Schools Section 11
Feedback and Learning Report
including
Information and Resources
2015
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Introduction

Local Safeguarding Children Boards (LSCB’s) have a Statutory Duty to assess whether agencies in their area are fulfilling their statutory obligation to safeguard and promote the welfare of children as described in 'Section 11 of the Children Act 2004'.

The Hull Safeguarding Children Board (HSCB) have made a commitment that the local Section 11 process will try to engage directly with settings in order to gain a deeper understanding of the strengths and challenges for organisations across Hull, and also to provide a platform for good practice to be shared.

The Schools Section 11 self assessment tool has been designed jointly by the Hull Safeguarding Children Board and the Local Authority Education Officer (Safeguarding) in order to assist schools examine their own safeguarding arrangements, to identify areas which may require strengthening and to highlight areas of good practice. The tool is available on the HSCB website www.hullsafeguardingchildren.co.uk

79.1% of schools completed and returned a Section 11 audit tool and action plan, this return included information from primary, secondary, academy and special schools. Where there had been a collaborative approach between strategic leads and front line staff to completing the audit, this provided a richer picture of a school system and how safeguarding was embedded as part of the culture.

A small number of schools were randomly selected to come in to meet a panel of HSCB members and Board officers so that they could ‘talk to’ their audit. This is an activity that previous Section 11 processes have included and is part of the HSCB making a better connection with frontline practice, outlined in the HSCB 2014 annual report, available www.hullsafeguardingchildren.co.uk

Two feedback and learning events were organised in order to share learning from the audit and highlight good practice examples. The events were well attended with 73 places taken up, showing good representation from Safeguarding Governors, Head Teachers, Deputy Heads, Child Protection Coordinators and Pastoral staff.

Feedback received from those completing the audit was positive, indicating that the process helped to facilitate action planning in relation to training needs, policy development and was a good learning tool which helped to put a timeframe on improvements. Although completing the self assessment tool was seen as challenging and a ‘big task’, feedback received suggests that all questions were relevant and provided a check list for Child Protection Coordinators and a good preparation tool for Ofsted inspections.

Feedback also indicated that the self assessment was best completed by a small team within the school who were able together to answer both strategic and operational questions. Many schools shared that they appreciated the ongoing support of the Education Officer (Safeguarding) in completing their self assessments.

This summary report captures key learning and good practice points and provides links to some of the resources that schools are accessing to support their work.
A Culture of Safeguarding

The self assessment tool asked questions about how the school, from the senior leadership team and Board of Governors through to operational staff were able to create and sustain a culture of safeguarding within their environment.

Where the Safeguarding Governor was visible to staff and pupils and actively scrutinised the Head’s report, this demonstrated a strong culture of safeguarding. A ‘Safeguarding guidance for Governors’ pack is available from Suzanne.wilson@hullcc.gov.uk which can assist with this scrutiny function.

In order to maintain a focus on safeguarding it is important to discuss safeguarding as a regular standing agenda item, full Governing Body meetings, in senior leadership meetings, in one to one meetings between Child Protection Co-ordinator and Head Teacher, as well as ongoing monitoring and analysis of safeguarding activity.

Dedicated staff time to the child protection co-ordinator role was highlighted as very important, although the amount of time needed for this role was difficult to determine with the requirements of each school being very different. Governing bodies should ensure that time, funding training resources and support are in place for the Child Protection Coordinator role.

Where there is an appreciation of the importance of this role at a senior level coordinators were able to describe having dedicated time to fulfil key safeguarding tasks and be more immediately available to children and young people when they were needed. Where the specialism of this role was included in a co-ordinators job description, this ensured that it would be a priority and would not be an ‘add on’ to all of their other competing responsibilities.

Many schools describe the benefits of clearly displaying the identity of their safeguarding and pastoral support teams, which, along with a clear description of what happens when there is a worry or a concern ensures that children ‘know where to go’. Where there was a culture of safeguarding firmly embedded there was a sense that there was ‘no wrong person’ for a child to talk to about a concern.
Induction, Training and Supervision

The HSCB made a commitment that if through this process, schools identified gaps in training, that this was something that could be sourced or developed by the HSCB. There were a number of training needs identified through the self assessment process which have been highlighted throughout this report under ‘specific areas of safeguarding’.

