

Surbiton High School



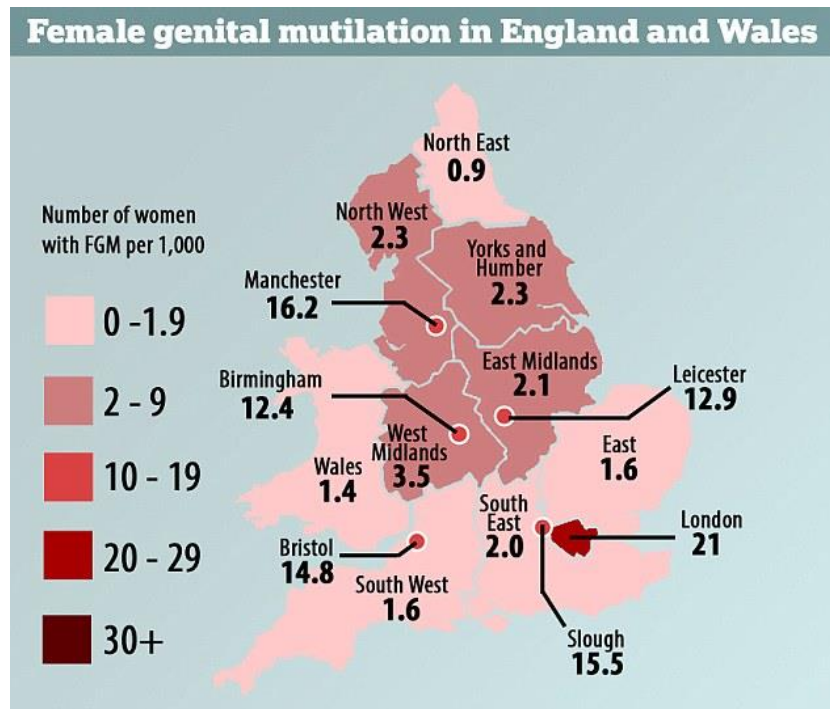
Level 2 Safeguarding Course: a shared responsibility

PART 2



Level 1: No additional needs Only requiring universal service support		
Features	Universal example indicators	Assessment process
<p>Children with no additional needs</p> <p>Children whose developmental needs are met by universal services</p>	<p>Developmental needs</p> <p>Learning and education</p> <ul style="list-style-type: none"> Achieving key stages Good attendance at school/college/training No barriers to learning Planned progression beyond statutory school age <p>Health</p> <ul style="list-style-type: none"> Good physical health with age appropriate developmental milestones including speech and language <p>Social, emotional, behavioural, identity</p> <ul style="list-style-type: none"> Good mental health and psychological wellbeing Good quality early attachments, confident in social situations Knowledgeable about the effects of crime and anti-social behaviour Knowledgeable about sex and relationships and consistent use of contraception if sexually active <p>Family and social relationships</p> <ul style="list-style-type: none"> Stable families where parents are able to meet the child's needs <p>Self-care and independence</p> <ul style="list-style-type: none"> Age appropriate independent living skills 	<p>No Early Help Assessment is required</p> <p>Children should access universal services in a normal way</p> <p>Key universal services that may provide support at this level:</p> <p>Education</p> <p>Children's centres and early years</p> <p>Health visiting service</p> <p>School nursing</p> <p>GP</p> <p>Play services</p> <p>Youth services</p> <p>Police</p> <p>Housing</p> <p>Voluntary and community sector</p>
	<p>Family and environmental factors</p> <p>Family history and wellbeing</p> <ul style="list-style-type: none"> Supportive family relationships <p>Housing, employment and finance</p> <ul style="list-style-type: none"> Child fully supported financially Good quality stable housing <p>Social and community resources</p> <ul style="list-style-type: none"> Good social and friendship networks exist Safe and secure environment Access to consistent and positive activities 	
	<p>Parents and carers</p> <p>Basic care, safety and protection</p> <ul style="list-style-type: none"> Parents able to provide care for child's needs <p>Emotional warmth and stability</p> <ul style="list-style-type: none"> Parents provide secure and caring parenting <p>Guidance boundaries and stimulation</p> <ul style="list-style-type: none"> Parents provide appropriate guidance and boundaries to help child develop appropriate values 	

FGM



Risk identification tool

What might suggest a girl has undergone FGM?	What might suggest a girl is at risk?

