



Safeguarding in Action Admin Staff



“Effective safeguarding systems are child centred. Failings in safeguarding systems are too often the result of losing sight of the needs and views of the children within them, or placing the interests of adults ahead of the needs of children”

Working Together to Safeguard Children - guidance 2013 (DfE)

The DCI Safeguarding Framework



It is important to become familiar with this framework as it will ensure that you understand the policy and procedures to follow to protect the children in your care and yourself

Your learning



At the end of this session you will have explored and be able to recognise:

- Different types of child abuse
- The nature of the specific needs for admin staff
- How to respond to disclosure
- How to protect yourself
- Current issues at DC schools for Admin Staff

You will have the opportunity for ongoing feedback and development



Reflection

Your opportunity to reflect upon the previous safeguarding session:

- The cultural context
- The challenges we face at Dulwich and how we are addressing these
- The Dulwich College International Safeguarding Framework
- The different categories of abuse
- How to respond to a child who tells you about possible abuse
- What to do if you are experiencing a safeguarding concern
- The key roles and responsibilities in our school

Safeguarding concerns



A concern may be expressed about anything that affects or has the possibility of affecting the well-being, happiness or potential of the child. It may relate to a single event or observation, a series of events, or an attribute of the child or someone associated with them



What does safeguarding mean to you?



What is child abuse?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child



Definitions, categories, signs and symptoms of abuse

- Physical
- Emotional
- Sexual
- Neglect
- Social



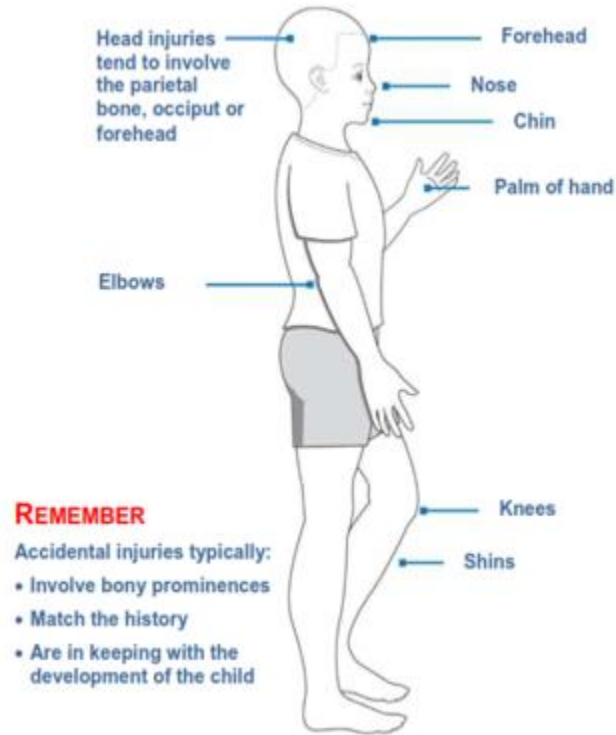
Physical abuse: definition

“A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.”

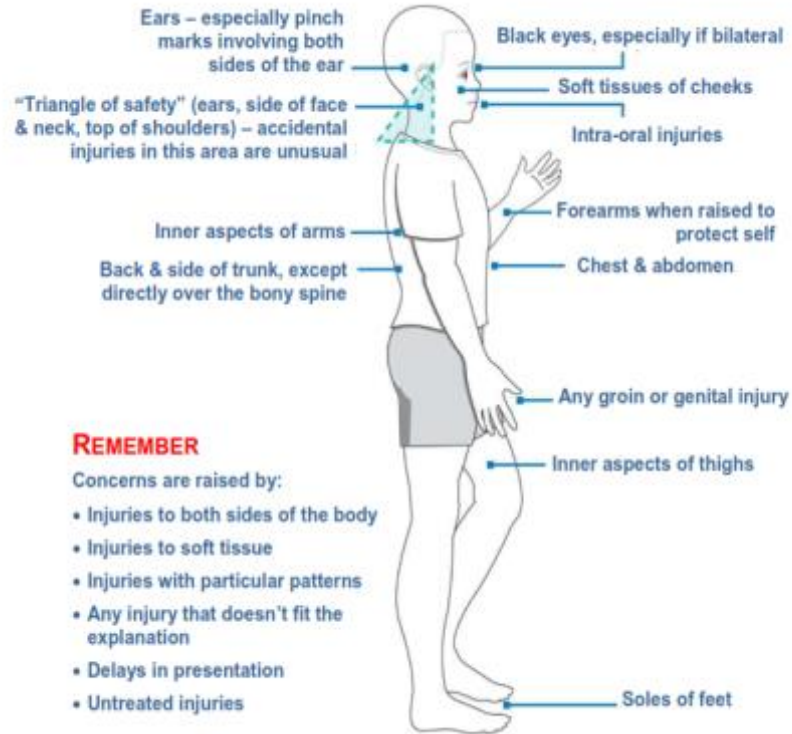
Working Together to Safeguard Children – guidance (2013)

Activity: What do we know about physical abuse?