Training in safeguarding is essential for all staff and safeguarding Governors. The HSCB recommends that staff in schools are trained in level 1 Safeguarding Children – A Shared Responsibility – Awareness, Recognition and Responses and Safeguarding Threshold Training. However there are additional training courses which can be accessed free of charge on subjects such as E safety, sexual abuse awareness, private fostering and Serious Case Review briefings. The Hull safeguarding Children Board promotes the use of face to face inter agency safeguarding training.

A full list of HSCB courses is available [www.hullsafeguardingchildren.co.uk](http://www.hullsafeguardingchildren.co.uk)

Acknowledging the difficulty that schools can have in freeing up teaching staff to attend training, many Child Protection Coordinators have been trained to deliver the HSCB level 1 in house. The Child protection Co-ordinator keeps a rolling training log.

To access the train the trainers course in order to support this role learninganddevelopment@hullcc.gov.uk can be contacted for more information. The level 1 training pack has recently been revised and updated.

Schools describe cascade training as valuable, particularly when there is an update to a specific area of safeguarding. An example of where this has been effective is when HSCB officers delivered briefings on Female Genital Mutilation to child protection co-ordinators for cascade to the wider school. Briefing slides are available from [www.hullsafeguardingchildren.co.uk](http://www.hullsafeguardingchildren.co.uk)

A number of schools have identified that a gap within their safeguarding structure is with the lunch time supervisors who have often received no safeguarding training and are not necessarily linked in with wider school safeguarding systems. In order to address this, a number of Child Protection Coordinators have provided child protection training to these staff and in one school lunch time welfare logs were described as being introduced.

Where schools have been looking for advice and guidance about ensuring that safeguarding is embedded within their induction process for all staff whether permanent or temporary, a Local Authority induction template has been developed and is accessible from Suzanne.wilson@hullcc.gov.uk

There was a broad acknowledgement that there has been a lack of appropriate safeguarding supervision for Child Protection Coordinators. It is a requirement of an organisation’s Section 11 Duty that all staff working within a child protection arena have access to adequate safeguarding supervision. In order to help this situation, local ‘network’ meetings have been established and newer Child Protection Coordinators are
offered the opportunity of being ‘linked with’ more experienced mentors. For more information contact Suzanne.wilson@hullcc.gov.uk
Safer Recruitment

It is important that schools create a culture of vigilance, and have robust systems in place to help deter, reject and identify people who might pose a risk to children. Therefore, it is essential that at least one member of an appointment panel has successfully completed Safer Recruitment training, as per School (Staffing) Regulations, 2009 amended 2013.

Safer recruitment training is available to all schools. For further details contact Tina Weedon in HR Schools Service tina.weedon@hulcc.gov.uk

Hearing the Voices of Children

The self assessment process highlighted the importance of safeguarding Governors and those in key decision making roles actively talking to and listening to the views of children and young people.

While there is acknowledgement that ‘more can always be done’ to understand the world from the child’s perspective (hearing children’s voices), there were many creative and innovative ways in which schools described how they do it. A number of these are listed below:

- Worry boxes positioned around the school which are regularly checked by child protection co-ordinators
- A feelings barometer in the class room where children are actively encouraged to change their position on this during the school day
- Wishes and feelings are regularly gathered during ‘circle time’ or ‘check in time’
- The safeguarding Governor walks around the school and speaks to children and young people
- The importance of an open door policy for pastoral and emotional well being staff and child protection co-ordinators
- Introducing trained ‘well being’ officers in some schools has meant that referrals have increased to the wellbeing service but there has been a decrease in the amount of behavioural incidents in the school.
- Adopting a ‘Nothing about me, without me’ philosophy
- Restorative practices where children are taught about effective statements which helps independence of problem solving
- Wellbeing surveys
- Student voice panel
- School council
- A number of schools are working towards or have been granted the UNICEF Rights and Respecting School Award (RRSA). This award recognises achievements in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a schools planning, policies, practice and ethos. It not only teaches children about their rights but models rights and respect in maintaining relationships between teachers, parents and pupils. For more information http://www.unicef.org.uk/rights-respecting-schools/
Representing Children’s Views at Meetings

If there is a meeting held within school about a particular child, it is seen as good practice that the child would be present.

