

A group of business professionals in a meeting. A woman in a grey blazer is pointing at a tablet held by another person. A man in a dark suit and striped tie is also looking at the tablet. There are coffee cups on the table. The background is a bright office space with windows.

# Governor Safeguarding Meeting

September 2024

# A re-articulation of who we are

**OUR VISION IS  
TO ENABLE ALL  
TO FLOURISH**

**OUR AIMS ARE TO BE:**

- \* Authentically Christian
- \* Boldly passionate about excellence in learning
- \* Relentlessly driven in our aspiration for everyone

*Our vision is rooted  
in our Christian  
Foundation  
that all in our  
family should  
'experience life  
in all its fullness'  
(John 10:10)*



# OUR CORE PRINCIPLES

These underpin all we do and all the decisions we take.

- \* We aspire to be the best we can be in an ever-changing environment - providing opportunities for all to flourish.
  - \* Within our DGAT family we cherish everyone as individuals; appreciating and celebrating diversity.
  - \* We act with integrity; we are open to challenge and we are reflective about our practice.
  - \* We treat everyone with dignity and respect.
- \* Through collaboration, in a nurturing community, we grow, learn and achieve.

A DGAT school is a special place where the uniqueness of an individual school meets the power of collective capacity - together we are stronger as we seek to unlock the potential within our family.

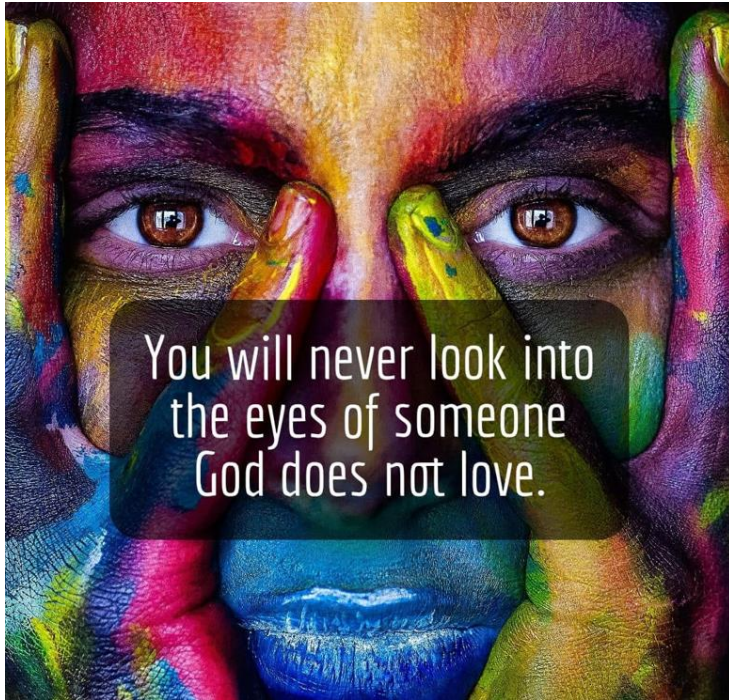


Supporting individual schools to be confident, outward-facing and responsive to the needs of their unique locality is core to the organisation. This is coupled with a strong sense of 'together we are something more than ourselves'.

*Together we are stronger –  
School is Trust and Trust is School*

# Flourishing

#strongertogether



THE DIOCESE  
OF GLOUCESTER  
ACADEMIES TRUST  
*unlocking potential*

# To remember...

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Not every child has been away.

Not every child has had games to play.

Not every child has had a meal each day.

“That child has the same bag as last year “ they say.

Not every child found warmth and care.

Not every child had laughter to spare

Not every child felt safe where they stayed.

“That child seems different, quiet and afraid”

As they walk through the school gates once more,

Let’s be vigilant, let’s not ignore.

The sublet signs that may reveal,

A summer that brought more harm than heal.



# KCSIE 2024

## - what's new ?

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There is no consultation on the changes to KCSIE this year. Call for evidence for 2025 supersedes this.

