

Safeguarding in the time of Covid ...and beyond

# By the end of this session you will:

- Understand what contributes to 'effective' safeguarding
- Identify potential risks involved in remote learning for staff and learners
- Identify how to improve the effectiveness of your existing safeguarding processes to address those risks
- Start to consider longer term improvements in leading a safeguarding culture



## Think about it?

- Why does Ofsted say safeguarding is 'effective' or 'ineffective'?
- Why aren't there any grades?

# So -what is effective safeguarding?

- ‘.....a culture of vigilance where children’s and learners’ welfare are 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 harm’
- *From ‘Inspecting safeguarding in early years, education and skills settings’, Ofsted Sept 2019*

# Effective Safeguarding fundamentals.....

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- building and holding an awareness (in staff and learners) that there are many potential threats to the well-being and safety of learners
- providing as safe, nurturing environment as possible
- ensuring that staff and learners can recognise that something is wrong
- making sure that staff and learners know what to do, and making sure safeguarding procedures are followed
- learning from safeguarding incidents

# Ofsted Effective

- Senior leaders have appointed managers across all curriculum areas to act as designated safeguarding leads to ensure that safeguarding is given a high priority.
- Staff at all levels in the college and students know how and to whom they should report any safeguarding concerns.
- Managers analyse the concerns to identify any trends and learn lessons from any incidents. As a result, managers have increased their support for students with mental health and anxiety issues.
- Senior leaders meet frequently with the local police to share intelligence about the growth of county lines and forms of extremism in the area to agree strategies to counteract the risks these pose to students.

# Ofsted Ineffective

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- Not all learners feel safe. A member of staff also expressed concerns about their own safety at community venues. Access to learning areas is open to the public without challenge. Not all learners have been issued with identity badges. Staff and learners cannot be sure whether anyone on site is supposed to be there or not.
- Staff identified these significant concerns before the start of term, but managers have failed to resolve them.
- In practical workshops, poor practice and safety concerns identified before the beginning of term remain unresolved.
- Learners can easily access inappropriate materials on college computers, including pornography and sites promoting radicalisation



Distinct advantages of being the  
Scarecrow: No brain freeze

# Safeguarding

So many things to consider .....

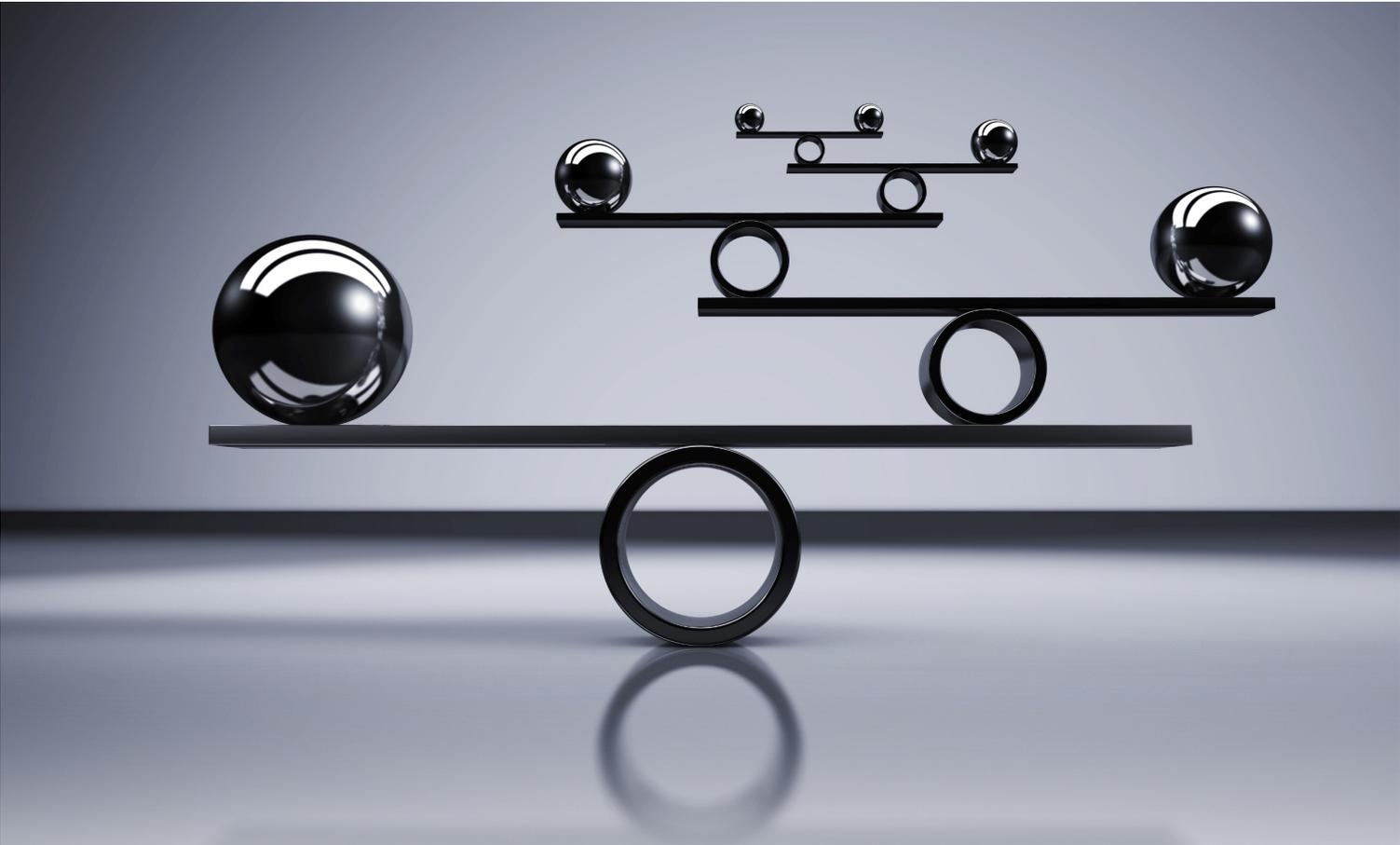
# Pressures?

