

Ensuring that there are **procedures in place** to make a **referral** to the **Disclosure and Barring Service** (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been removed had they not resigned

Creating a **culture of safe recruitment** that includes the adoption of recruitment procedures that help deter, reject or identify people who might abuse children and learners

Making sure that there are **procedures in place** to handle **allegations against other children or learners**

Putting in place **appropriate safeguarding responses** to **children and learners who go missing** from early years and education settings, particularly on repeat occasions

Ensuring that **allegations against members of staff and volunteers** are referred to the **Local Authority's Designated Officer**

Ofsted – Inspecting Safeguarding Online Safety and Inspection by David Brown, HMI

Presentation covering the results of a survey of online safety practice carried out during all HMI-led section 5 school inspections during March 2015; and how online safety will be inspected in all settings from September 2015 onwards.

<http://www.slideshare.net/Ofstednews/childinternetsafetysummitonlinesafetyinspection>

Presentation delivered on Friday 3rd July 2015 to the Child Internet Safety summit

Information Briefing

Prevent Duty Guidance

The Department for Education has issued advice and social media guidance to schools and childcare providers to help them keep children safe from the risk of radicalisation and extremism. This will help all schools to further understand their responsibilities under the Prevent Duty Guidance by:

- clarifying what the prevent duty means for schools and childcare providers
- outlining what they can do to help protect children from the risk of radicalisation
- making clear what schools and childcare providers should do to demonstrate compliance with the duty
- informing them about other sources of information, advice and support

[DfE press release New safeguarding advice for schools and childcare providers](#)

[DfE Protecting children from radicalisation the prevent duty](#)

[DfE The use of social media for online radicalisation](#)

Information Briefing

Vulnerable Groups - Young Carers

- The Carers Trust has now launched it's "Young Carers in Schools Programme"
- It is an initiative that equips schools to support young carers and awards good practice
- Halton would like to encourage all schools to participate in this programme
- By taking part in the Young Carers in Schools programme, schools will be able to show that they are meeting the needs of a particularly vulnerable group of pupils by achieving either a Bronze, Silver or Gold standard
- Schools will also have access to a step-by-step which includes templates, tools and guidance and expert regional networks

www.youngcarersinschools.wordpress.com

Information Briefing

Vulnerable Groups - Private Fostering

This week is the national Private Fostering awareness week

What can school do?

- Raise awareness by using the school's social media accounts to send out information
- Raise awareness by placing information on the school's website
- Raise awareness by mentioning private fostering in school newsletters, etc.
- Ensure that posters / leaflets / information is displayed in strategic areas of the school e.g. reception, staff room, TV screens, etc.
- Show staff the following You Tube video:

<https://www.youtube.com/watch?v=dAgI2qrDyxE>

For more information visit:

www.privatefostering.org.uk

www.halton.gov.uk

www.baaf.org.uk

Information Briefing

Operation Encompass

Cheshire Police now have an aim of September 2015 for a force wide roll out of Operation Encompass. As a result, all Runcorn schools are invited to attend the Operation Encompass Key Adult training on one of the two following dates:

Tuesday 8th September 2015, 3.30pm at The Heath School

Thursday 10th September 2015, 3.45pm at The Grange School

Your nominated “Key Adult” should attend the training who will then be able to disseminate training information to the rest of the school / Governing Body.

Attendance at this training is a mandatory part of your school being included in the Operation Encompass initiative as this will allow the Police to share the relevant information with you.

Information Briefing

Hate Crime awareness raising for Cheshire Schools

Cheshire Police Safer Schools Partnership and the pan-Cheshire Safeguarding Children in Education teams have finalised the dates for half day workshops regarding Hate Crime. These workshops which will include what is a hate crime, definitions, how and when to report and will then look at specific scenarios. The session will also include what resources are available to schools to support how they address such incidents.

Dates for the diary are:

Friday 20th November 2015, am and pm sessions

Friday 27th November 2015, am and pm sessions

All sessions will be held at Police HQ in Winsford. Booking information will be sent out in due course.

www.halton.gov.uk

Information Briefing

Training Update, Summer 2015

Halton Safeguarding Children Board Training

- **Working Together to Safeguard Children**
24th / 25th September, 10th / 11th November 2015 and 20th / 21st January , 14th / 15th March 2016
- **Working Together Refresher Training**
21st October and 4th February 2016
- **Child Sexual Exploitation (CSE) Basic Awareness Training**
6th November and 9th March 2016
- **Managing Childhood Neglect / Graded Care Profile Training**
9th July, 14th July, 15th September and 18th September 2015
- **Effective Supervision to Safeguard Children**
13th / 14th July *and* 8th / 9th September 2015
- **Young People Affected by Intimate Partner Violence** (half day training)
14th September, 20th November 2015 and 8th February 2016
- **Compromised Care: Assessing & Responding to the Impact on Children, Young People & their Families**
17th September 2015
- **E-Learning** (available via the website all year)

Child Sexual Exploitation: Keeping Them Safe; EPCAT Child Trafficking; Domestic Abuse and Safeguarding Children Basic Awareness; Basic Awareness in Safeguarding Children; Complicated Matters: addressing Domestic and Sexual Violence, substance use and mental ill-health; Female Genital Mutilation: Recognising and Preventing FGM; Forced Marriage Unit; Safeguarding and Child Protection for Adults Working with Children; Channel General Awareness E-Learning

Information Briefing

Training Update, Summer 2015

School Specific Training Programme - Autumn Term

- **Whole Staff Basic Awareness in Safeguarding; Train the Trainer;** 9.30 – 11.30am, 22nd September 2015
- **Safer Recruitment Refresher;** 9am – 12.30pm, 28th September 2015
- **SDP/DDP Roles and Responsibilities refresher;** 9am – 11.30am, 5th October 2015
- **Safer Recruitment*;** 9am – 5.30pm, 13th October 2015
- **SDP/DDP Roles and Responsibilities for staff new to role**;** 9am – 11.30am, 15th October 2015
- **Designated Governor for Safeguarding;** Date TBC
- **Runcorn SDP Network Meeting;** 3.30 – 5.30pm, 24th November 2015
- **Widnes SDP Network Meeting;** 3.30 – 5.30pm, 25th November 2015

** Safer Recruitment training is subject to the HSCB Charging Policy and booking is coordinated via the Safeguarding Board training administration*

*** Due to demand during 2014/15, the SDP / DDP Roles and Responsibilities for staff new to role will only be run during the Autumn Term*

Information Briefing

New Literature / Resources

1. **DFE Extremism in schools: response to the Education Select Committee** (June 2015)
[DFE extremism in schools; Trojan Horse affair report](#)
2. **CEOP Thinkuknow – Nude Selfies, what parents need to know** (June 2015)
[You Tube Thinkuknow - Nude Selfies: what parents and carers need to know](#)
3. **Lucy Faithful Foundation guide for parents whose children have shared explicit images online** (May 2015)
[Parents Protect parents guide - What's the problem?](#)
4. **Home Office guidance regarding adolescent to parent abuse (APVA)** (March 2015)
[Home Office APVA advice](#)
5. **NSPCC advice for parents regarding the risks of online pornography and sexually explicit material** (March 2015)
[NSPCC parental advice](#)
6. **ChildLine F.A.P.Z. campaign** (March 2015) [Childline FAPZ - fight against porn zombies](#)
7. **DfE Counselling in Schools: a blueprint for the future** (March 2015)
[Counselling in schools; a blueprint for the future](#)
8. **SCIE Useful Links page** [Useful Links](#)

Any Other Business

AOB

www.halton.gov.uk