

# Safeguarding in Schools



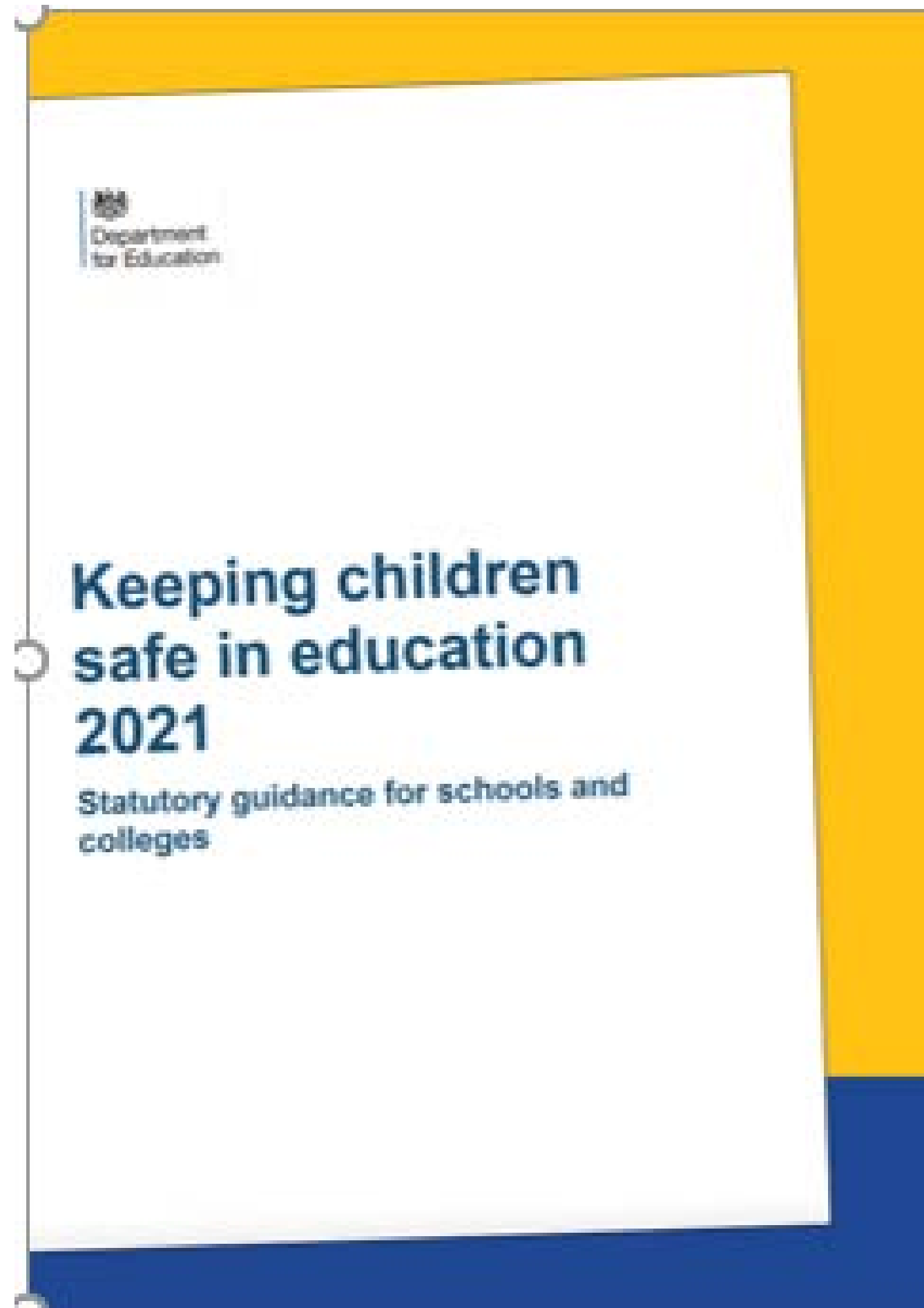
SafeguardingPro





**Safeguarding and  
Child Protection is  
EVERYONE'S  
responsibility.**

# Keeping Children Safe In Education 2021



**Everyone must read  
Part One and Annex A**





# KEEPING CHILDREN SAFE IN EDUCATION WHAT YOU NEED TO KNOW



A child means  
everyone under  
the age of 18.