- Keeping Children Safe in Education
- Inspecting safeguarding in early years, education and skills settings
- The Education Inspection Framework
- Working together to safeguard children .....

- CSE, CME.....
- Extremism and radicalisation.....
- FGM, 'Honour' based abuse.....
- Domestic abuse.....
- Online trolling, sexting, phishing, grooming.....
- Etc etc etc .....

- Safeguarding policies and Procedures
  - Safer recruitment
  - Training for staff and learners
- Monitoring, recording and reporting

# Safeguarding –always a balancing act ...



What are the additional risks from remote learning?



# Thinking about additional risks?



# Did you think of these?

- Online
- Risks in the home
- Risks outside the home
- Abuse and neglect



# Online risks

- Cyber Bullying/ sexting/Cyberstalking
- CSE grooming radicalisation
- Harassment financial
- exposure to inappropriate materials
- inappropriate or illegal behaviour
- addiction to video games
- Copyright infringement Gambling
- Social networking issues Privacy and identity theft
- Scammers Phishing Wifi safety spyware

# Risks outside the home

- Bullying
- CSE
- County Lines
- Gangs and youth violence
- Gender based violence
- Hate crimes
- Missing children
- Modern slavery
- Online safety
- Radicalisation
- Sexual violence/harassment
- Trafficking

# Risks within the home

- Parental issues
- Domestic abuse
- Fabricated / induced illness
- FGM
- Forced marriage
- 'Honour' based abuse
- Mental ill health
- Poverty
- Substance abuse
- Young carers



## Think about it?

- Why might staff be more at risk from a safeguarding perspective delivering remote learning?

# Feedback on remote learning issues

- Loss of face to face communication- spotting concerns, unable to identify behavioural changes, - how to raise concerns with learners
- Loss of face to face teaching skills with ESOL learners
- Time spent online/inactive
- Staff vulnerability / personal risks
- Financial risks
- Online security/ exposure to outside hacking/ algorithms to manipulate content/ looping of YouTube videos
- Do parents understand risk to their children
- Skills in using technology- incorrect assumptions

# Improving safeguarding processes



# Remote learning Safeguarding principles

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- Although day-to-day working arrangements may be different, the key principles of your safeguarding policy should remain the same.
- Learner's welfare should come first.
- If anyone has a concern about a learner they should act immediately following your safeguarding procedures.
- A designated safeguarding lead should always be available to deal with concerns and there should be people who are trained to deputise in their absence
- Safer recruitment requirements in force even with remote recruitment

# 15 safeguarding questions to ask ....

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Attendance policy updated?