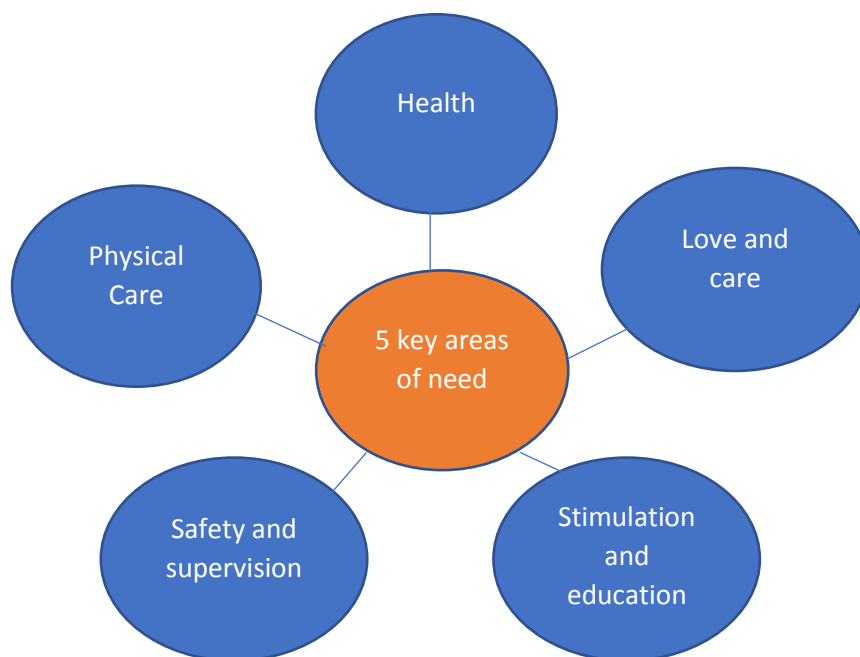
Neglect

4 types of neglect

Assessing the need:

The Child Neglect Toolkit separates the different aspects of caring for a child for which the parent/carer is responsible. Within each area the tool identifies (and gives examples of) whether or not the care giving is and is also colour coded;

- Child focused - green
- Adult focused - yellow
- Child's needs are secondary to adults - orange
- Child's needs are not considered – red



AREA 5: STIMULATION and EDUCATION	1	2	3	4	
Unborn					
Development Need	Score				Examples/evidence of impact child/young person
0-2 years					
2-5 years					
School					
Sport and Leisure					
Friendships					
Addressing bullying					
PARENTAL MOTIVATION FOR CHANGE					
Total score in each area					

STIMULATION & EDUCATION: School

1) Child focused care giving.	2) Adult focused care giving.	3) Child's Needs are secondary to adults.	4) Child's needs are not considered.
<p>Carer takes an active interest in schooling and support at home, attendance is regular.</p> <p>Carer engages well with school or nursery and does not sanction missed days unless necessary.</p> <p>Carer encourages child to see school as important. Interested in school and support for homework.</p>	<p>Carer maintains schooling but there is not always support at home.</p> <p>Carer struggles to link with school, and their own difficulties and circumstances can get in the way.</p> <p>Can sanction days off where not necessary.</p> <p>Carer understands the importance of school, but is inconsistent with this and there is also inconsistency in support for homework.</p>	<p>Carer makes little effort to maintain schooling.</p> <p>There is a lack of engagement with school. No interest in school or homework.</p> <p>Carer does not recognise child's need for education and is collusive about child not seeing it as important.</p>	<p>Carer hostile about education, and provides no support and does not encourage child to see any aspect positively.</p> <p>Total lack of engagement and no support for any aspect of school such as homework, outings etc.</p>

Private Fostering

County Lines

Vulnerable children



Signs

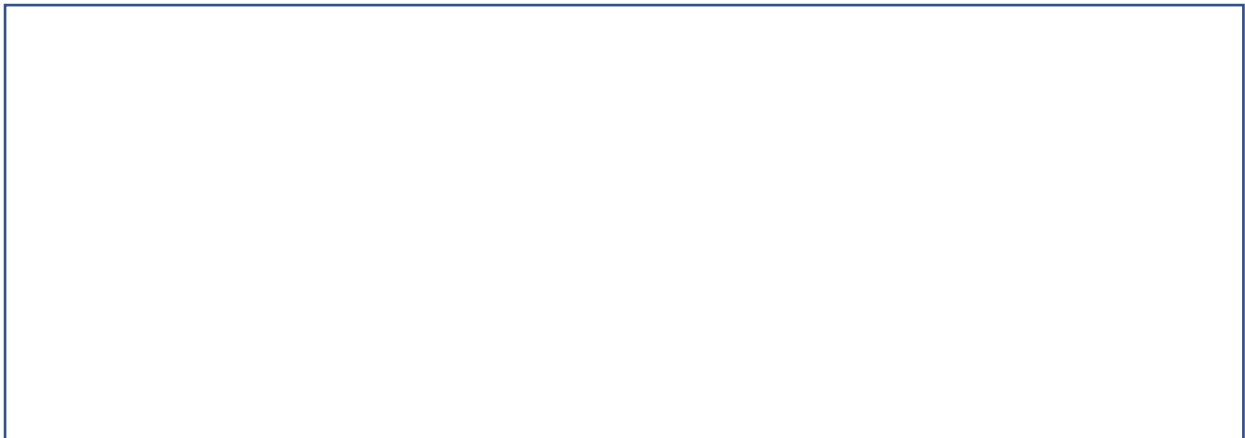
- It can be as varied as kidnapping for organ trafficking or gang slavery to texting a child to go to an address to be sexually exploited or a young person being controlled by another to hold drugs or run drugs for them
- Professionals should bear these offences in mind when dealing with children who are at risk of CSE, Mispers, vulnerable persons or cuckoo'd addresses
- Information sharing is key to the proper safeguarding (rather than criminalization) of young people concerned.

Harmful Sexual Behaviours

- Harmful sexual behaviour (HSB) can be defined as “Sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others and/ or be abusive towards another child, young person or adult.” (Hackett, Holmes and Branigan, 2016)

Radicalisation

Risks and vulnerability



**Single Point of Access (SPA)
Team**

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