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Information has been added to the definition of safeguarding

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Suspensions and exclusions are a factor that should be considered when looking at early help

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All staff should be aware of the indicators of exploitation

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Schools remain responsible for the safeguarding of pupils in alternative provision

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DSLs should keep records of decisions made regarding safeguarding concerns

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Disclaimers have been added to highlight guidance that is under review

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Changes have been made to reflect the latest version of 'Working Together to Safeguard Children'

No changes to  
the  
Safeguarding  
Governing  
Monitoring Tool

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# Safeguarding definition KCSiE 2024

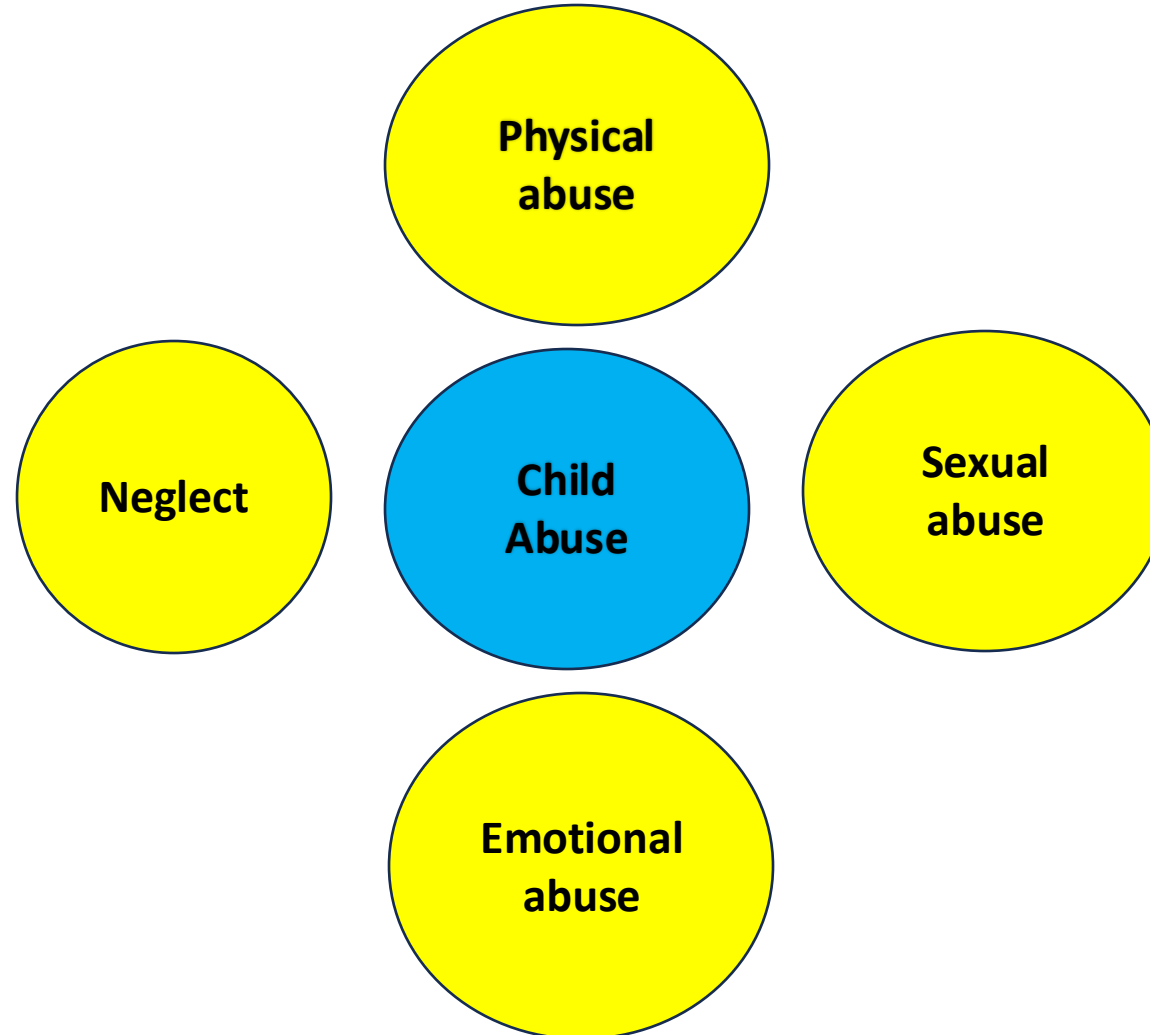
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- **Providing help and support to meet the needs of children as soon as problems emerge**
- **Protecting children from maltreatment, whether that is within or outside the home, including online**
- **Preventing** impairment of children's mental and physical health or development
- **Ensuring** that children grow up in circumstances consistent with the provision of safe and effective care
- **Taking action** to enable all children to have the best outcomes