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Clear learners responsible use policy?

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Clear staff responsible use policy?

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Social media policy?

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Accountability for learners online activity during lessons?

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Who monitors learner wellbeing online?

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Do staff 'direct message' learners?

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Risks for staff filming content at home?

# 15 safeguarding questions ....

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What are the implications for learners sharing staff content on social media?

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What is the impact of remote learning on vulnerable learners?

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Are you sharing e-safety resources with parents/carers?

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How do learners authenticate who is contacting them?

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Staying connected with learners with poor wifi and digital resources?

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Safeguarding checks for new online platforms?

# Safeguarding leadership

- Who has leadership responsibility for blended learning to ensure consistency in the implementation of policies and procedures including those related to safeguarding?
- Have you.....
- Reviewed policies and procedures, particularly safeguarding, code of conduct, curriculum, the use of tutors and online safety to incorporate blended learning?
- Provided appropriate pathways for learners to report safeguarding concerns arising through work with tutors and staff during blended learning and make sure everyone is aware of these routes?
- Provided appropriate pathways for staff and tutors to report safeguarding concerns arising through work with learners?
- Reviewed and learned from previous experiences and used this to establish and keep an up-to-date risk assessment of blended learning?
- Established an appropriate lawful base and routes of communications that are consistent with data protection laws?

# Covid addendum should cover

- safeguarding and child protection
- remote education
- supporting learner's wellbeing
- coronavirus protective measures.
- reinforce existing safeguarding procedures
- highlight any new ways of working during this period
- clarify any changes to your code of conduct for staff in response to new ways of working.

# Additional measures from Ofsted reports...

- appropriate training and know how to keep safe, including online. -online grooming, online extremism -how to use online learning tools safely.
- identify and help learners at risk prior to, during and after lockdown-regular contact
- individual risk assessments to support particularly vulnerable learners
- additional support and guidance on being vigilant when teaching online-more difficult to identify signs of neglect or abuse when working online
- work well with external safeguarding agencies and employers
- additional safety measures to allow safe return to college
- access to a wide range of information to support mental health and well-being
- 24-hour access to report any concerns - telephone, email, online application
- re-educate learners about how to keep themselves safe from the risks of extremism and radicalisation

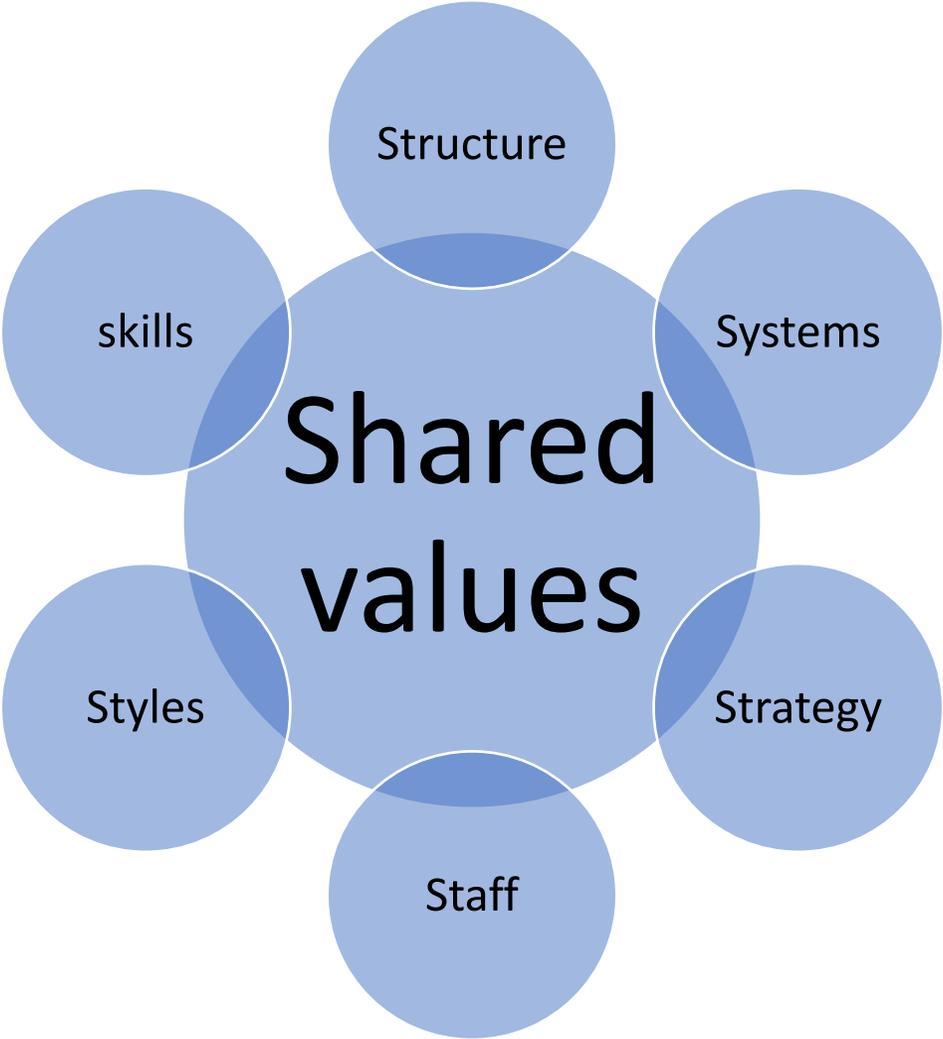
# Moving on from Covid- What next?

