



# Safeguarding in Action **for trainers**

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Slide 1



*“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 way in which we provide a safe and effective so that all our children can fully develop and learn. We also take every step to ensure that in our care are protected from any form of abuse or neglect.”

# Your learning



At the end of this session you will have ensured that your learners have explored and are able to recognise:

Different types of child abuse

The nature of the specific needs in Senior School

Safeguarding statistics

Safeguarding legislation – UK / China

How to respond to disclosure

How to protect yourself

Current issues in our School

*You will have the opportunity for ongoing feedback and development*



# Reflection

**Give your learners the opportunity 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 child abuse 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



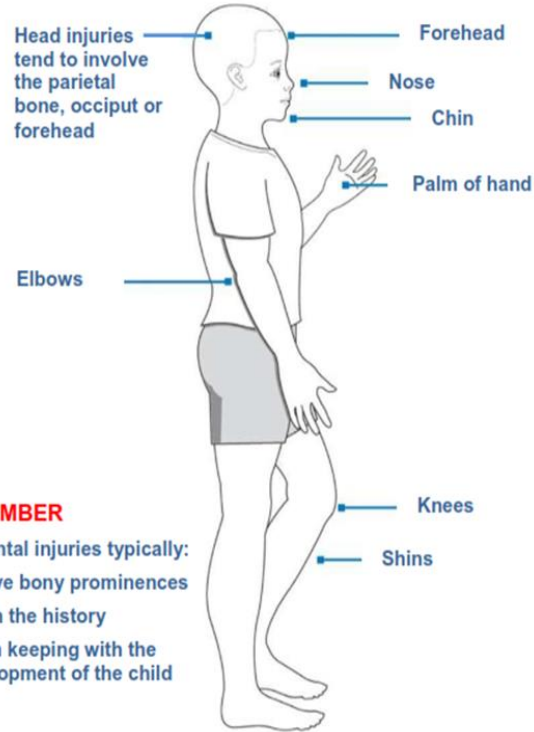
# Physical abuse: definition

“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

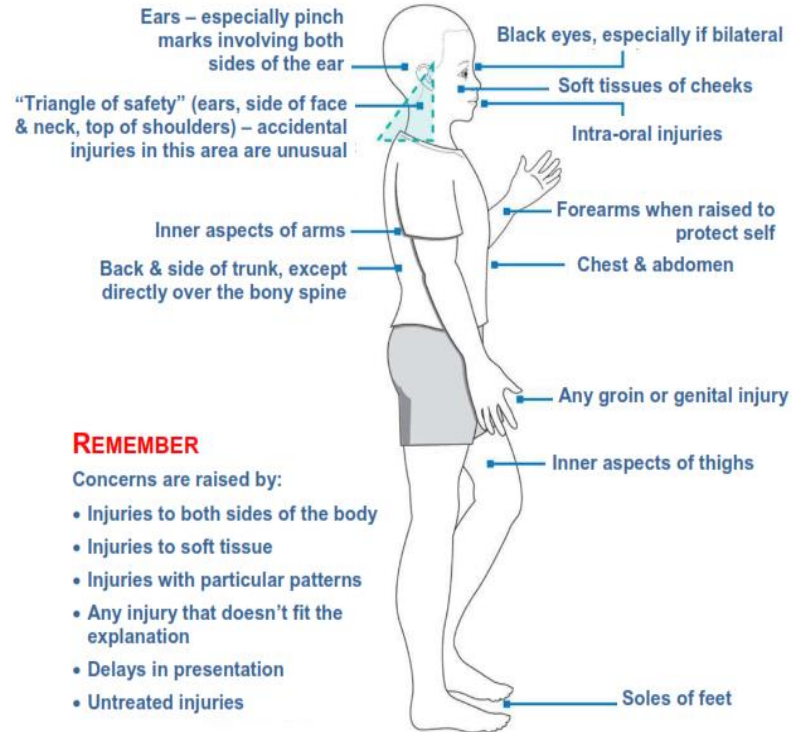


## REMEMBER

Accidental injuries typically:

- Involve bony prominences
- Match the history
- Are in keeping with the development of the child

# 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

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*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

# Law of PRC on the protection of minors



## Chapter 3: Protection Article by the School

Article 15: Teaching and administrative staff in schools and kindergartens shall respect the personal dignity of the minors, and may not enforce corporal punishment or corporal punishment in disguised forms, or any other act that humiliates the personal dignity of the minors.

# Learning how to respond to disclosure



Encourage learners to:

- Listen with care.
- Reassure the child that he/she is not to blame.
- Do not show disbelief.
- Do not give a guarantee of confidentiality.
- Take the allegation seriously.
- Ensure the child's feelings are expressed.
- Avoid being judgmental about the information being given.
- Avoid persistent questioning.
- Keep hand written notes and produce a signed and dated record the same day

# 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

# Leading Questions



When a child makes a disclosure, leading questions should always be avoided

What are leading questions?



# Positive questioning



When a child makes a disclosure, it is advisable to use the following question words:

Where.....?

When.....?

Who.....?

# 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.

# 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

## As a Teacher, you can protect yourself by:



- Avoiding making contact with children. Any contact 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 (i.e. a pat on the shoulder)
- Ensuring that you are never alone with a child. One to one meetings should always be conducted within earshot and preferably within vision of others
- 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



A mother contacts you to say that she is very concerned about her daughter Sophie who is 15. Sophie suffers from an eating disorder and has failed to keep her last two medical appointments. Sophie's mother is very concerned as she is very under-weight and she asks what support the school can provide.

# Case Study 2



A 16 year old boy discloses to you that he thinks he is gay. He says that a few of the students in his form group have been giving him an increasingly hard time about his appearance and body language. He is very worried about his safety in school.

# Case Study 3



A parent turns up after lesson 6 to pick up her daughter who is in Year 9. You speak to the mother and it is apparent that she has been drinking alcohol. This concerns you because the girl has been missing a lot of school lately and she has so far failed to provide a clear explanation why she has been absent.



# Case Study 5



A student from Year 11 comes to see you because he is concerned about the unusual marks he has seen on his friend's arms. He tells you that there are a lot of marks and that they are very thin, similar to scratches. He also tells you that the same friend has been very stressed lately because his parents are splitting up.

?

# Case Study 6



You are speaking to a boy after a particularly aggressive outburst in your lesson. He suddenly gets very upset and tells you that his father is very worried about losing his job and his parents are arguing all the time over the school fees. He then tells you that things at home are deteriorating and he has seen his Dad try and strangle his mother.



# **What do we have to consider in our school?**

List/prioritise areas of safeguarding to develop in our school



# Reminder of Lines of reporting/information sharing



# 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>***