The importance of school staff attendance at child protection conferences and core groups was widely acknowledged, as well as an emerging understanding of the importance of attending meetings when a child is being supported through the Early Help offer (see section on early help)

School staff who attend multi agency meetings such as Core groups or Child Protection Conferences describe actively seeking the views of the child before attending the meetings in order to ensure that the child’s views are shared with other professionals. School staff are often in a strong position to listen to and present the wishes and feelings of children.

Where a member of staff is unable to attend a meeting it is expected practice to send a report 3 days ahead of the meeting and for this report to have been shared with parents / carers beforehand. There is a template report that all agencies can complete in respect of Child Protection Conferences on the HSCB website www.hullsafeguardingchildren.org

How Children’s Views Shape Services

One of the priorities for HSCB, identified in the 2012 /13 Section 11 partnership action plan was that more robust processes need to be in place to capture the views of children and young people, and that all agencies need to improve or develop ways, specific to their respective services, to ensure that these views are not only sought but inform service design and delivery.

Schools described a number of different ways that children and young people’s views have gone on to shape the services offered to them in schools. Some specific examples are described below:

- Pupils are actively being involved in the recruitment and selection of staff, for example as part of the interview panel.
- Children and young people contributing to the review of school policies, such as the use of mobile phones policy, anti bullying, the behaviour code and home school agreements
- Children requested that they wanted somewhere quiet and relaxed to see the guidance mentor. Based on this feedback, a ‘nurture room’ was established which has comfy chairs and is painted in calming colours. This is a well used facility.
Information Sharing

The 7 Golden rules of information sharing as contained within http://hullscb.proceduresonline.com/chapters/p_effective.html have been circulated to schools and a majority of completed self assessments referred to these ‘rules’ and attached guidance as very useful to support decision making around when and what information should be shared and with whom in relation to safeguarding.

There was confidence felt amongst those at the learning event that when there was a child protection concern, there were processes and systems in place within the school that meant that the right information would be shared with Children’s Social Care at the right time. This was achieved through the child protection co-ordinator role, who would then be responsible for the follow up and monitoring of concerns.

Some schools expressed a level of uncertainty about applying the thresholds of need for referrals into children’s social care. Self assessments reflected that when staff had attended the threshold briefing held by HSCB and had access to the threshold of need guidance; this gave an additional level of confidence. Threshold briefings are accessible through the HSCB learning programme which is available on the HSCB website http://www.hullsafeguardingchildren.org

The contribution of schools into Child Protection Conferences, Core Groups and Social Care assessments is extremely valuable in being able to complete a holistic picture of a child’s life. There was less certainty in relation to information sharing and attendance of meetings in relation to the developing Early Help arena.

For additional information in relation to Early Help and information sharing the HSCB Guidelines and procedures are a useful reference tool http://hullscb.proceduresonline.com/index.htm
Record Keeping

The Education officer (Safeguarding) had recently commenced work with schools to evaluate their recording systems, which started prior to the commencement of the Section 11 process. The audit was put together in response to both local and national learning from Serious Case Reviews. There was evidence within a majority of Section 11 self assessments and through the discussions at both the panel meetings and feedback events that the learning that had taken place from the previous audit of recording had produced significant improvements in the way that schools record and store information. For more information contact Suzanne.wilson@hullcc.gov.uk

Key learning included the differentiation of recording systems for:

- ‘Minor concerns’ which may be documented in a class welfare log and reviewed by the child protection co-ordinator on a termly basis. This is a tool that can be extremely useful when monitoring concerns about neglect or changes to a child’s behaviour and build a picture over time;
- Cause for concern would be recorded in a centralised place and monitored by the Child protection co-ordinator. This might be in circumstances where the threshold for referral into Children's Social Care might not have been reached but it is felt that ongoing monitoring might be needed; and
- Child protection concerns. Child protection files should contain a key information sheet which includes the child’s details and also key agencies who are working with the child and family. Records in these files should be kept in chronological order.
Complaints and Allegation Management

The importance of a visible and accessible complaints procedure was described, both for children, parents and for staff members. Many schools sent the complaints procedure out to parents when a child first joined the school. Others displayed complaints and complements procedures on the school website.