# Categories of Abuse

**'It does happen here'**





The DfE has renamed the 'Abuse and neglect' section of KCSIE to 'Abuse, neglect and exploitation'. So all concerns should consider whether or not this element is present.

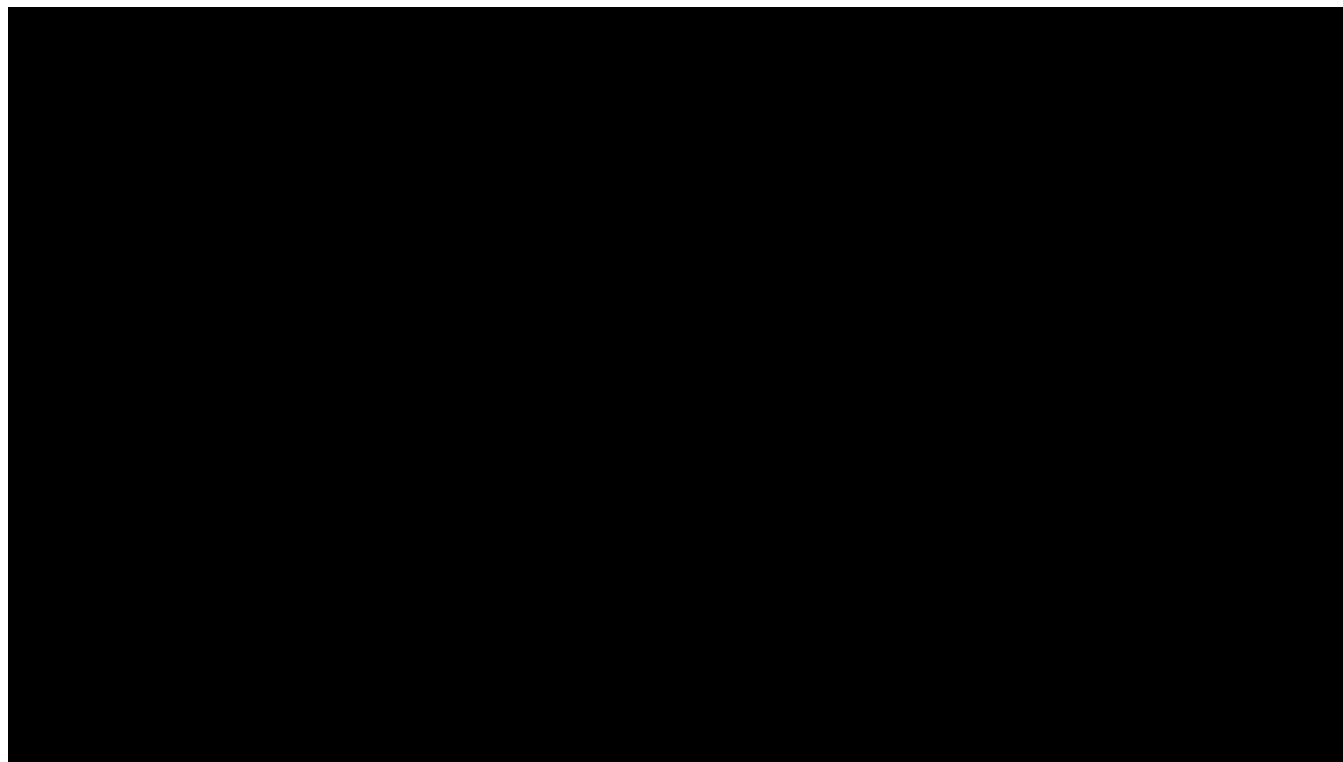
KCSIE now clarifies that all staff should be aware of the indicators of abuse, neglect and exploitation.

