

Why are school staff (inc. teaching, non-teaching, temporary and volunteers) important?

- a. School staff have a responsibility to ensure children and young people are safe in school
- b. School may identify child welfare concerns - the details of any concern will be different so always seek advice if you have a worry.
- c. All staff need to be alert to possible indicators of abuse (e.g. bruises, signs of neglect and distress), know what action to take, and know who to share their concerns with.

What is abuse and neglect?

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family, institutional or community setting; by those known to them or, more rarely, by a stranger.

- **Physical abuse** means causing physical harm to a child
- **Emotional abuse** means making a child always feel they are worthless, unloved or inadequate or always having inappropriate expectations of them
- **Sexual abuse** means making a child or young person take part in sexual activities. The activities may involve physical contact or allowing them to see pornographic material, or inappropriate discussions about sex
- **Neglect** means failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to, a child's basic emotional needs

In addition to these categories there are additional specific safeguarding issues which include Radicalisation, Child Sexual Exploitation, Female Genital Mutilation and County Lines

Some signs and symptoms to look out for – possible indicators of abuse

The following is a list of warning signs which could come to your attention and **may** be an indicator that a child is being, or has been abused or neglected, or is at risk of abuse. Everyone working with children needs to be aware of warning signs, but should be careful not to assume that abuse is the reason. Some signs can be present in children who are not abused or at risk at all.

- Unexplained or inconsistently explained physical injuries
- Repeat bruising; bruising of different colours; burn injuries
- Reluctance to talk about an injury
- Worrying changes in behaviour e.g. introverted, lacks confidence, aggressive, bullying
- Peer relationship problems
- Emotional dependence on adults other than parents
- Self-harming
- Eating disorders
- Poor hygiene; dirty clothing
- Attention seeking beyond the norm for age
- Sexualised play or sexualised language beyond the norm for age
- Appears frightened of, or is abnormally attached to, parent/s or carer/s

Some things to consider when working with children and young people

- Maintain professional boundaries – Remember we are trusted adults but we are not children's/young people's friends
- Do not share your address, home phone number /mobile number or email address to parent(s) of the child (ren) you are working with or give this information to the child/young person
- When using social networking sites do not accept as friends children/young people or parents/carers. Think carefully about the information you post on social networking sites etc. and consider potential implications for individual professional and organisational reputations
- Any gifts to individual children should be of insignificant value and part of an agreed transparent reward system
- If a child touches you inappropriately, it may be innocent, but could indicate a problem that needs to be explored
- Avoid clothing which could give the wrong messages
- Physical contact should be needs lead and only where necessary and appropriate. Avoid conduct which could be misinterpreted e.g. horseplay, tickling or fun fights
- Do not do anything personal for a child that they can do for themselves
- Report incidents involving a child, including injuries

- Do not make, or encourage others to make, comments which are inappropriate, demeaning or insensitive, or humiliating, or might be interpreted as such
- Do not take photographs of children as there is the potential for misinterpretation except where photographs are taken with the organisation's equipment as part of an agreed arrangement and where consent has been secured from parents/carers
- Do not socialise with children or take them to your home
- Report any concerns about a colleague's behaviour and/or attitude toward children

What to do if you have concerns about a child's welfare that you believe may be a child protection issue

- Treat the concern seriously and take all reasonable steps to protect the child
- Call an ambulance if urgent medical attention is needed
- Avoid asking the child/young person leading questions
- Reassure the child/young person
- Report your concerns immediately to the Designated Safeguarding Lead(s) in the school



be aware share concerns act Safeguarding & Child Protection

It is everyone's responsibility to help provide a safe environment for children and young people.

Safeguarding not only includes child protection, but also covers health and safety, bullying and other issues such as medical needs, security, drugs and substance misuse

Safeguarding arrangements include any measures to minimise risks and ensure concerns are addressed.

The Children Act 1989 – provides the main legislative foundation for the care and protection of children. Its overriding consideration is that the child's welfare is paramount and delay is likely to prejudice a child's welfare. This leaflet provides:

- a. Brief definitions of abuse
- b. Some signs and symptoms to look out for
- c. What to do if you have concerns about a child's welfare
- d. Some things to consider when working with children and young people

Designated Safeguarding Leads:

Deputy Head teacher: **Katrine Bulley**

In Katrine's absence Deputy Designated Safeguarding Leads

Family Support Officer: **Michelle How**

Assistant Head Teacher: **Emma Bird**