Additional information and guidance is available about complaints and whistleblowing procedures on the Local Authority website http://www.hullcc.gov.uk/portal/page?_pageid=221,697111&_dad=portal&_schema=PORTAL

There was a training need identified for a large proportion of schools in relation to allegation management, particularly within Boards of Governors and Head teachers. Allegations training for school is available through the Partnership Learning Centre learninganddevelopment@hullcc.gov.uk which covers:

- Developing knowledge and understanding of the guidance and legislation in relation to dealing with allegations against people who work with children
- Enables practitioners to recognise and act on allegations and concerns of abuse by people who work with children

All schools described recognising the importance of having a dedicated and trained member of staff who is responsible for any allegations which may be made against the Head teacher.
Early Help

It is widely recognised that early identification of problems and the early engagement in support services is key to prevent the escalation of problems for children, young people and families. It is important to build resilience in children and young people and to work alongside them to be able to do this.

Schools play an important role in the early identification and support of children and young people who may have emerging issues. Schools are able to describe a range of internal systems that are in place, which help to provide extra support to children that need it. Some examples of additional support services that schools have bought, in response to a recognised need are; Emotional well being support, counselling, psychological services, ELSA trained staff, additional school nursing support. Many schools have used the ‘pupil premium’ monies for this.

Good practice examples described by many schools included work that was being done around key transitions; from pre-school to primary, primary to secondary, and beyond into further education.

Home visits by pastoral and emotional well being staff prior to children starting a new school helped staff to get an early picture of what life is like for pupils before they start and practices around inviting children to have a day in their new school prior to the summer break acted to reduce the anxiety of starting a new school.

The Local authority are currently rolling out their ‘Early Help’ offer across Hull. During the time of this Section 11 audit it is important to note that the roll out had only just begun. What presented in the audit findings was a reflection of this time with some schools feeling very well involved and informed about what help and support was available where others described being ‘in the dark’. Schools have expressed a preference throughout this process to have a ‘menu of options’ available to them in relation to early help.

For more information about the Local Authority Early Help offer

Email: Early.Help@hullcc.gov.uk

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<tr>
<th>North Hub: 01482 828 901</th>
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<tr>
<td>The Lemon Tree Children’s Centre, Lothian Way, Hull, HU7 5DD</td>
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<th>East Hub: 01482 708 953</th>
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With regard to an ‘Early help assessment’ some schools were able to describe the Common Assessment Framework, the whole family assessment, family learning signature or the family star as assessment tools that they were either familiar with through their regular use or were aware that they existed. There was a small minority of schools that had not come across any of these assessment tools and did not have a clear understanding of what is meant by ‘making an assessment of a child or families needs’.

The current assessment tool which is being used across many early help services is ‘The Family Star’ this early help assessment tool has received positive reports from both families and professionals alike. More information about ‘The Family Star’ can be accessed through the Early Help Safeguarding Hubs.

A number of schools have described their experience of working with local, named Police and Community Support Officers as invaluable around early intervention in relation to dealing with ‘low level racist incidents’ and anti social behaviour that needed to be challenged.

**Policy and Procedure**

All schools who took part in the self assessment process described having an up to date child protection policy in place. The HSCB offer a basic template for child protection policies. A majority of schools had adapted this template to meet their needs. [http://www.hullcc.gov.uk/portal/page?_pageid=296,659680&_dad=portal&_schema=PORTAL](http://www.hullcc.gov.uk/portal/page?_pageid=296,659680&_dad=portal&_schema=PORTAL)

In order to ensure that the learning was embedded across the whole school from the recent Keeping Children Safe in Education statutory guidance for schools, in a number of schools staff were asked to sign to say that they had read at least section 1 of the guidance and other schools then asked all staff to take part in a quiz to ensure that they had read and understood the information being given.

