

# Safeguarding

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# Aims

- To discuss and understand what is meant by safeguarding and the different ways in which young people can be harmed
- To develop a greater understanding of your role and responsibilities in respect of safeguarding
- To be able to recognise the different indicators of abuse
- To know how to respond if a child talks to you about abuse

# Safeguarding and promoting the welfare of children and young people

- Protecting them from maltreatment
- Preventing impairment of young people's health and development
- Ensuring that young people are growing up in circumstances consistent with the provision of safe and effective care
- Safeguarding aims to avoid child protection issues or at least reduce them.

# Child Protection

- CP is a part of safeguarding and promoting welfare
- It is actively undertaken to protect specific children who are at risk of suffering significant harm
- All agencies should work proactively to safeguard and promote the welfare of children so that the need for action to protect them from harm is reduced

# Shared responsibility

- All agencies and professionals should
- Be alert to
  - Potential indicators of abuse or neglect
  - Risks individual abusers or potential abusers pose to children
- Share and analyse information to inform assessment
- Contribute actions to safeguard children
- Review outcomes for children
- Work cooperatively with parents (as much as possible) whilst ensuring child's safety

# Factors limiting parental capacity

- Substance misuse or alcohol abuse
- Mental illness
- Domestic violence
- History of abuse in parent's own upbringing
- Parents with convictions for violence
- Social isolation and lack of extended family
- Poverty
- Parents with unrealistic expectations of their child
- Physical illness or disability

# Recognition of Abuse

- Abuse covers
  - Neglect
  - Emotional
  - Physical
  - Sexual
- Disabled children are 4 times more likely to be abused and/or neglected but are under-represented in CP system
- Signs of abuse may be more subtle for disabled children, put down to learning difficulties or self harm.

## Neglect – possible signs (1)

- Constantly hungry or stealing food
- Regularly left alone or unsupervised
- Dressed inappropriately for the weather conditions
- Frequently missing school
- Behavioural difficulties
- Having few friends



## Neglect – possible signs (2)

- Withdrawn
- Losing weight
- Untreated medical conditions
- Medical appointments missed
- Ill equipped for school

## Emotional Abuse – possible signs (1)

- Racial or other forms of harassment that regularly undermine the child's self esteem
- A parent telling a child that they wish the child was dead or hadn't been born
- Persistently over protective parents
- Constant shouting at, threatening or demeaning a child

## Emotional Abuse – possible signs (2)

- Withholding love or affection
- Regular humiliation
- Failure to thrive
- Inability to cope with praise
- Poor self esteem

# Physical Abuse – Possible signs (1)

- Runs away or fears going home
- Aggressive behaviour
- Reluctance to have parents contacted
- Depression
- Scalds
- Injuries not treated

## Physical Abuse – Possible signs (2)

- Flinches when approached
- Injuries to parts of the body where accidental injury is unlikely
- Finger tip bruising
- Bite marks
- Cigarette burns
- Ear Injuries

# Sexual abuse – possible signs (1)

- Stomach pain when walking or sitting
- Sudden unexpected change in behaviour
- Nightmares
- Bedwetting
- Fearfulness
- Eating disorders
- Self harming

## Sexual abuse – possible signs (2)

- STIs
- Sexually inappropriate language/behaviour
- Sexual drawings
- Substance abuse
- Genital discharge
- Pain, itching or bleeding in genital area

# What should you do if you think you have seen signs of abuse?

- You should report your concerns to the Senior Designated Person in school
  - Andrew Slater
  - Ian Cook
  - Vic Dinwoodie
- Ideally do this in writing stating the reasons for your concerns/any evidence.
- Sign, date & time your record of concern



# Recent Safeguarding Issues

(Annex A)

- Child Sexual Exploitation
- Female Genital Mutilation
- Forced Marriage
- Radicalisation (Prevent Duty)

# What to do if a child makes a disclosure to you (1)

- React calmly
- Never promise to keep a secret
- Don't stop a child who is freely recalling significant events
- Don't interrogate the child – no leading questions
- Avoid criticising the alleged perpetrator
- Tell the child what will happen next (be honest)

# What to do if a child makes a disclosure to you (2)

- Make a written note (in ink) of
  - What is said
  - Who was present
  - Events leading up to disclosure
- Sign and date notes
- Keep original notes, even if you tidy up and re-write them later
- Pass this information on to the DSL officer in school (ASL, RBU, VDI)
- Treat all information as highly confidential – discuss only with DSL and professionals attached after referral.

# What will happen then?

- In consultation with others, the DSL will take action e.g. talk to you, student, make a referral etc
- If you are not happy with the action taken, it is your right and responsibility to take things further – e.g. you could go higher up the chain – a complaint involving the Principal should go to the Chair of Governors
- Support and counselling are available to staff

# Safeguard Yourself

- Avoid being alone with a student
- Invite another colleague to be present
- If this is not possible:-
  1. Keep the door open
  2. Do not cover the window to your classroom
  3. Inform another colleague
- Emails to students – I always copy in my Head of Department / Line Manager

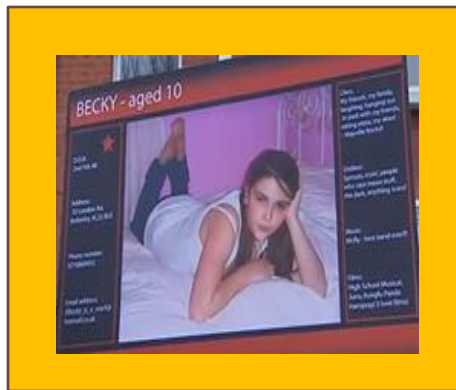
# C.E.O.P.

- Child Exploitation & Online Protection

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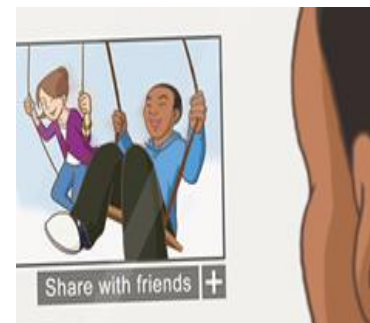
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