In the chat function – write in what you would consider to be indicators of exploitation ?

# Indicators of Exploitation – you may have considered...



Are you noticing?



# Exploitation in Gloucestershire



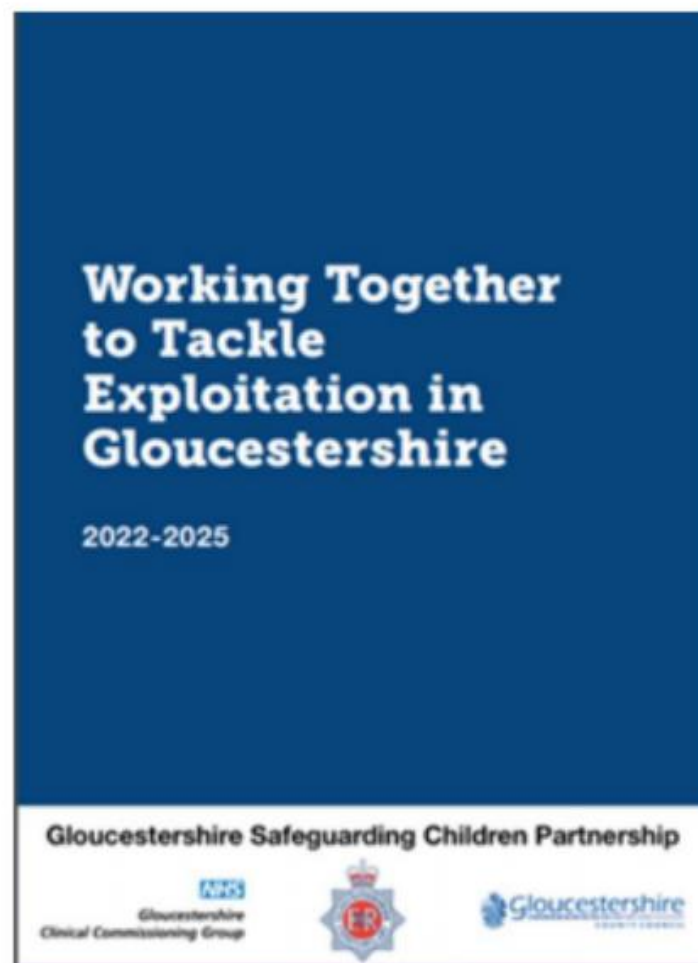
**79.6%**  
of CSE concerns  
relate to females