Some schools described access to the HSCB online guidelines and procedures as being essential to their work and including ‘all the right information’. The procedures are regularly updated and contain information on what to do if you are concerned about a child, they also include a series of practice guidance on specific safeguarding issues. The online procedures can be accessed [http://hulscb.proceduresonline.com/index.htm](http://hulscb.proceduresonline.com/index.htm)
Specific Areas of Safeguarding Practice

There were a number of areas that were identified through the self evaluation where schools felt that they would benefit from some additional advice and support. The information below is taken from a combination of best practice examples shared at the feedback and learning event and from additionally sourced information. This information is up to date as of September 2015.

Emotional Wellbeing

Although emotional well being was not a specific question asked as part of the self assessment process, this is an area of safeguarding that schools repeatedly reflected was an increasing concern for them. They were asking for clarity around thresholds for Child and Adolescent Mental Health Services and for advice and guidance about what to do if a child or young person does not meet the threshold for specialist services but still requires support to prevent a situation from escalating.

Emotional health issues can include: Behaviour problems that are not normal to a child’s developmental stage, mild to moderate anxiety, mild to moderate depression, emotional distress linked with life events.

In 2014 Hull City Council undertook a consultation exercise with 1337 children and young people ages 7-20 completing a questionnaire and 50 taking part in focus groups. In addition 52 parents and carers were consulted. In this consultation children and young people identified the main issues which impacted on their emotional health and wellbeing. The top 5 issues were:

1. Bullying (including online bullying)
2. Exam stress
3. Body image
4. Drugs and Alcohol (pressure to use substances but also family/community use)
5. Self esteem and confidence

Similar issues were identified by parents and carers (who also identified staying safe with friends) and staff working with young people (who also identified impact of family changes and use of social media).

Emotional health issues can be managed by a range of universal services. A number of these are listed below.

Childline can be contacted about anything – no problem to big or too small www.childline.org 0800 1111. They also provide an online chat service.

The Partnership Learning Centre run a ‘Youth Mental Health First Aid course’ (YMHFA) which is suitable and available for all frontline staff who work with children and young people. It provides non clinical staff with the knowledge and skills to enable them to promote positive mental health and work effectively with children and young people.
experiencing poor mental health. This is a 2 day training course and is available by contacting the Partnership Learning Centre on (01482) 612442.

**Head start**

A number of schools described being involved in the ‘Head start’ pilot scheme which is a project aimed at 10 - 14 year olds and is designed to help school pupils' deal with their worries and problems. The project encourages the early help and support of children and young people at a school level. There are plans for this programme to be rolled out across additional schools.

**Bereavement support**

Bereavement UK have developed a series of resources to support schools in helping equip children and young people with the coping skills for bereavement, both now and in later life. For additional support or information [www.childbereavementuk.org](http://www.childbereavementuk.org). For access to their confidential listening service for children 0800 02 888 40.

**The elephants tea party** is a free resource pack which includes lesson plans and activities for primary schools. This resource is available [www.elephantsteaparty.co.uk](http://www.elephantsteaparty.co.uk). CRUSE bereavement care is locally available on (01482) 565565.

**Anti bullying**

A number of schools recognise the impact of bullying (including online bullying) as a real concern in relation to its impact on children and young people’s emotional wellbeing. Suzanne.wilson@hullcc.gov.uk has designed an anti bullying audit which schools may wish to follow to evaluate their current systems. Bullying UK, a national organisation also offers advice and support to anyone affected by bullying 0808 800 222.

**Counselling services**

The Warren Counselling Service provides counselling for children and young people aged 10-19. The service offers on-going, one-off and group sessions on a wide range of issues, including bullying, bereavement, relationships and sexuality. Referrals can be made to this service on (01482) 221416.