Children need the  
right help at the right  
time to address risks



Remember 'it could happen  
here' where safeguarding  
is concerned.



We are all responsible for  
the welfare of children and  
keeping the environment  
safe, whatever our job.





# KEEPING CHILDREN SAFE IN EDUCATION WHAT YOU NEED TO KNOW

## What do I need to do?



### ALWAYS ACT

in the best interests of the child. Never promise confidentiality.



### KNOW HOW

to identify children who may benefit from early help.



### KNOW THE DIFFERENT

types of abuse and neglect, so that you can identify children who may be in need of help or protection.





# KEEPING CHILDREN SAFE IN EDUCATION WHAT YOU NEED TO KNOW



Know what to do if a child tells you they are being abused or neglected.



Know who the Designated Safeguarding Lead is and talk to them as soon as you are concerned.



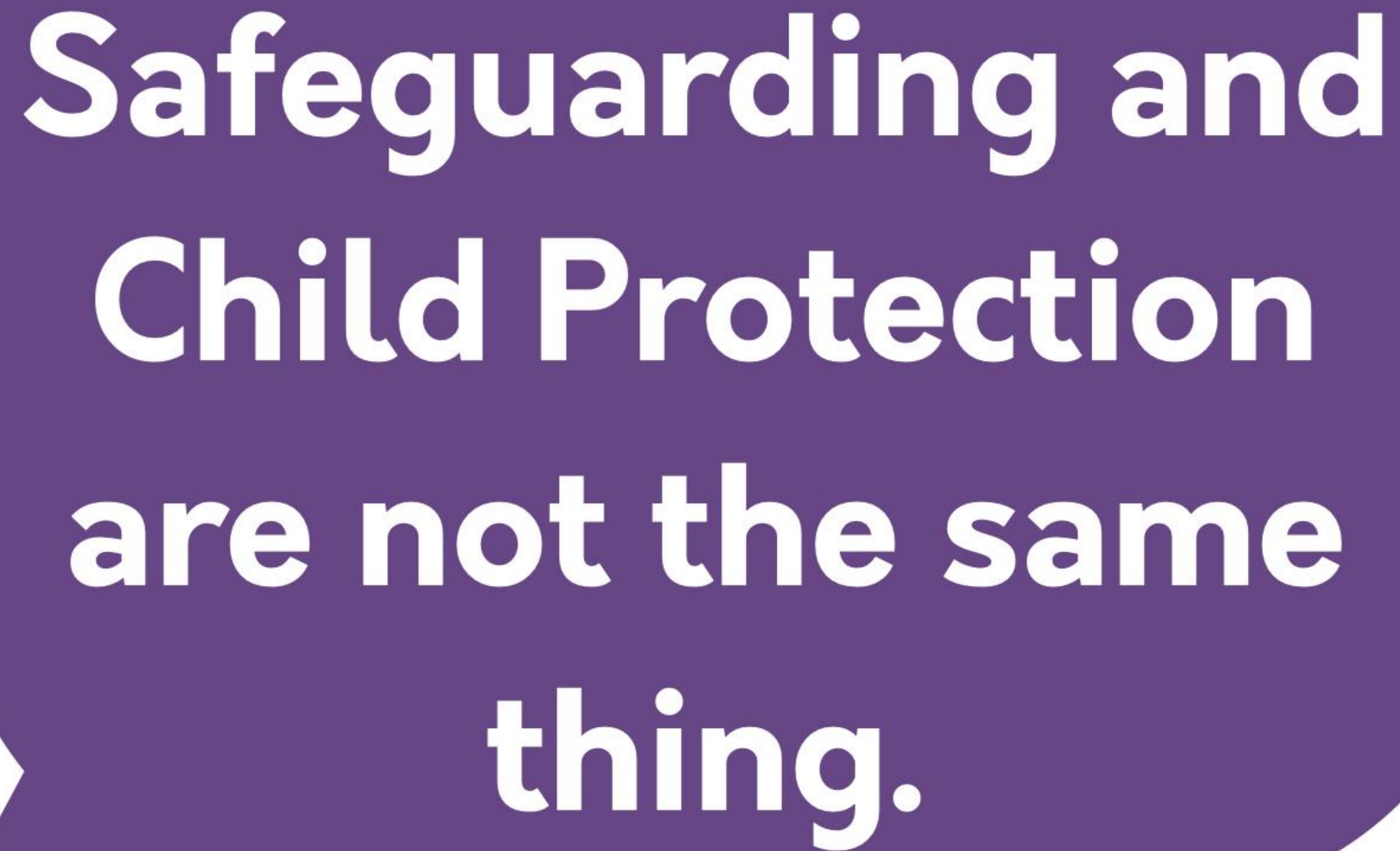


# KEEPING CHILDREN SAFE IN EDUCATION WHAT YOU NEED TO KNOW



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





**Safeguarding and  
Child Protection  
are not the same  
thing.**

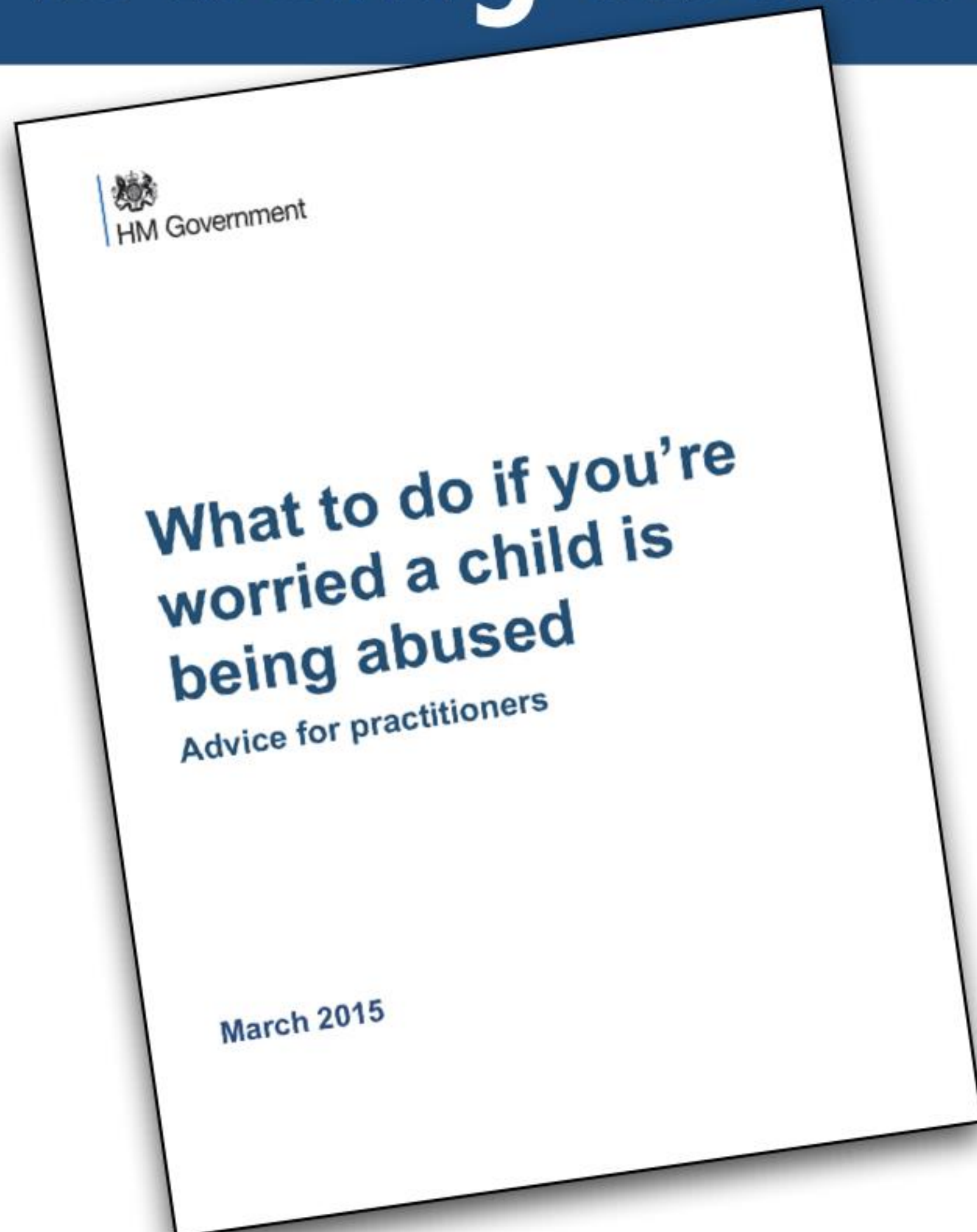


# Safeguarding is...

- Protection from maltreatment
- Preventing impairment of mental or physical health or development
- Grow up with provision of safe and effective care
- Action taken for all children to have the best outcomes



# What to do if you're worried a child is being abused (2015)



**Non-statutory guidance**



**Useful for signs and symptoms**



# General signs

Source: What to do if you're worried about a child (DfE 2015)

## Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

