



Training Workbook

Child Protection at Grafham Grange School

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Principles and Expectations in Training

NSPCC's vision for children is a society where all children are loved, valued and able to fulfil their potential. NSPCC exists to prevent children from cruelty and to provide protection for them.

NSPCC strives to be a learning organisation that values the development and dissemination of knowledge and skills throughout the organisation.

Training and development provided by NSPCC Training and Consultancy seeks to contribute to these goals and promote the values of the organisation.

NSPCC Values

- **Putting children first** – For more than 125 years we've put children first. We believe in children, we want what's best for them, and we will fight to end cruelty to children.
- **Taking a stand** – We campaign, change laws where necessary, lead public debate and we're on the frontline, supporting those who work with children, and challenging those who should do more to keep them safe. We will speak out when something is wrong and celebrate success with those who help things improve.
- **Making an impact** – Our work won't end until we've transformed attitudes and services for children, protected every child and prevented abuse. We're brave in our actions and prepared to be unpopular when necessary and sometimes force society to face uncomfortable truths where things get in the way of achieving our goal.
- **Never settling for second best** – We are constantly learning, developing our work, measuring what's effective and sharing knowledge with others.
- **Working together** – We can't end cruelty to children on our own. Luckily we don't have to. Our passion inspires others, and our desire to listen, to learn and to improve means we continually work with inspirational people, organisations and children.

Principles - Training and consultancy will:

- Be delivered in order to achieve explicit aims and objectives.
- Be delivered in a manner that facilitates and encourages learning from diversity of experience, culture and beliefs.
- Appropriately integrate issues of anti-discriminatory and anti-oppressive practice through training methods and materials.
- Be provided in a manner which is sensitive to different adult learning styles and needs in order to maximise potential.
- Take account of any additional needs of individual participants, thus enabling them to gain equally from the learning experience.
- Invite participants to engage in the evaluation of the training in order to contribute to learning and continuous improvement.
- Be subject to a formal complaints procedure of which participants are informed.

Aims and Objectives

Aim

To enable staff to develop awareness and understanding of safeguarding and child protection processes and relate these to their roles and responsibilities within their organisation

Learning Objectives

1. Identify what is meant by safeguarding and child abuse
2. Name the categories of child abuse and neglect and recognize the signs and indicators of each
3. Recognise how own beliefs, experiences and attitudes might influence professional involvement in safeguarding work
4. Identify the relevant legislation and guidance that provides the framework for safeguarding young people
5. State how to respond to concerns about the safety and welfare of a child/young using the school's child protection policies and procedures
6. Identify blocks to children and adults reporting concerns

Programme

Registration from 9.00am

9.15am

Introductions
Child Protection at Grafham Grange School
Values and Attitudes

Coffee break 11.00am

Signs & Indicators of Abuse
Legislation

Break for lunch 12.30pm

Vulnerable Young People
Case Studies
Child Protection Processes and Roles
Recording and Information Sharing

Afternoon Tea 3.00pm

Action Planning
Support

Finish 4pm

Learning Log

Part 1 - To be completed at the start of the session:

What do I hope to learn in this session?

Comments about my learning/questions I would like answering:

Part 2 - To be completed at the end of the session:

On this course the main areas of learning for me have been:

What strengths in my school will help me/my team create a protective environment for children and young people?

What actual or potential issues within my school's culture/practice could stop the protective environment?

What needs to be done to address these issues?

Task Sheet 1 – How do you see your child protection role?

Which of the following attitudes do you recognise in yourself?

	I worry about what will happen if I make a wrong judgement.
	I think child protection is the most important part of my job.
	I think schools have a big responsibility for keeping young people safe from abuse.
	We don't get enough training for the child protection role.
	We don't get enough opportunity to put our learning about child protection into practice
	I find talking about child abuse upsetting.
	I don't see how a child or young person who is being abused can make good educational progress.
	I hope a child/young person doesn't tell me that they're being abused.
	Child protection is mainly a job for the senior staff.

Task Sheet 2 – Values & Attitudes

Indicate on a scale of 0 – 4 how much harm you think is being caused to the child/young person in each of the following statements. Jot down the reasons for your decision. Discuss your answers with a partner and try to reach agreement about the ranking, and note reasons for any disagreement. Think about the values which underlie each of your answers and note them too.