**Sexual Health support**

Cornerhouse young people’s service offers information and support on all aspects of sexual health, relationships and sexuality. They also provide free condoms. (01482) 327044

**Support around separation / divorce**

Relateen offers counselling across Hull and East Riding for young people who are struggling with their parent’s breakup. (01482) 329621

**Support around eating disorders**
SEED offers support services to people affected by eating disorders (01482) 718130
www.seedeatingdisorders.co.uk

Support around substance misuse

ReFRESH is a targeted and specialist treatment service for children and young people under 19 in Hull to prevent, reduce and treat young people’s alcohol and drug misuse (drugs include gases, solvents, illegal, legal, new unregulated substances, prescription or over the counter medication). (01482) 331059

The service offers:

- Young people identified as ‘early at risk’ stage are offered an early help assessment and where possible this includes offering family based support. The service also delivers evidence-based parenting programmes: Strengthening Families 10-14 and Strengthening Families-Strengthening Communities. The service also provides early help assessment and intervention for young people affected by parental alcohol or drug use. This family based support works to reduce risk and build resilience in those children and young people whilst looking to strengthen family relationships and improve communication.

- Young people identified ‘late at risk’, ‘harmful’ or ‘possible dependence’ or are aged under 14 years old are offered a comprehensive substance misuse assessment and specialist treatment, which is a care planned medical, psychosocial or specialist harm reduction intervention aimed at alleviating current harm.

Child and Adolescent Mental Health

For serious or complex mental health issues the Child and Adolescent Mental Health service is available on (01482) 303688
E Safety (safeguarding in a digital world)

Schools recognised the importance of having an E safety lead within the school who would be responsible for keeping on top of this ever changing landscape. It was acknowledged that managing vulnerability online was not easy and that any messages about e safety needed to be tailored to the audience. Issues such as online bullying (via Facebook and other social media) and ‘sexting’ were a real problem in all schools.

Schools described a number of systems that they have put in place to respond to the needs of children and young people, parents and staff. Some of these are listed below.

E safety for children and young people

- The importance of a system in place to report online bullying
- Cards on each computer reminding children how to stay safe online
- An e safety champion who is a pupil in the school
- E safety messages are displayed on plasma screens around the school
- A questionnaire is completed to ‘sample’ pupil knowledge about how to stay safe online
- Peer educators are better for delivering key messages, rather than an adult ‘telling’ children and young people what to do.


E safety for parents

Engaging with parents around the subject of e safety has been challenging for a number of schools. However some schools have had more success than others in achieving this and described the following

- A parent ambassador for e safety
- Annual workshops where parents are invited into the school
- The school IT technician offers support to parents with safeguarding controls on their personal equipment
- Displays and leaflets available at parent’s evenings
- Parents are given a ‘digital checklist’ in their welcome pack


E safety for staff

Many staff described the concern that no matter how good e safety training is, it cannot keep you up to date fast enough. However being up to date is extremely important. The
Hull Safeguarding Children Board E safety workstream have developed a tool kit which is kept up to date and can assist schools to develop a robust e safety procedure. This is accessible http://www.hullcc.gov.uk/portal/page?_pageid=296,671069&_dad=portal&_schema=PORTAL

Work is also being undertaken by the E safety work stream in developing an area on the HSCB website which would include the most up to date information and research for staff to be able to access. This is an ongoing piece of work and information will be cascaded to schools by the Education Officer (safeguarding) when more information becomes available. The work stream is also updating the HSCB E safety awareness training to reflect the issues raised by this Section 11 to include more information about sexting, on line bullying and radicalisation and how we respond to this.

Some schools have trained Child Exploitation and Online Protection Centre (CEOP) staff. Schools describe the resources provided by CEOP as being useful. More information about CEOP and the resources that it provides is available http://ceop.police.uk/

Hull Safeguarding Children Board offer a full day E safety awareness course which is available through the Partnership Learning Centre (01482) 612442
Female Genital Mutilation (FGM)

While many schools have now received some basic awareness raising around FGM, there were still some gaps in training identified through the self assessment, particularly for primary schools. There is a cascade briefing pack available on www.hullsafeguardingchildren.co.uk which contains the ‘need to know’ information on FGM.

Other schools felt more confident that they would be able to identify when there might be concerns about a child in relation to FGM, however there was a ‘what next’ question as local pathways in relation to responding to risk of FGM are currently in their infancy. The HSCB are currently developing a training course that will cover FGM and responses to it in more detail. This will be available through the HSCB training diary in 2016.