- Change in behaviour
- Consistently poor hygiene
- Reluctant to go home after school
- Appear overly concerned about younger siblings
- Efforts to avoid family members or friends
- Parents lack concern





**Four main types of  
abuse and neglect**



# Neglect

**Neglect is the failure to meet a child's physical or psychological needs.**





# Neglect

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- Inadequate clothing for size of child or time of year
- Underweight
- Poor health
- Emotionally needy
- Persistently dirty with a strong body odour
- Regularly hungry





# Physical abuse

**Physical abuse involves any action that causes physical harm to a child including fabricating the symptoms of inducing illnesses.**





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- Bruising of various ages
- Bite marks
- Burns and scalds
- Fractures in non-mobile children
- Refusal to discuss injuries
- Inconsistent explanations
- Arms and legs kept covered
- Parents uninterested





# Emotional abuse

**Emotional abuse  
is the persistent  
emotional  
maltreatment of a  
child.**





# Emotional abuse

**Emotional abuse is the persistent emotional maltreatment of a child.**

- Developmental delay
- Abnormal attachment to parent/carer
- Low self-esteem
- Lack of confidence
- Inappropriate emotional response





# Sexual abuse

**Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including non-contact activities.**





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**Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including non-contact activities.**

- Change in behaviour
- Self-harming, including eating disorders