Situation	Rank 0 - 4	Reasons
You often hear your neighbours fighting late at night. You hear the man shouting and the woman crying sometimes. They have a baby and the woman is pregnant. They are a fairly affluent family, they have a nice house and when you have seen the baby she looks clean and nicely dressed.		
A 12 year old boy, who has learning difficulties, regularly gets a lift home on his own from his choir teacher after attending the choir club at school.		
A 16 year old girl goes out on most Fridays and comes home in the early hours drunk. She has a boyfriend who is much older, he buys her expensive presents as well as alcohol and cigarettes.		
A 7 year old boy is smacked by his mum on his bottom for stealing some money.		
A 15 year old boy frequently misses school. He lives with his mother and younger brother. His mother has periods of depression.		
A 2 year old girl lives with her father who is being treated for a heroin addiction. Her father and mother recently separated.		
A 15 year old boy has been spending a lot of time with a 17 year old in their residential setting. They were found in bed today together and the 17 year old appears very upset.		

Task Sheet 3 – Case Studies

Tom

Tom is 15 and has been missing school. He feels different to the other kids and is sick of being bullied. He had few friends and spends a lot of time at home in his bedroom online. Tom's parents are busy people, they argue a lot and never have much time for Tom. They wish Tom was more like his older brother who likes boxing and football and they call Tom 'weird' because he isn't into these things.

Tom spends a lot of time in chat rooms online and met a man called Josh about 6 months ago. You over hear him tell one of the other boys that his friend Josh drives a BMW and is into World of Warcraft and they speak to each other online whenever they can.

Sometime after Josh comes into school with a new Iphone which he says his friend Josh bought him.

Kyle

Kyle is 13 years old. He has missed a lot of school, having attended 5 different schools before yours. He has some learning delay and a diagnosis of ADHD. He has aptitude for construction and enjoys fishing.

Kyle looks unkempt most of the time and seems to live on crisps and coke. His mother has significant mental health problems which leave her bedridden from time to time. When Kyle is home he looks after his mum and his young sister as best he can.

He tells his learning assistant that he has no contact with his birth father or extended family. His extended family were previously supportive of him but lost contact when his Mum set up home with a subsequent partner who was violent. Kyle tells you about a violent attack on his mum but you're not sure if this happened some time ago or recently. Kyle has little sense of his identity or history.

Kyle is known to stay out late at night with other young people who are thought to be at risk of criminality. He smokes cigarettes and today a younger boy reports that he saw Kyle 'drunk off his head' in the local park, but Kyle denies this. Kyle is a likeable child who craves attention and boundaries.

Handout 1 – Online Safety

Online risks to children include cyber-bullying, the invasion of privacy, accessing inappropriate materials such as pornography, and communicating with strangers.

All children and young people are at risk of online sexual exploitation. The children's workforce should ensure that their e-safety procedures are robust and that children and young people are taught online safety skills so they know:

- online risks
- how to recognise unsafe online contact
- to be confident to report any concerns about themselves or others to staff in school staff.

Working with parents

Sharing concerns with parents may seem daunting but at school you may be the first to notice that a pupil may be at risk. You may be a source of support for parents who have concerns about their child's behaviour, appearance or friends who are not part of your school community. You should listen to parents' concerns and work with them to access appropriate agencies for further help

Encourage parents to continue talking with their children about what they are doing online and how to stay safe.

Tips to Keep Children Safe Online

- Talk about what they do online, what sites they visit and their favourite websites.
- Discuss safety rules and how much personal information they should share online.
- Make sure children know what to do if anything upsets them online and reassure them that they can come to you.
- Encourage parents to check who their child is playing online games with and that their child knows what information they can share with others.
- Encourage parents to use parental controls across all of the devices that their children have access to.
- Set 'Safety Mode' up on YouTube to help filter out explicit content.
- If you use Google, turn on Google 'Safe Search' to filter sexually explicit content from your search results.

Child protection is everyone's responsibility; if you have a concern about any child, you can call the police, social services or the NSPCC (0808 800 5000). And remember that children can contact ChildLine 24/7 (0800 1111; childline.org.uk).

Handout 2 - Internet Tips for Teens

A lot of online problems occur when young people do risky and seemingly adventurous things without necessarily thinking through the consequences. Here are some suggestions about staying safe that you can share with teens.