Some schools described an uncertainty about how and when to talk with children and young people about FGM. Some suggestions from schools who had more confidence with this described talking about FGM as part of ‘children’s rights’ work, the school nurse might deliver a classroom session on it as part of a health programme.


Prevent

On the 1st July 2015, all school became subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions to have ‘due regard to the need to prevent people from being drawn into terrorism’. To assist schools in discharging their functions, and also help staff identify children or young people who may to vulnerable to radicalisation, Humberside Police Prevent Team have held numerous awareness raising sessions in schools across the city. However, it is acknowledged that due to increased awareness that the police are now receiving more referrals, which means they have less capacity to be able to deliver training.

The Local Authority Strategic Lead is aware that training needs to continue and arrangements have been made to meet with the Education Prevent Lead to address this issue.

To assist schools in complying with their duties the Education Officer (Safeguarding) produced a ‘check list’ of minimum actions to undertake. For a copy of the Prevent Check List contact Suzanne.wilson@hullcc.gov.uk

Private Fostering

A majority of schools are now aware of the terminology around Private Fostering and their responsibility around reporting private fostering arrangements. There was a described need for additional training on this subject for Boards of. The HSCB run Private Fostering briefing for the multi agency briefing contact Partnership Learning Centre (01482) 612442 – for a single agency briefing contact Suzanne.wilson@hullcc.gov.uk
Respectful Relationships

When it came to feedback about promoting respectful relationships within the school environment, a majority of schools could confidently describe the methods and resources that they used in order to do this. Creating a positive environment in which respectful relationships were modelled and both language and behaviour that did not promote respectful relationships were challenged is the backdrop for any work that was done as part of PHSE, ‘health days’ or out of school sessions.

Some of the resources that were shared as part of the Section 11 self assessment process are described below.

The Christopher Winter scheme [http://cwpresources.co.uk/home/] is a resource that was designed to support Sex and Relationship Education in schools, from primary through secondary. A number of years ago this resource was given to every school by the Local Authority. However, only some schools report its continued use.

Some schools have accessed the peer education team that Cornerhouse offer. This service offers workshops on all areas of sex and relationship education, including sexual health and wellbeing for schools and colleges (for 13 –19 year olds). The service can be contacted on (01482) 336332 for more information.

The Expect Respect Educational tool kit has been designed and developed nationally by Women’s Aid to raise awareness of healthy relationships with children and Young People. It is a free resource which is available on the national Women’s Aid website. Locally, DAP and Women’s Aid have been working closely with schools to introduce the tool kit.

For access to the toolkit [http://www.womensaid.org.uk/page.asp?section=00010001001400100004&sectionTitle=Education+Toolkit]

For local advice and support about implementing the toolkit contact Hull Domestic Abuse Partnership (01482) 318759 – link website [http://www.hulldap.co.uk/ Strength to Change [http://www.hullstrenghttochange.org/] have delivered sessions on some school ‘health days’ This service is set up for men who are concerned about their violence and abuse in their intimate relationships.

Schools have requested more information, advice and support on identifying and dealing with Honour Based Violence (HBV). The HSCB training team is currently developing some additional training in relation to this. The HSCB guidelines and procedures practice guidance on responding to concerns about HBV. [www.proceduresonline.com/hull/scb/]

There is also more information and guidance in relation to HBV available from Karma Nirvana [http://www.karmanirvana.org.uk/]
Sexual Abuse – Including Child Sexual Exploitation

There was recognition of the need to develop an understanding of the issues surrounding child sexual abuse which included Child Sexual Exploitation. In order to support children and young people, professionals need to:

Understand what constitutes sexual harm
Recognise the possible signs and symptoms in children who are being / have been sexually abused
Understand how perpetrators go about planning to abuse children and young people
Understand how professionals as well as children and young people can be groomed by perpetrators
Know where to go for help if we have concerns and would like to talk about them

Locally the HSCB offer a suite of training courses:

- Exploring the Impact of Child Sexual Abuse
- Child Sexual Exploitation Awareness
- Exploring Harmful Sexual Behaviour in Pre-Pubescent Children
- Exploring Harmful Sexual Behaviour in Adolescents

Discussions held during the feedback and learning event indicated that schools were not always confident in working around the area of sexual harm and were asking for additional information and guidance in this area.

