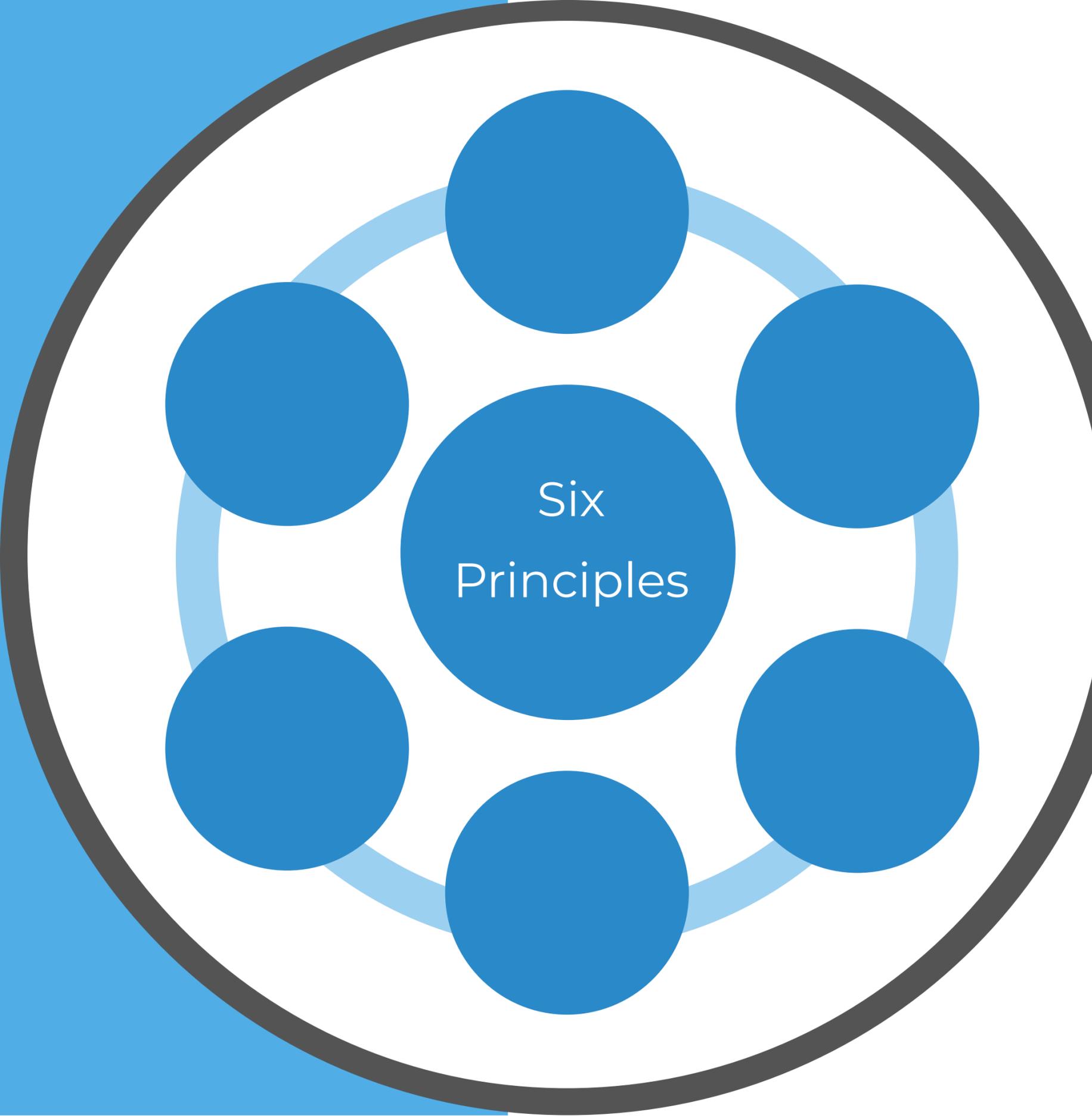


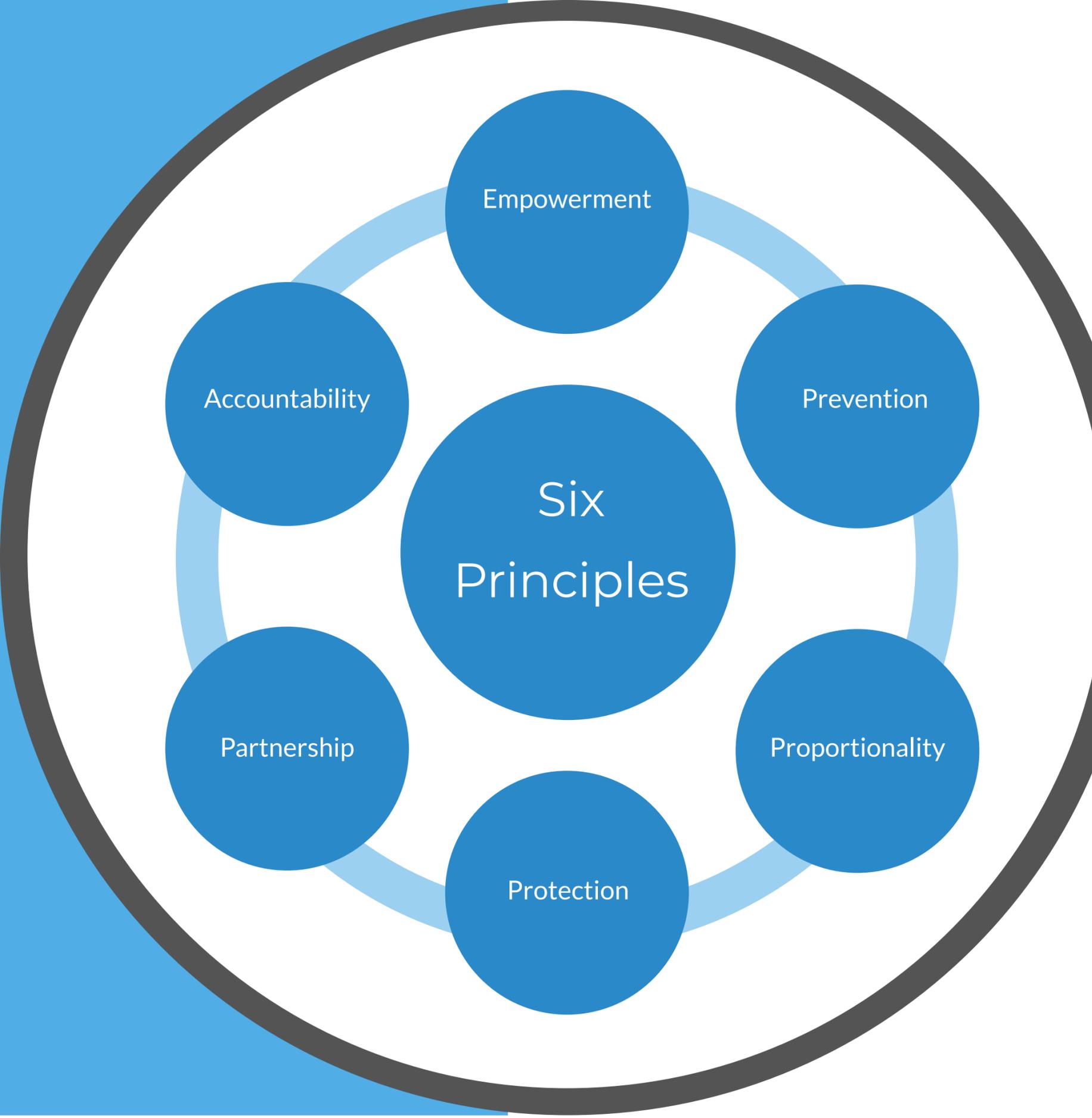
Safeguarding Essentials





What is Safeguarding?