**94.1%**  
of CCE concerns  
relate to males

**22%**

of young people  
aged 16 most likely  
age to be at risk of  
exploitation



**22.8%**  
at risk young people are  
currently in care

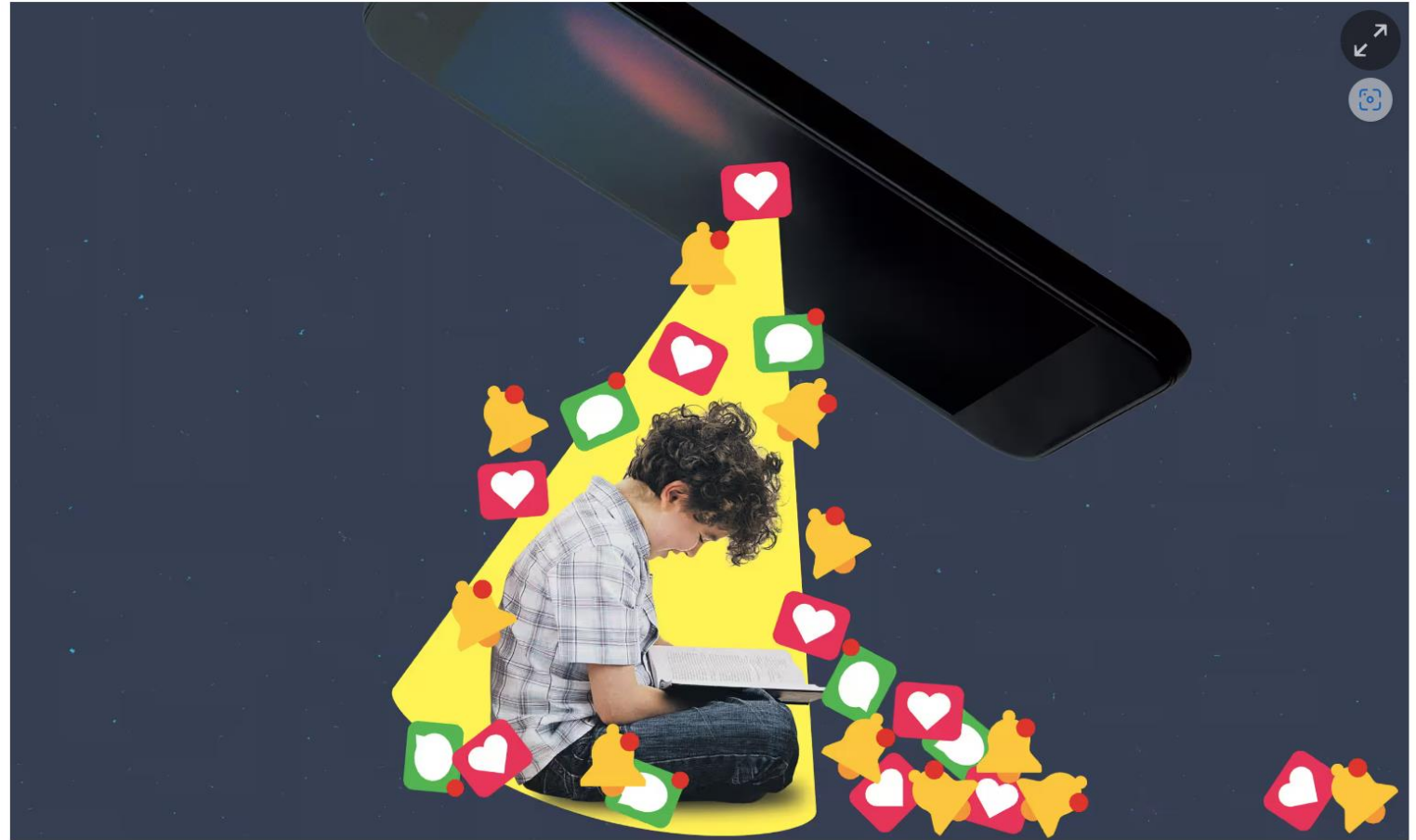
**27.8%**

Young people assessed  
as new/recent/noticeable  
increase in drug/alcohol abuse



