



EDUCATION

Whole School Training

An Introduction to Safeguarding & Child Protection in Education

Revised June 2017

Safeguarding and Promoting Welfare

- ▶ Protecting children from maltreatment;
- ▶ Preventing impairment of children's health or development;
- ▶ Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- ▶ Taking action to enable all children to have the best life chances.
- ▶ Children includes everyone under the age of 18.

Child Protection

- ▶ Child protection is part of safeguarding and promoting the welfare of children.
- ▶ It is activity undertaken to protect specific children who are suffering or at risk of suffering significant harm.
- ▶ Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.
- ▶ Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.



What is abuse?

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

4 Categories of abuse

- **Physical**
- **Emotional**
- **Sexual**
- **Neglect**



Physical Abuse

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 fabricates the symptoms of or deliberately induces illness in a child.

Emotional Abuse

- ▶ Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.
- ▶ It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- ▶ It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- ▶ It may feature age or developmentally inappropriate expectations being imposed on the child. These may include interactions that are beyond the child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction.

Emotional Abuse cont.

- ▶ It may involve seeing or hearing the ill-treatment of another.
- ▶ It may involve serious bullying (including cyber-bullying), causing children to frequently feel frightened or in danger, or the exploitation or corruption of children.
- ▶ Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

- ▶ 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 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.

Neglect

The persistent failure to meet a child's basic physical and/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 and shelter (including exclusion from home or abandonment);
 - ▶ failing to protect a child from physical and emotional harm or danger;
 - ▶ failure to ensure adequate supervision (including the use of inadequate care-givers);
- or
- ▶ failure to ensure access to appropriate medical care or treatment.

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

SIGNS AND INDICATORS

Neglect

- Tired/listless
- Unkempt
- Poor hygiene
- Untreated medical conditions
- Medical appointments missed
- Constantly hungry or stealing food
- Over eats when food is available
- Poor growth
- Poor/late attendance
- Being regularly left alone or unsupervised
- Dressed inappropriately for the weather condition
- Having few friends and/or being withdrawn
- Ill equipped for school

Emotional

- Failure to thrive
- Attention seeking
- Over ready to relate to others
- Low self esteem
- Apathy
- Depression/self harm
- Drink/drug/solvent abuse
- Persistently being over protective
- Constantly shouting at, threatening or demeaning a child
- Withholding love and affection
- Regularly humiliating a child

Physical

- Unexplained injuries
- Injuries on certain parts of the body
- Injuries in various stages of healing
- Injuries that reflect an article used
- Flinching when approached
- Reluctant to change
- Crying/ instability
- Afraid of home
- Behavioural extremes
- Apathy/depression
- Wanting arms and legs covered even in very hot weather

Sexual

- Age inappropriate sexual behaviour/knowledge/promiscuity
- Wary of adults/ running away from home
- Eating disorders/depression/ self harm
- Unexplained gifts/ money
- Stomach pains when walking or sitting
- Bedwetting
- Recurrent genital discharge
- Sexually transmitted diseases

If you have a concern

- ▶ Report it to your designated safeguard lead or deputy within the school.
- ▶ Do you know who this is??????

Designated Safeguarding Lead :

Dr. Ritika Anand

Deputy Designated Safeguarding Lead :

Mr. Neijin Pathrose

Confidentiality

- ▶ The majority of case we will deal with arise from our knowledge of the children and our observations
- ▶ This enables us to build a picture over time that might constitute a child protection concern
- ▶ Another aspect of our work is dealing with disclosures when children tell us about something
- ▶ What does confidentiality mean to you as an individual and what does it mean in your role in school?

Final thoughts

**‘Safeguarding is everyone’s
responsibility’**

Source: Children Act 2004