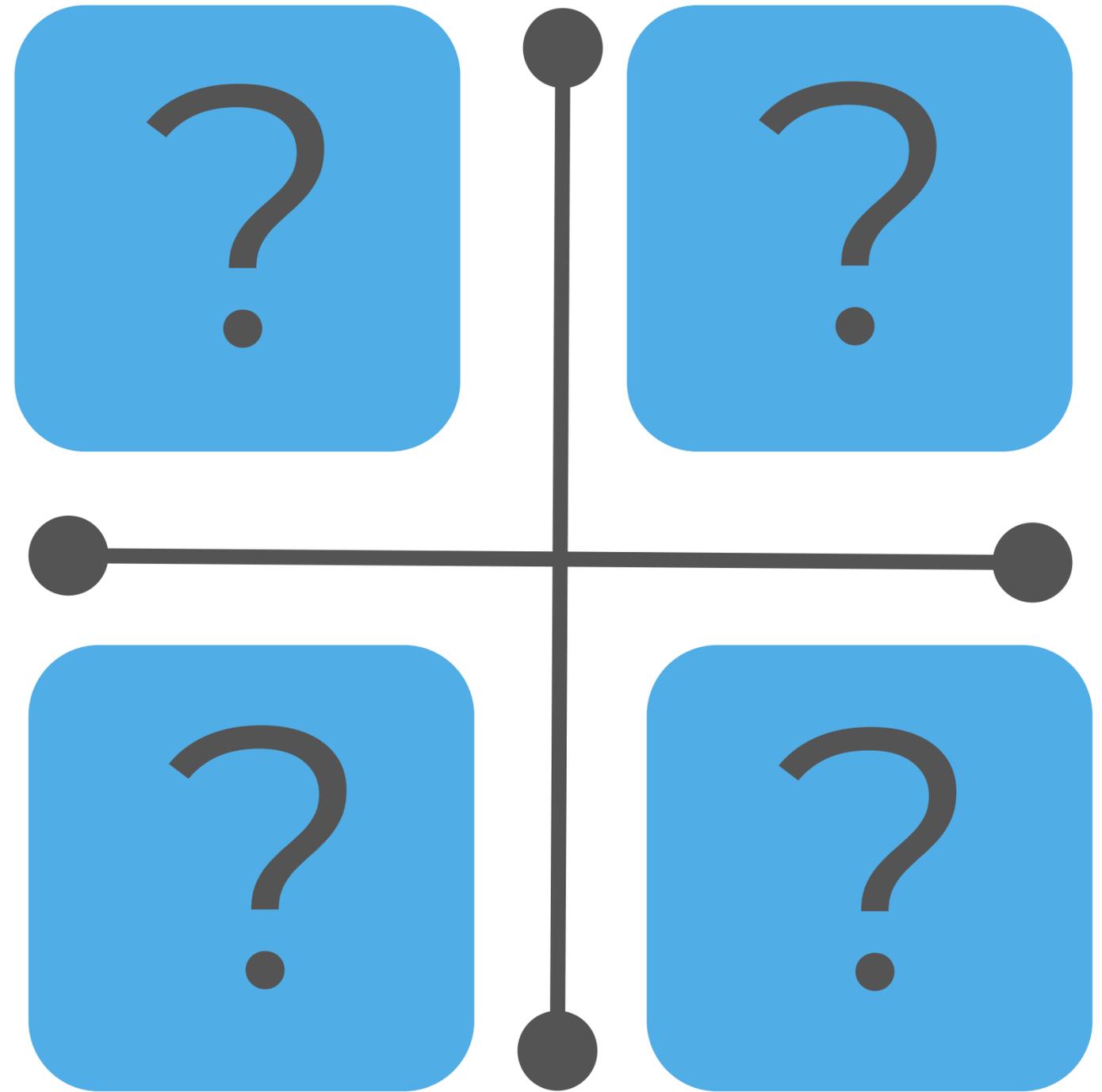




What is Safeguarding?



Know the 4 types of child abuse



Know the 4 types of child abuse

Physical Abuse

Deliberately
physically hurting a
child

Emotional Abuse

Causing a child
ongoing emotional
harm

Sexual Abuse

Any sexual activity
with a child

Neglect

Continually failing to
meet a child's basic
needs



Significant or unexplained changes in a child's behaviour.

Noticeable decline in a child's health or wellbeing.

Child forgets their PE kit twice in one week.

Bruising, marks, or injuries that can't be explained.

Child prefers to play alone sometimes.

Comments or disclosures that cause concern.

Suspected abuse or neglect outside your setting (e.g. FGM).

Inappropriate behaviour or contact from staff or adults.

Which of these are generally signs of child abuse?



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Specific Risks & Types of Harm

Radicalisation FGM County lines



Radicalisation

“Radicalisation is the process by which a person comes to support **extreme ideologies**, including terrorism, and may act on them.”

Extremism

Opposition to fundamental British values – democracy, rule of law, individual liberty, and respect and tolerance of different faiths and beliefs. Also includes calls for harm to armed forces members.

Terrorism

The use of violence to achieve political, religious, or social goals. It is a criminal act intended to influence or intimidate beyond the immediate victims, impacting governments and the public.





Radicalisation



Key Signs to Watch For

- Sudden changes in beliefs or values
- Fixation on extremist ideas or conspiracy content
- Isolation from family, friends, or usual groups
- Hostility towards others with different views
- Use of extremist language online or in conversation



Your Responsibility

- Notice: Be alert to concerning changes or comments
- Check: Discuss concerns with your Designated Safeguarding Lead (DSL)
- Act: Follow the Prevent Duty – refer through your safeguarding process if needed

FGM

Female Genital Mutilation (FGM) refers to any procedure that intentionally alters or injures the female genital organs for non-medical reasons. It is illegal in the UK and is recognised as a form of child abuse.



Signs FGM May Happen

- A family planning a long visit abroad to a country where FGM is practiced
- Talk of a special ceremony, becoming a woman, or preparation for marriage
- Older female relatives visiting from overseas suddenly
- The child is withdrawn or anxious about an upcoming trip



How many girls and women alive today do you think have undergone female genital mutilation (FGM) worldwide?



How many girls and women alive today do you think have undergone female genital mutilation (FGM) worldwide?