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- Leading a safeguarding culture.....



# Leading a safeguarding culture- (apologies to McKinsey 7-S model)



# Strategy

- **Does your setting have a safeguarding strategy?**
- **Do you understand the strengths and development areas for safeguarding in your setting?**
- **What are your key development goals for safeguarding and how will you know when you meet them?**
- **Does your strategy sit comfortably with your setting's values, structure, skills and resources?**

# Styles

- **How is safeguarding owned at governance and senior leadership levels?**
- **Do you understand your safeguarding culture, where it is strong and where it needs attention?**
- **What are your key goals? How are leaders shaping and influencing practice towards these?**

# Structure

- **Is the structure of your safeguarding team clearly set out?**
- **How does the safeguarding team operate in relation to other parts of the organisation?**
- **Is everyone clear about their role? Do they understand the limits of their competence and authority?**
- **How does your setting communicate about safeguarding, both explicitly and implicitly?**
- **Do all relevant staff receive effective, regular supervision?**

# Systems

- **Is your safeguarding policy up to date, is it used and is it effective?**
  - **How do you know?**
- **Do staff have appropriate access to safeguarding knowledge, resources and monitoring tools?**
- **Is your safeguarding recording structured and clear?**
- **How do you use safeguarding records to improve safety and welfare of students?**

# Staff

- **Do you have enough staff time to commit to safeguarding?**
- **Are there vacancies in the safeguarding structure? How are these being covered?**
- **How do staff link with other agencies**

# Skills

- **Do you have clear and effective arrangements for safeguarding learning for your staff?**
- **Do staff feel confident in recognising safeguarding concerns ?**
- **Are staff always skilled in responding to safeguarding concerns?**
- **Is the DSL suitably skilled and supported to undertake their role?**
- **What strengths do you have in dealing with safeguarding issues? Where are the gaps?**
- **How do you monitor and assess the skills of your staff, your DSL and your governors?**
- **What have you learned from safeguarding incidents in your setting?**

# Resources

- CEOP [www.ceop.police.uk/safety-centre/](http://www.ceop.police.uk/safety-centre/)
- Internet watch foundation <https://www.iwf.org.uk>
- INEQE [Safeguarding Hub - Ineqe Safeguarding Group](#)
- Safeguarding network [Safeguarding Network - confidence in safeguarding](#)
- DFE [Schools, colleges and children's services : Safeguarding children - detailed information - GOV.UK \(www.gov.uk\)](#)
  
- [Coronavirus \(COVID-19\) - staying safe online - GOV.UK \(www.gov.uk\)](#)
- Department for Education (DfE) (2020) [Safeguarding and remote education during coronavirus \(COVID-19\)](#).
- [Coronavirus briefing: safeguarding guidance and information for schools \(nspcc.org.uk\)](#)