



## **A Brief Summary of Safeguarding & Child Protection**

This handout provides a brief introduction to safeguarding and child protection issues. It should be read in conjunction with Keeping Children Safe at Sandford and Child Protection Policy.

### **Safeguarding**

#### **Safeguarding is everyone's responsibility**

Sandford international School safeguards and promotes the welfare of children. This mean:

- a) Protecting children from maltreatment;
- b) Preventing impairment of health or development;
- c) Ensuring circumstances consistent with provision of safe and effective care; and
- d) Taking action to enable all children to achieve the best outcomes

### **Child Protection**

**Child Protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Child Protection is part of safeguarding and promoting welfare.**

**Anthony Hamilton: Anne Sillistrie and Joline Sidney Ehlers are the school's DSL's**

**Andrea Mitchell is the Deputy DSL**

**Tenagne Lemma is the nominated Board member for safeguarding.**

### **Key Areas**

- a) Early Help
- b) Four Categories of abuse
- c) Signs and symptoms of abuse
- d) Receiving / dealing with disclosure
- e) Making referrals
- f) Safe working practice

### **Early Help**

Sandford staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.





## Abuse

Maltreatment of a child, by inflicting harm, or by failing to prevent harm

### Categories of abuse

#### 1. Neglect

Persistent failure to meet a child's basic physical and/or psychological needs including failure to:

- a) Provide food, clothing, adequate supervision;
- b) Ensure access to appropriate medical care;
- c) Protect child from danger

#### 2. Physical abuse or injury

- a) Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm.
- b) Inducing illness, carer fabricating symptoms

#### 3. Sexual Abuse or injury

- a) Forcing or enticing a child to take part in sexual activities;
- b) May involve penetrative/non penetrative/non-contact activities.

#### 4. Emotional abuse

- a) Persistent emotional maltreatment;
- b) The child may be made to feel worthless or unloved, inadequate or valued only insofar as they meet the needs of another person;
- c) May involve seeing or hearing the ill-treatment of another person.

### Signs and symptoms of abuse

The list below is a few examples of possible signs and symptoms;

- a) Visible marks e.g. bruises, burns, cuts on body
- b) Inappropriate state of clothes, poor hygiene
- c) Behaviour e.g. centre of attention, aggressive & bullying, very withdrawn
- d) Relationships e.g. isolated with no peer group interaction, clingy/inappropriately close
- e) Patterns of behaviour or a change in behaviour
- f) Patterns of absence or punctuality

If you have a concern about a child, **NEVER underestimate your information – PASS IT ONTO A DSL** (Designated Safeguarding Lead).





## Receiving / Dealing with disclosure

The role of the school is to establish whether there is a child protection concern. We must not investigate.

Disclosure is often what a child deliberately communicates to you in words or actions. However, what you notice / observe or not the child intends it as such.

### 1. Receive

**Listen, remain neutral, accept what the child says**

### 2. Reassure

**Stay calm, reassure the child that they have done the right thing, don't make promises including promises on confidentiality, try to alleviate feelings of guilt and shame, empathise with the child.**

### 3. React

**Only use open questions, don't criticise the perpetrator, explain what happens next, inform DSL, try to see the matter through.**

### 4. Record

**Make notes asap and use child's actual words where possible, be objective, keep notes safe.**

### 5. Support

**Create space and time for child throughout and after the process, get support for yourself.**

## Examples of open questions

- a) Has something happened to you?
- b) Can you tell me what happened?
- c) Where did it happen?
- d) When did it happen?
- e) Was anyone else there?
- f) Can you tell me about it in your own words?

## Examples of leading questions that you should not use.

- a) Was it your dad that hit you?
- b) Does your brother bully you?





- c) Did it happen at home?
- d) So that must have upset / hurt you?

### Confidentiality

Staff must **NEVER** promise total confidentiality to a child. However, that does not mean that you can tell colleagues about a disclosure.

Pass any information on to the DSL but do not tell anyone else. The DSL will inform other staff **if** they **need** to know any information about the child.

### Safe Working Practice

- a) Be visible and open in your practice
- b) Let pupils do as much for themselves as they can
- c) Offer support / help rather than assume the child needs it
- d) Keep physical contact to a minimum and be able to justify it
- e) Think about the level and type of contact
- f) Only use physical restraint as a last resort
- g) Staff are in a position of trust with pupils.
- h) Inappropriate behaviour with or towards children is unacceptable
- i) Offence for staff to have a sexual relationship with a child under 18.
- j) If something goes wrong or could be misinterpreted then tell someone e.g. Head Of School

**A concern about a colleague must be passed to the Head of School or DSL.**