# Mobile Phones and Children

**Only 3% of UK 12-year-olds don't have a smartphone. Here is how four of them feel about it**



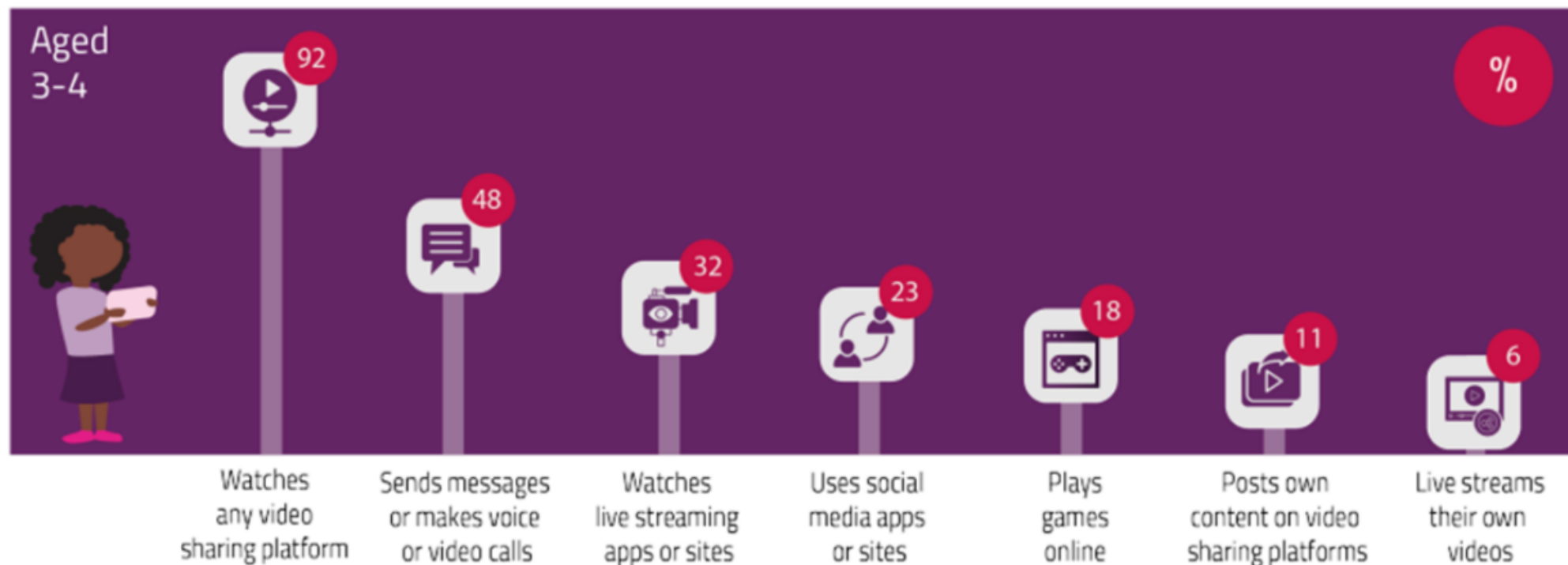
# Online Safety

(OFCOM Children and Parents: Media Use and Attitudes 2023)