1. Be smart about what you post on the web and what you say to others. The web is a lot more public than it seems.
2. Provocative and sexy names and pictures can draw attention from people you don't want in your life.
3. Sexy pictures can get you into trouble with the law. If you are underage, they may be considered child pornography, a serious crime.
4. Be careful what you download, even for a laugh. Some of the sexual stuff on the internet is illegal just to view.
5. Going to sex chat rooms and other sex sites may connect you with people who will harass you in ways you didn't anticipate.
6. Sites with free music and videos also may contain illegal pornography that can get you into trouble
7. Adults who talk to you about sex online are committing crimes. Meeting for sex is also a crime. Even if you think its fun, harmless or romantic, is it worth creating legal trouble for them and you, too?
8. Don't play along with people on the web who are acting badly, taking risks and being weird. Even if you think it's harmless and feel like you can handle it, it only encourages them and may endanger other young people.
9. Report it when other people are acting weird and inappropriate or harassing you or others. Its less trouble just to log off, but these people may be dangerous. Contact the site manager, your service provider, CEOP or the police.
10. Don't let friends influence your better judgement. If you are surfing with other kids, don't let them push you to do things you ordinarily wouldn't.
11. Be careful if you ever go to meet someone you have got to know online. You may think you know them well but they may fool you. Go with a friend, tell your parents, meet in a public place.
12. Don't harass others. People may retaliate in ways you don't expect.
13. You can overestimate your ability to handle things, it may feel like you are careful, savvy, aware of dangers and able to manage the risks you take but there are always unknowns. Don't risk disasters.

Handout 3 - Child Sexual Exploitation

Child sexual exploitation (CSE) is a type of [sexual abuse](#) in which children are sexually exploited for money, power or status.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be [groomed online](#).

Some children and young people are [trafficked](#) into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition, for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain.

Violence, coercion and intimidation are common.

Possible Indicators of Child Sexual Exploitation
Bruising consistent with physical or sexual assault
Reports from reliable sources that a child has been seen in localities (hot spots) where those involved in harbouring grooming and abusing children frequent
Being contacted by unknown adults (male or female) in person/mobile phone, text, email/chat rooms
Development of relationships, usually with someone older, who encourages dependence, loyalty & isolation from safe relationships & controls the relationship by manipulation, violence and threats
Persistent absconding or late return with no plausible explanation
Being picked up by unauthorized adults in cars
Returning from absconding looking well cared for, despite having no known base
Estranged from family
Acquisition of money or possessions without plausible explanation
An adult loitering outside the home to meet the child
Self-harming/ offending behaviour
Alcohol and other drug misuse
Persistent truanting from schools
A young person spending long periods of time in 'chat rooms'/given access to inappropriate web sites
Sexually transmitted diseases and/or unplanned pregnancy
Low self-esteem/self-worth
Young gay/bisexual male exploring sexuality in unsupported way

Handout 4 - Child Sexual Exploitation

- “Child sexual exploitation – or CSE - is a form of child sexual abuse. What differentiates it from other forms is the concept of exchange – the fact that the young person or the person abusing them receives something in return for the abusive act.
- CSE can affect any child under 18 years of age. Although 16 and 17 year olds can legally consent to have sex, they can still be abused in this way.
- Research tells us that both males and females are abused through CSE. Similarly, both males and females perpetrate the abuse.
- We also know from research that CSE exists across every ethnic grouping, both in terms of those perpetrating and in terms of those experiencing the abuse.
- Whilst most of our focus historically has been on adults abusing children through CSE, we are increasingly learning about peer on peer abuse and the risk that young people face within their own social settings.
- CSE can take place online and offline. It can be perpetrated by individuals or by groups. There is no typical CSE case. CSE takes many different forms. A 14 year old boy, for example, giving oral sex to a 17 year old boy in return for money. Or three 15 year olds being taken to a party house, given drugs or alcohol, and then told they have to ‘pay this back’ by sexual activity with adults.
- What is common across all forms of CSE is the rarity with which young people disclose what is happening to them. There are many different reasons for this – many young people don’t even realise the abusive nature of what is happening. Some may even feel in some way complicit in the abuse because there has been some kind of ‘reward’ or receipt of something.
- Unfortunately, as professionals, we can compound these misconceptions through our attitudes and our language. For example, when we mistakenly describe a 12 year old girl as sexually active. Or when we describe a 35 year old male as a 14 year old’s ‘boyfriend’ as opposed to an abuser.
- What we also know from research is that an effective response to CSE needs to move beyond a focus on victims and also focus on perpetrators. We talk about the 3 P’s – an effective response needs to have: prevention, protection and prosecution.
- And although there is no offence of CSE there are a range of offences under the Sexual Offences Act that we can – and should – use to prosecute this abuse.
- So, a final thought. CSE can affect any child and no one agency holds the solution to this. We must work together to safeguard young people; work together to prevent, protect and prosecute.”

