

Safeguarding CPD TBS

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Tuesday, 23/08/2016, 8am to 11am, By Patrick Brannac

Introduction to basic safeguarding and child protection in an international setting - CPD accredited

Jane

Revised policies to be sent out today (some small changes have been made, but essentially by a former member of a SMT in an 1800 student school in the UK
Working as an Education Care Plan (EHC) coordinator.
EHC plan - replaced the Statement in the UK

Always be very clear that you cannot hold things said by a student in total confidence, e.g. if a crime is being committed
What you could say: "You can talk to me so that we can together we can move things forward and get the best possible help"

Safeguarding v Child protection

Child protection (Visible) of those at risk of being harmed or victims of neglect. E.g. observing if a child's behaviour has changed in an unexpected way. It's what you do every day

Safeguarding (Invisible) - School policy also encourages healthy behaviours as well as preventing. About role models and the messages we send the students about respect.

Facebook

Parent or student asks to become a friend, in the UK, you should not do this until 25 years after you stopped teaching them. Can be a source of incriminating evidence for a court case. Some teachers in the UK no will not have a Facebook account, e.g. because of fear of being hacked.

5 things that staff can do to make sure the safeguarding case is moved forward:

1. Investigating - Info stored centrally for up to 20 years (in the UK)
2. Tell the parents - Sometimes this is not initially appropriate, e.g. if they are alleged to be involved in the abuse
3. Monitoring
4. Inform the Tutelary council or the Police - In school must first go through head of site
5. Working with other colleagues

What's in a name? WorkSheet Notes

Can't ignore things, but sometimes there is not much that you can do. But you can and should always make a note of things so that you are able to demonstrate that you have raised this incident so that they can then collate the various different sources, may be the missing piece in the puzzle

The reaction of the child has to be what we are concerned about most, even if the statements are only factual, as this can lead to dysfunction or have long term impact, e.g. saying a daughter is fat could affect their self of self esteem upwards of 5 years later and their ability to form positive relationships later in life.

Masturbation can be a response to trauma not related to sexual abuse.

Hitting a child in any way in Brazil (and now the UK) is illegal and considered a physical assault.

If a child does develop a substance abuse problem under Brazilian law the school can be pursued in the courts because of it's failure to fulfill effectively its pastoral duties towards the child.

Female Genital Mutilation suggested might be a problem by the speaker, but not considered to be an observed issue in South America (except one indigenous tribe in Columbia) by a variety of experts including UNICEF:

https://en.wikipedia.org/wiki/Prevalence_of_female_genital_mutilation_by_country
<http://data.unicef.org/child-protection/fgmc.html>

Disclosure

5 top tips for staff if a child raises an alarm or has a concern

1. Written statement as soon as they have left, not while they are there because it can put the students off. No specific format for how to record, but generally: How, What, Who, When, Where? Try to get keywords down
2. Don't promise anything, including keeping it a secret. Make sure they know that you cannot keep it secret, but will be kept confidential, only the essential people will find out
3. Take what they say seriously. Reassure them that they are right to tell you so that they feel confiding in you. You should tell them you will make sure that you get them the best help available
4. Do not ask leading questions (e.g. did you feel that she was bruising you? Paraphrasing, going from a specific injury the student has disclosed), be accessible and objective, try to stay neutral whilst listening in a compassionate, careful and attentive way, let the speak for themselves and take their time. Needs to be short, slow and deliberate
[TEDS: Tell me, Explain me, Describe to me, Show me \(e.g. on a simple diagram\)](#)
5. Inform as soon as you can the relevant child protection staff: head of year then head of pastoral, ultimately Sonia for Barra site

Academic hugging, hold the child by the upper arms, and avoid body on body contact
Can also hold hands by interlocking the arm so that you are holding the top of their hands instead of the palm

About 2 years ago **Brazilian Law** obliges teachers to tell your designated senior member of staff if they have been abused, especially physically. You and the school could be held accountable if you do not.

Further Reading

NSPCC survey - what children wanted most from adults:
Vigilance - They wanted teachers and staff to notice verbal and non-verbal signs
Action
Respect
Information and engagement - They want to know what happens next

For lots more info:

<https://www.nspcc.org.uk/services-and-resources/research-and-resources/>

The Good Childhood Report 2015 Summary:

http://www.childrenssociety.org.uk/sites/default/files/TGC%20report_summary%20AW_Low%20Res.pdf

NSPCC Advanced Safeguarding courses available:

<https://www.nspcc.org.uk/what-you-can-do/get-expert-training/>

School processes for pastoral issues

Heads of year oversee pastoral issues, which tutors or teachers should pass on information to first, who then can coordinate with Head of Pastoral, Jakki Sonia or Robert is designated senior safeguarding person for Barra site
Brazilian law states that teachers should know about issues that could affect children in their class, but not information that is not necessary.

Brazilian sexual law

0 to 12 considered child

13 to 18 adolescent

Girl at 15 is considered under the age of consent

17 year old boy consensual sex with a 16 year old girl, it is legal

If the allegation is unfounded the accuser and those involved in the false allegation could face further action

Never take photographs of the children

Never examine an injury, you are not a medical staff

Never investigate or probe beyond the basic good questioning

Never promise

Never assume someone else will take

Don't jump to conclusions, offer your opinions or include your judgements in speculations

Don't speculate or accuse, e.g. They couldn't have! Or what a terrible person!

Don't confront another person who has been alleged to be involved

Never ask a child to sign a copy of a disclosure

Avoid one to one situations in closed doors, needs to be a one to one space, but door is open, someone is nearby that can see what is going on. Also make sure the seating is arranged so that both of you are free to leave. Seating arrangements can help, so that you are not touching or invading their personal space.

Working safely - Best practice

Holding down a student who is attacking another student. Very gray on complicated area. "Do what's right and face the consequences". Very high risk circumstances for physical safety and for your career.

No clear ideas as yet as to what the our school policy is on physically handling a child.

Talking about sex should be avoided as much as possible except in a PSHE or science lesson setting

On any social media the school guidance is to avoid all student friend requests, but less clear with regards to other parents given that some parents are also staff here.