230 Million*

* Source: UNICEF Global FGM Report, 2024 – Over 230 million girls and women alive today have undergone FGM, a 15% increase since 2016.



Possible indicators of FGM

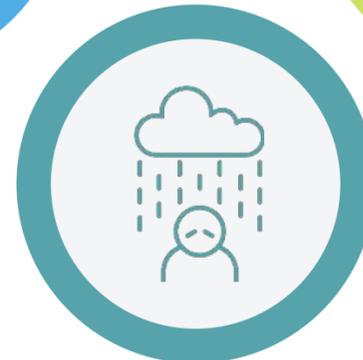
Changes in bathroom use

Spending longer in the bathroom or toilet



Changes in Mood

Appearing quiet, anxious, or depressed.



Different after time away

Acting differently after an absence from school or holiday



Seeking help or disclosure

Asking for help – though they may not be explicit because they're scared or embarrassed.



Where are the top 10 FGM hotspots in the UK?



Where are the top 10 FGM hotspots in the UK?



County Lines

Criminal networks that exploit children to move drugs, money or weapons between areas

- Notice sudden changes in behaviour or unexplained absences
- Be alert to new phones, money, or travel to unfamiliar places
- Treat affected children as victims, not offenders
- Report concerns through normal safeguarding channels



Who is showing county lines warning signs?



Sam -Age 12

- Often tired and less engaged in lessons
- New group of older friends who wait at the school gate
- Parents say he's "on his phone all the time"
- Says he's just "helping mates out"



Leila -Age 15

- Sometimes stays out later than agreed
- Has new trainers and a second phone but says she bought them cheap
- Talks about travelling to another town at weekends
- Behaviour generally fine in school



Kai -Age 13

- Becoming more confident lately, enjoys school less
- Often out of class for short periods
- Teachers overheard talk about "earning cash soon"
- No concerns raised at home





Inclusivity for all communities

Ethnic Diversity LGBTQ+ SEND



Protecting Ethnically Diverse Communities

What it means

- Recognising that experiences of racism, language barriers, or cultural misunderstandings can affect access to support.
- Ensuring every child and family feels heard, respected, and understood.
- Promoting equality, inclusion, and trust within safeguarding practice.

What to do

- Learn about cultural and community contexts.
- Build open, trusting relationships with families.
- Take a strength-based approach – focus on empowering families, not judging them.
- Challenge bias and discrimination if you see it.
- Act promptly on any safeguarding concerns, following policy.



Supporting LGBTQ+

Understanding the Context

- All children have the right to be protected from abuse and neglect.
- LGBTQ+ children face the same risks as others but can be more vulnerable to bullying, hate incidents, or sexual exploitation.
- Intersectional factors (like disability, ethnicity, or being in care) may increase risk.

Best Practice for Staff

- Use inclusive language and challenge discrimination.
- Create safe spaces where children feel heard and respected.
- Encourage mixed groups in activities and sports.
- Follow safeguarding procedures if you're concerned about a child's wellbeing.



Safeguarding Children with SEND

***Children with SEND
are often more
vulnerable to abuse
and neglect.***

Key Risks

- Communication barriers – difficulties expressing concerns or being understood.
- Increased isolation – less likely to be heard or believed.
- Dependency on adults – for personal care or support, which can be exploited.
- Behavioural signs misunderstood – changes wrongly attributed to a child's disability.

Good Practice for Staff

- Make sure you have a good understanding of the child.
- Be alert to changes in mood, behaviour, or communication.
- Provide accessible ways for children to express themselves.
- Follow safeguarding procedures promptly if you have concerns.





Responding and Reporting

Notice Listen Act



01

02

03

What to do if you have a concern



01

Record Facts,
not opinions

Report to DSL
immediately

02

03

Follow up
with DSL

**What to do
if you have a
concern**

Golden rules for disclosure

DO

- Use the child's own words
- Listen carefully
- Inform the safeguarding lead
- Reassure: "You did the right thing telling me"



DON'T

- Ask leading questions
- Rephrase what they said
- Investigate yourself
- Promise confidentiality

Does or Don'ts...

“Can you tell me what happened in your own words?”



Does or Don'ts...

“You've done the right thing by telling me”



Does or Don'ts...

“Are you sure that's what happened?”



Does or Don'ts...

“How are you feeling about what happened?”



Does or Don'ts...

“Was it your mums
boyfriend that did it?”



Does or Don'ts...

“What do you need right now to feel safe?”



The Reality We're Protecting Children From 1 in 14

Children experience physical abuse

1 in 10

May have experienced neglect





**It only takes one person to notice,
listen and act and that can
change the course of a child's life.**



If you could pass on one message from today to someone else, what would it be?