- Sexually explicit drawings or graffiti
- Atypical sexual activity or behaviour
- Reluctance to change for PE or swimming





# Child Sexual Exploitation

**Child Sexual Exploitation is a form of child abuse. It occurs when there is an imbalance of power to coerce, manipulate or deceive a child into sexual activity for exchange or financial or status advantage.**





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**Child Sexual Exploitation is a form of child abuse. It occurs when there is an imbalance of power to coerce, manipulate or deceive a child into sexual activity for exchange or financial or status advantage.**

- Previously abused
- Home which is unsafe or unstable
- Social isolation
- Economic vulnerabilities
- Homelessness
- Close adults involved in sex work
- Being in care or a care leaver
- Sexual identity





# 5 Key Steps



**Recognise**



**Respond**



**Refer**



**Record**



**Reflect**



# Recognising abuse

- Clusters of Signs
- Repeating Patterns
- Observable signs
- More than one category
- Unusual explanations
- Doesn't 'ring true'





# Handling disclosures

- Never promise confidentiality
- Do not seek too much information
- Make sure other people are around
- Do not close doors
- Listen to the student talking
- Ensure someone knows you're both there
- Record straight away





# Concerned about a pupil ?

**Speak to the Designated  
Safeguarding Lead, as  
soon as possible.**





# Concerned about a pupil ?

**Speak to the Designated  
Safeguarding Lead,  
straightaway**

Child Protection and Safeguarding

Our Designated Safeguarding Leads (DSLs) are:



**Mr Simon Coles**  
Deputy DSL



**Mrs Sam Sawyer**  
Lead DSL

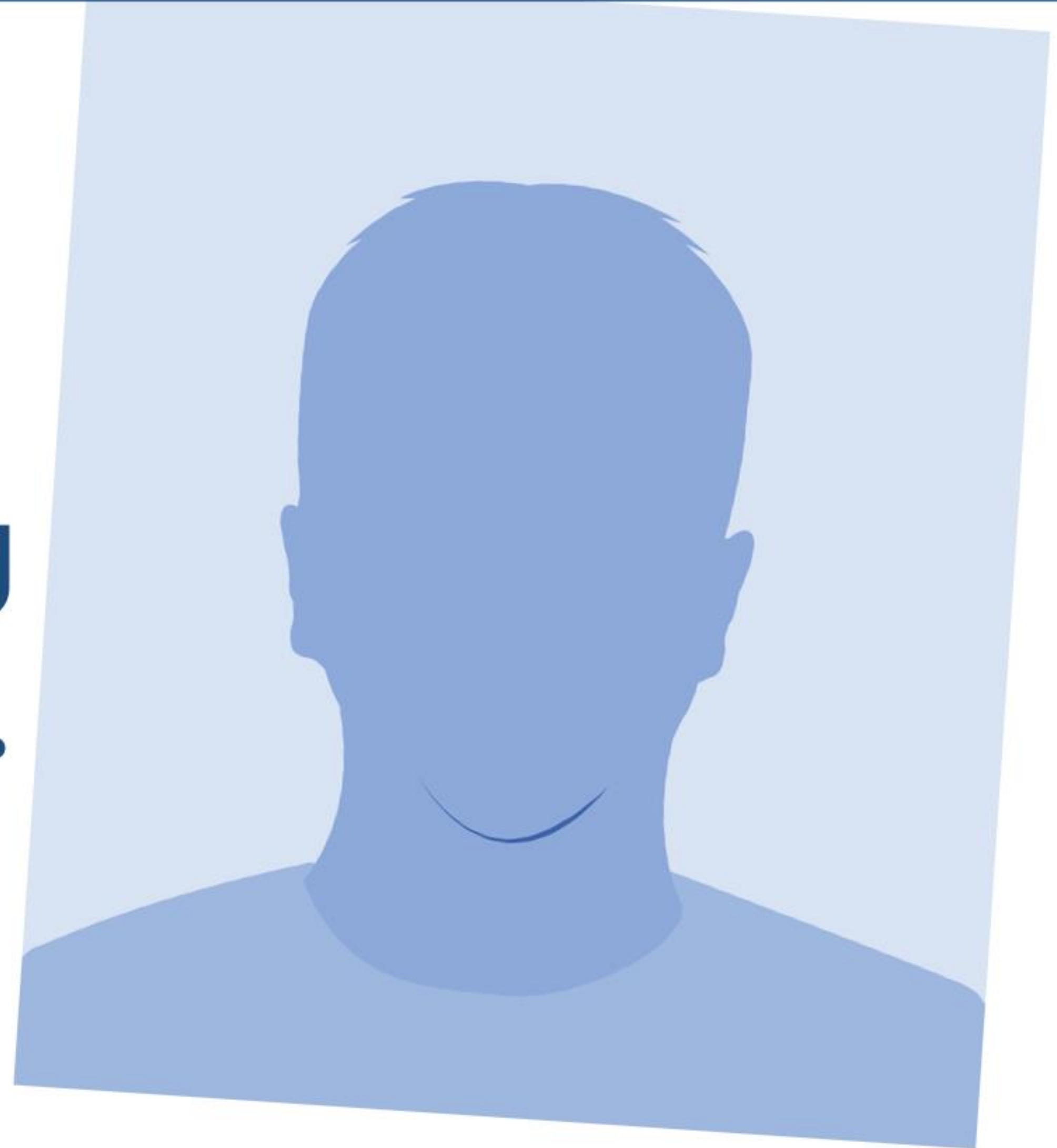


**Mrs Jane Lewis**  
Deputy DSL



# Concerned about a member of staff ?

**Speak to the  
Headteacher, or the  
Designated Safeguarding  
Lead, as soon as possible.**





# Concerned about the Headteacher ?



## Speak to the Chair of Governors

**The Chair of Governors is the Chair of the Trust Board:**

**The Very Revd Dianna Lynn Gwilliams**