Further information and resources can be found [http://lucyfaithfull.org/](http://lucyfaithfull.org/)

The NSPCC ‘Pants Campaign’

The underwear rule or the ‘pants’ campaign has been designed by the NSPCC to help teach children the ‘underwear rule’ and help protect them from abuse. It is a simple way to “help keep children safe from sexual abuse – without using scary words or even mentioning sex”


The NSPCC schools service offers safeguarding assemblies to key stage 1 and 2 children. They also offer both safeguarding assemblies and follow up workshops to years 5 and 6. The 30 minute assembly is designed to ensure that children have an understanding of abuse in all of its forms and an ability to recognise the signs of abuse, and about how they might be able to protect themselves from abuse. For further information and advice about how these services can be accessed locally contact kirsty.kivett@nspcc.org.uk or call 07834 498321

Child Sexual Exploitation (CSE)
With a growing awareness of the concerns about Sexual Exploitation on a national and a local level, many schools described a need to have additional support and information around CSE.

Child Sexual Exploitation awareness training is available through the HSCB training diary to all those who have completed Level 1 Safeguarding and Exploring the Impact of Child Sexual Abuse.

The Care project work with children and young people who are experiencing or are at risk of sexual exploitation, working with groups in schools as well as offering both one to one and group support in a variety of different settings. The project also offer training, advice and support for professionals and parents and can be contacted on (01482) 336322
Translation / Interpretation Services

Learning from the (2013) Serious Case Review into the death of Daniel Pelka has highlighted the importance of accessing appropriate translation services for children and young people.

“No assessment of risks within a family or to a particular child can ever be effective without direct engagement of that child as an integral part of the professional interventions, and in working hard to gain an understanding of their experiences, wishes and feelings. There must be a child focus to all interventions – request an interpreter if child speaks little or no English”

Locally, there is recognition that there is no one translation / interpretation service available to all agencies and many of the arrangements made are on an ad hoc and case by case basis. Schools asked whether there could be a ‘preferred providers’ list produced. This is an issue that the HSCB is looking at as part of its ongoing work and is currently completing a mapping exercise to gain an overview of services available.

Although schools recognised the difficulties around accessing appropriate translation/interpretation services, there was acknowledgement that this was an essential element of being able to support children and young people to communicate their wishes, feelings and concerns with the adults who are working alongside them.

Some of the ways that schools have worked with the issues described above include, where there is a proportion of non English speaking pupils, teachers or teaching assistants who speak the language of the children have been employed. In order to identify which language a family might speak when they are on induction one school described using a ‘language identification chart’. Other schools had developed their websites to include a translate button.
Young Carers

It was widely acknowledged that the identification of young carers can be challenging. A number of schools described processes of bringing together different information held within the school (from attendance monitoring, classroom observation and pastoral support) in order to be able to recognise when a child or young person may have caring responsibilities. Schools describe the importance of working sensitively with those children and young people who have been identified as young carers in order to not to label them or ‘make them stand out’.

Some schools offered ‘homework clubs’ for those children and young people who may not have the space or time at home to complete work. Other schools described systems that are in place which provide young carers with a ‘pass card’ which means that if they are late for a lesson they show a card to the teacher rather than repeatedly having to explain themselves.

The Barnardos’ Young Carers service are able of offer a free range of resources to primary and secondary schools to help in the identification and support of young carers, They can be contacted on (01430) 810022

Moving Forward

Section 11 is an ongoing process for the Hull Safeguarding Children Board and the Board will continue to encourage and support agencies and settings who have not yet undertaken a self assessment to do so. The self assessment tool is valuable in raising awareness of good practice and areas for improvement, action plans arising from its completion are a useful way for organisations to monitor their own progress on an ongoing basis. It is important that schools continue to self evaluate their safeguarding arrangements.

For Hull Safeguarding Children Board, the learning from this Section 11 process, alongside learning from other audit activity and case reviews informs the development of future training, guidelines and procedures and the ongoing direction of work for sub committees and workstreams.