20% of 3 year olds are believed to have phone ownership

49% of 4 and under are believed to have their own mobile

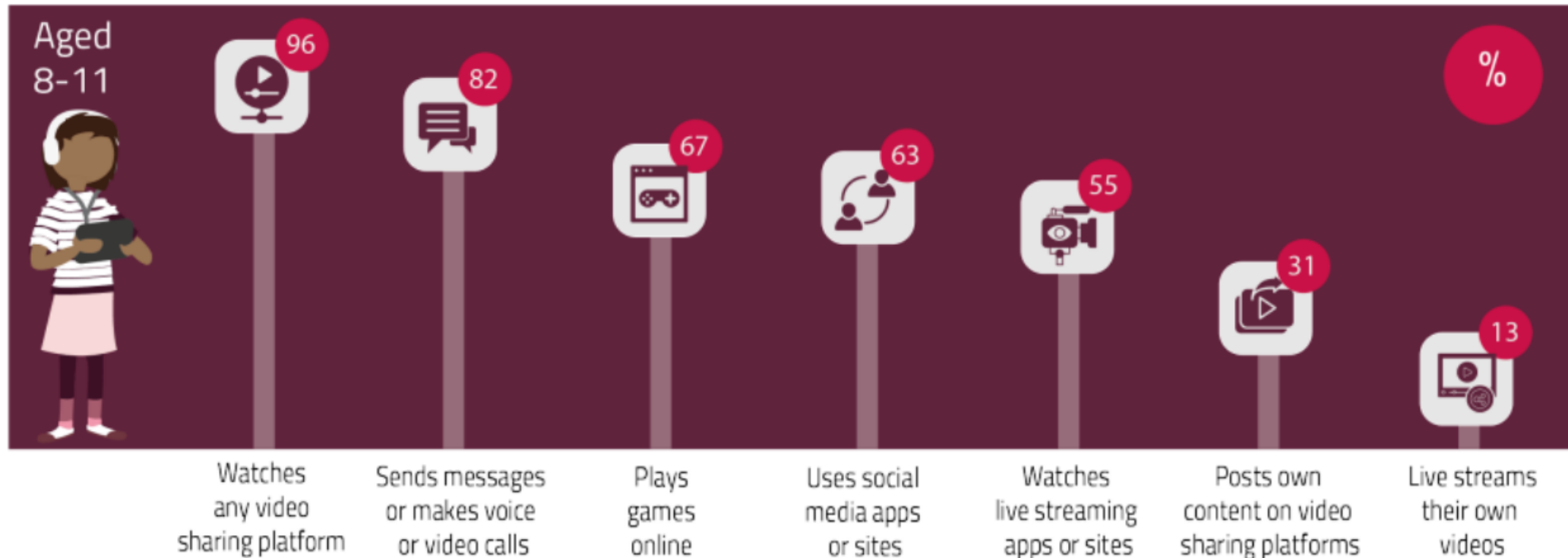
## Online activities of 3-4-year-olds





- Children aged 8-11 were also more likely than younger children to interact with others by messaging or calling via an app or site, playing video games online, or watching live streams.
- Seven in ten 8-11-year-olds (71%) who played games online said they had talked to other players through messaging functions or a headset.

### Online activities of 8-11-year-olds



# Just some of the risks.....

Radicalisation

Live streaming

Cyberbullying

Phishing

Bad websites

Malware

Sexting



Reputation

Viruses

Predators

Porn

Identity theft

Gambling

Social networking

Suspensions and exclusions are a factor that should be considered when looking at early help



KCSIE has a list of factors that staff should be particularly alert to that may make a pupil in particular need of early help.



The DfE has added the following factor to KCSIE 2024: “Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit.”



Do you consider this when you are making a decision about suspension in school ?

# Pupil Voice: recognising the meaning of behaviour

- Serious Case Review's (SCRs) highlighted the voice of the child frequently going unheard. Crucially, 'hearing' involves not only listening but also observing, as children usually find it hard to disclose abuse directly and often communicate their distress through their behaviour rather than what they say.
- A recurring theme in the SCRs was the need for practitioners to be alert to what a child/young person's behaviour might be signalling.
- In the SCRs that featured intrafamilial child sexual abuse, few children had disclosed the abuse until they were moved to a place of safety. But children in 80% had expressed their distress through disruptive, aggressive, challenging or sexualised behaviour.
- How will you as DSL ensure that when you are looking at challenging behaviour you will consider what might be going on for a child to cause this behaviour? Are there safeguarding concerns?
- Additionally all senior leaders within the Trust, HT's, DHT and SENCO's must have watched the Equalities training around behaviour in the summer term. This is on the Trust Website.



# Pupil Voice - KCSiE

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- **All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.** For example, children may feel embarrassed, humiliated, or being threatened this could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having **a professional curiosity and speaking to the DSL** if they have concerns about a child. It is also **important that staff determine how best to build trusted relationships with children and young people which facilitate communication.**
- Reviews of serious incidents have highlighted that children often do not feel able to tell adults and professionals what is happening to them. This is either through poor trust of adults, fear and intimidation or not having the words. It should not be the child's responsibility to tell professionals when they are being abused. It is the responsibility of the professionals to collect and weigh up the evidence and make a professional judgement about the likely risk of abuse.



# Children have said they need:

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- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon
- **Stability:** to be able to develop an ongoing stable relationship of trust with those helping them
- **Respect:** to be treated with the expectation that they are competent rather than not
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans
- **Explanation:** to be informed of the outcome of assessments and decisions and reasons when their views have not been met with a positive response
- **Support:** to be provided with support in their own right as well as a member of their family
- **Advocacy:** to be provided with advocacy to assist them in putting forward their views
- **Protection:** to be protected against all forms of abuse



# Schools remain responsible for the safeguarding of pupils in alternative provision



Have leaders' undertaken the required checks in line with DGAT's expectations ?



Can you evidence these checks and have leaders' re done them at the start of this year ?