Source University of Bedfordshire (2015) 10 key facts about child sexual exploitation. Available at: <http://youtu.be/b-LcS0fwTxx>

Handout 5 - Neglect in 10-14 Year Olds

Working with children aged 10-14 years you may observe some of the key features of neglect. Getting help for the child and family as early as possible gives the best chance of a good outcome. Children who experience neglect or emotional abuse in childhood are more likely to have mental health problems, poor physical health, difficulties with relationships and reduced employment in their adult life. If your observations lead you to have concerns about a child you may seek advice from a colleague, speak to the parent or speak to the child. You should familiarise yourself with child protection procedures and guidance on sharing information and follow them if you think a child is at risk of harm:

- Make a written record of your observations, concerns and any conversations that you have, as soon as possible.
- Don't forget that neglect rarely occurs in isolation, and it is more common that neglect co-exists with other forms of abuse. Therefore, when exploring for abuse of any type, consider whether neglect or emotional abuse may also be present, and vice versa.
- Speak to someone who works with the child and knows them and may also know their family situation. Clearly identify who needs to take
 - what action, and by when. If you are still worried, do not let your concerns go assuming that someone else will take action.
 - Find out who has spoken to the child or, where you can do this in a sensitive and appropriate way, speak to the child yourself. See things from the child's point of view – ask the child in an open and sensitive way about their view of themselves, their relationships with their parents and their friendships. While ensuring that these discussions are non-intrusive, let them know that you are there for them if they wish to speak with you. Ensure the child understands that you may have to report your concerns.
 - If you have concerns about the child, make sure that you talk to other professionals who may have contact with the child, eg mentor, GP etc.
 - The longer a child is living in a neglectful or emotionally abusive environment, the greater the damage and likelihood of other abuse. Therefore, it is essential not to be put off; make sure you make your concerns known and that action is taken.
 - Increased risk of neglect and emotional abuse may be more likely in homes where there is domestic abuse; substance misuse; unemployment; mental ill health; an absence or perceived absence of a helpful supportive network; lack of intimate emotional support or poverty. As with all child protection assessments, factors like this should be specifically explored when assessing the child, although their absence does not mean neglect or emotional abuse will not be present.

See the NSPCC's Core Information Leaflets (www.nspcc.org.uk) on neglect.

If you have a concern about any child, you can call the police, social services or the NSPCC (0808 800 5000). And remember that children can contact ChildLine 24/7 (0800 1111; childline.org.uk).

Handout 6 - Neglect & Emotional Abuse of Teenagers

Working with children aged 13-18 years you may observe young people with risky behaviours, with poor emotional well-being, being victimised or as perpetrators of violence and delinquency. These behaviours can mask neglect and emotional abuse. Getting help for the child and family as early as possible gives the best chance of a good outcome. Neglect and emotional abuse are often not recognised in teenagers and even where they are they may not be taken seriously by professionals. Not much is known about their personal experiences, as there is a lack of research which identifies the feelings, or experiences of this population. Many of the behaviours exhibited by emotionally abused or neglected teenagers may be interpreted by others as a lifestyle choice or 'acting out' when they may in fact be an indicator of neglect or emotional abuse. Consequently their conduct may lead them to enter the juvenile justice system rather than the child protection system. A better understanding of teenage neglect and emotional abuse may enable teenagers to access appropriate and timely help.

- All practitioners coming into contact with teenagers who exhibit the behaviours and issues above must actively consider neglect or emotional maltreatment, rather than simply addressing the problems they present, such as alcohol use.
- Remember, teenagers who have experienced neglect or emotional abuse may be particularly vulnerable to other forms of victimisation; therefore appropriate action should be taken.
- A sensitive exploration of teenagers' experiences may help professionals understand their situation, and allow the teenagers to access appropriate support themselves.
- Hospital emergency departments and mental health providers need to be particularly aware that teenagers, especially the victims of violence, may be experiencing neglect or emotional maltreatment.
- While early recognition and intervention are vital, it is never too late to help a child or teenager. If concerns about possible neglect or emotional abuse arise it is important you take action as soon as possible regardless of the age of the teenager.

If you have a concern you can call the police, social services or the NSPCC
(0800 800 5000).

And remember that children can contact ChildLine 24/7 **(0800 1111; childline.org.uk)**.

Notes Page

Further Information

For further information, research, training, consultancy and publications please visit the [NSPCC Website](http://www.nspcc.org.uk) (www.nspcc.org.uk)

Alternatively, contact the NSPCC on:

 0808 800 5000

 contactus@nspcc.org.uk

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If you are worried about a child contact the NSPCC:

0808 800 5000

If you are a child and want help, advice and support, contact ChildLine:



www.childline.org.uk