Typical accidental injuries



Typical abusive injuries





Physical abuse: concerns, actions and records

- Not all bruising or marks are causes for concern
- No failsafe checklist exists
- No need to investigate/diagnose
- What and where - e.g. linear, outline, several/recurrent, parallel, soft tissue
- Are explanations consistent - e.g. child, parent?
- Patterns? Circumstances? Life events/changes in behaviour?
- Act promptly – same day
- Clear records!

Sexual abuse: definition



“Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. “

Working Together to Safeguard Children 2013 - guidance (DFE)

Sexual abuse: signs and symptoms



Physical signs

Subtle changes to a child's emotional or social presentation, behaviour & school performance

Starts bedwetting or has very disturbed sleep

Clingy or needing constant reassurance

Alludes to secrets or secretive about relationships with older children or adults

Self harms

Behaviour

Shows sexually explicit behaviour or uses sexual language inappropriate for their age

Preoccupied with intimacy which isn't balanced by 'natural' curiosity about everything else in the child's world

Behaviour which causes other children to complain

Associating developmental play, intimacy etc. with aggression, force, coercion

Reluctant to be with particular adults or go on activities previously enjoyed.

Shows fear of an adult or older child

Emotional abuse: definition



The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development

Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person

Not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say &/or how they say it

Holding age- or developmentally-inappropriate expectations which may include interactions beyond their developmental capability, overprotection, limitation of exploration & learning, or preventing the child participating in normal social interaction

Seeing or hearing the ill-treatment of another

Serious bullying

For a child, emotional abuse can mean:



Persistent ridicule, rejection, humiliation

Living in atmosphere of fear & intimidation

Being allowed no contact with other children

Inappropriate expectations being imposed

Low warmth, high criticism

Being bullied, scapegoated

Neglect: definition



Neglect is the *persistent failure* to meet a child's basic physical &/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

provide adequate food, clothing & shelter, including exclusion from home or abandonment

- protect a child from physical & emotional harm or danger
- ensure adequate supervision, including the use of inadequate care-givers
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Activity: What might indicate a child has been abused?

UN Convention of the Rights of the Child include:



- each child has a right to be treated as an individual;
- every child who can form a view on matters affecting them has the right to express those views if they so wish, and those views should be given due weight in accordance with the child's age and maturity;
- parents should normally be responsible for the upbringing of their children and should share that responsibility;
- each child has the right to protection from all forms of abuse, neglect or exploitation;
- insofar as is consistent with safeguarding and promoting the child's welfare, public authorities should promote the upbringing of children by their families

Confidentiality



If a child is considered to be at risk of harm, relevant information must always be shared

Because of the responsibilities they have to children in their care, staff should never give an absolute guarantee of confidentiality to an adult or a child

Reassure those seeking advice that the staff member will not breach the confidence without letting that person know that they intend doing so

Protecting Yourself



The climate of suspicion that has developed with regard to child abuse poses a real dilemma for caring adults.

Adults need to be aware of the risks that they encounter working with children. They need to make a considered assessment of all situations they may find themselves in with children.

As a member of support staff , you can protect yourself by:



- Avoiding making contact with children. Any touching or comforting that does occur should be age appropriate, context specific, preferably done within vision of others and prompted by the needs of the child, not those of the staff
- Ensuring that you are never alone with a child.
- Applying common-sense to all situations involving children

Case Study Work



Work in your groups to consider the following:

Is the situation concerning? Why?

How could the situation be resolved?

Case Study 1



You are working late and whilst on your way out you meet a child on his own wandering around the school's corridors.

There is no other member of staff around.

Case Study 2



Whilst in the lunch queue, you hear two children forcing another child to pay for their lunch/snacks at the till . The child appears distressed but he pays for the other children's meals.

Case Study 3



You are in reception and a parent turns up after school to pick up her daughter who is in Year 9. You hear the mother talk to the daughter and it is apparent that she has been drinking alcohol. This concerns you because you can see the child is visibly frightened as the mother is using very firm language with her.

Case Study 4



You are out in town late on a Friday night with friends. Whilst leaving a restaurant you see a group of students from Year 10 and 11 on the opposite side of the street. From the way they are behaving, it looks as if they have been drinking and a few seem to be quite drunk.

Case Study 5



You are in your office and a child comes to you to confide that she is very upset and stressed because her parents are splitting up.

She starts sobbing . You are alone in your office with her.

?

Case Study 6



You are at your desk and you look outside your window. You see one of the security guards walking alone with a child and they are heading outside of the school grounds, towards a secluded area.

The child appears to be talking happily and walking of her own free will.



What do we have to consider at DC schools?

List/prioritise areas of safeguarding to develop in the School.

Safer Recruitment



Lines of reporting/information sharing



Operations and Facilities ; Finance Department; HR Department; ICT Department

All concerns to Director of Business Administration via Head of Dept.

All staff initially to their Head of Department

External Relations

All concerns to Head of External Relations

Director of Business Administration and Head of External Relations will inform Head of College



Feedback

suggestions for future training?



Thank you for listening

Now it is your responsibility to become familiar with the **DCI Safeguarding Framework**. We draw upon best practice from around the world but as we are inspected using a English inspection framework we advise you to look at the latest Safeguarding guidance and inspection framework from England by visiting:

<http://www.education.gov.uk/aboutdfe/statutory/g00213160/working-together-to-safeguard-children>

and

<http://www.isi.net/schoolinspections>