Are leaders' sure that the provision selected is meeting the pupil's needs ?



How do leaders' check attendance whilst at APS ? Should be coded B as dual registered.



How are leaders' reviewing the impact of this provision for the pupil ? Have any changes been made as a result ?

# Pupil Attendance and Absence

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# Aim: a belonging culture



Pupil absence and attendance policy to be read by ALL staff



Consistent use of language and expectation from all staff

# DSLs should keep records of decisions made regarding safeguarding concerns

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Further guidance has been added to KCSIE 2024 regarding the records DSLs need to keep about safeguarding concerns. As well as keeping detailed, accurate, secure written records of all concerns, DSLs should also record discussions and decisions made including the rationale for those decisions. Records should also show instances where referrals were or were not made to other agencies, e.g. Prevent.



# Record Keeping

All concerns discussions and decisions made and the reasons for those decisions should be recorded in writing.

This will also help if /when responding to any complaints about the way a chase has been handled by the school or college.

Information should be kept confidentially on the school's electronic system. It is good practise to keep referrals in a separate file for each child not family files.

# Record Keeping

Records should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved, and
- A note of any action taken, decisions reached and the outcome.
- Your report should be factual recording what was said to you. It should not contain opinion, or anecdotal evidence.
- Your records should also show:
  - The clear chronology,
  - You should be storing all appropriate other information such as MARF's referrals, social care reports and any other reports.





# Summer Riots and the impact for schools.

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Important to remember the importance of sharing the key message of tolerance and understanding of all within our communities.

Our role as leaders is to ensure that our teams and our children know and understand each others respect, values and demonstrate the tolerance and respect we expect within our Trust and within the national expectations.

This leads us to remember the need to be vigilant in spotting comments and views that counter this.

# Radicalisation and Extremism

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- Make sure any concerns you may have about a child in regard to extreme or radical views or beliefs are recorded using your school's electronic system and shared with the DSL as a matter of urgency who will ensure that the right next steps are taken.
- [Prevent training link](#)
- DSL – if the training for your teams is out of date, please update as part of a staff meeting this year.

**Extremism** The definition of extremism also includes calls for the death of members of the armed forces, whether in this country or overseas.\*

**Non-violent extremism** is extremism but without violence. Non-violent extremism can create an atmosphere in a community which can popularise the view of terrorism which terrorists can then exploit.

**Radicalisation** 'is the process through which a person comes to support or be involved in extremist ideologies. It can result in a person becoming drawn into terrorism and is in itself a form of harm.'\*\*

**Terrorism** is the use or threat of action, designed to influence any international government organisation or to intimidate the public. It must also be for the purpose of advancing a political, religious, racial or ideological cause.



Training -  
KCSIE  
requirement  
to keep  
updated  
over the  
year...

Training is more than the annual update.

Quizzes, online training, discussions, reading, 7 minute briefings, etc..

What have you planned ?

Sharing of Trust resources - Website ?

You must record your training using the DGAT training log including the key themes. We have started this for you with the expectations that we should see in place. You can add to it.

# Governors and Training

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- All new governors should read and understand KCSIE 24 and the Safeguarding and Child Protection Policy. They should also book onto the next Trust safeguarding training led by George Summers.
- Your HT should have shared a safeguarding update with your governing board. Suggestion - You could use the slides from the staff update .
- All Safeguarding Governors should read and understand KCSIE 24 and the latest version of the Trust safeguarding and child protection policy. They should also ensure that they have booked onto the Trust Safeguarding Governor Training in Autumn 24 and one of the two training sessions led by George for the Trust for HT and Governors.
- Safeguarding Governors are delegated the responsibility of ensuring the Trust safeguarding and child protection policy is lived out. To ensure that this is completed they use the Trust safeguarding monitoring form to ensure that they are fulfilling their responsibilities.



# Safer Recruitment

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What should this look like ?

How will you monitor it ?

What tools in school could  
you use to help you ?



Confidentiality -  
reminder

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**CONFIDENTIAL**





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*unlocking potential*

