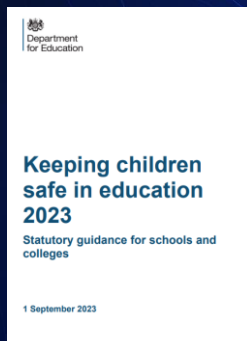


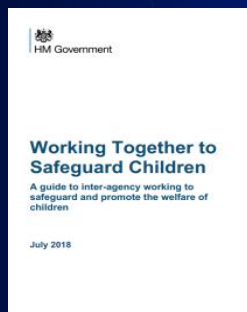
Safeguarding Booklet

At Swinton Academy, we will make a difference.



Key Documents

Keeping Children Safe in Education – September 2023



Working Together to Safeguard Children – July 2018

Prevent Duty Guidance – Revised 2021



Designated
Safeguarding Leads
DSL Cheryl Barquero
DDSL James Graham
DDSL Michelle Smith



Please challenge
ANYONE not wearing a badge

Do you wear your badge at all times?

You need to.

All adults in school have a responsibility to safeguard and promote the welfare of children.

Badge identification

BLUE –
Swinton Academy Staff

GREEN –
Post 16 Students

YELLOW –
Visitor with registered DBS

RED –
Visitor with no DBS

Ready, Respectful and Safe





**“At Swinton Academy,
we will make a difference”**

We have the highest expectations and aspirations at Swinton Academy and we are committed to providing high quality learning and teaching, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity.

We believe that every person is a unique member of our diverse and inclusive community, deserving our respect, consideration and acceptance. Everyone's contribution is valued and celebrated.

Through our partnership with the local and wider community, we aim to support all our young people in order that they leave us as successful learners as well as respectful, caring and resilient citizens ready to take up their place in society.

We also expect that all adults recognise their responsibility to safeguard and promote the welfare of children.

MISSION STATEMENT – Swinton Academy





Safeguarding briefing document: Process for making a referral

Page 6 of the 'Keeping Children Safe in Education' Part 1 Guidance states that ALL staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm that may follow a referral, along with the role they might be expected to play in such assessments).

Any concerns should be shared with the DSL's in the first instance. Should the DSL's not be available the concern should be shared with any member of SLT who will liaise with Year teams in order to plan the course of action.

The process for referral (which the DSL's/ Year Managers would follow and which needs to be communicated to all staff) would be to call the Multi Agency Safeguarding Hub (MASH)in Rotherham – **01709 336080** . The duty team will take the information verbally but a multi agency referral form would need to be completed afterwards which myself and Year Managers have electronically.

Once MASH have all the information, they will decide if the Child should be supported by Early Help Team*, a Child in Need Plan or in cases where the child is deemed to be at risk of significant harm a Child Protection Plan. Staff making referrals may be asked to contribute to these arrangements by providing key information in relation to the incident itself and other relevant facts for example, attendance, behaviour and any support the child is receiving.

Early Help Team

Early help means providing support as soon as a problem emerges, at any point in the child's life, from the foundation years through to teenage years. We will work with local agencies in Rotherham to put processes in place for the effective assessment of the needs of individual students who may benefit from early help services. This may be a student who:

- Is disabled and has specific additional needs/has special educational needs (whether or not they have a statutory education, health and care plan)
- Is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently going missing from care or from home
- Is in a family circumstance presenting challenges such as substance abuse, adult mental health, domestic abuse, being a young carer
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Has returned home to their family from care; is a privately fostered child
- Is showing early signs of abuse and/or neglect

Glossary – Safeguarding Children

Here is a list of important terms used within safeguarding and their definitions.

Term	Description
Abuse	Abuse is maltreatment of a child. This maltreatment can be of a sexual, emotional, physical or psychological nature.
Arranged marriage	<p>The families of both spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement still remains with the prospective spouses.</p> <p>Source: Multi-agency practice guidance: Handling cases of forced marriage. HM Government June 2014.</p>
Assessment	An assessment is carried out to identify the needs of an individual and whether these needs are met. It also looks at how an individual's day-to-day life and wellbeing are being impacted.
Bullying	<p>A vicious kind of aggressive behaviour distinguished by repeated acts against weaker victims who cannot easily defend themselves.</p> <p>It is often aimed at certain groups of people who are different, e.g. because of their race, religion, gender or sexual orientation.</p>
Child	An individual who has not yet reached their 18th birthday.
Child criminal exploitation	This happens when an individual or a group of individuals control, coerce, deceive or manipulate a child or young person into a criminal activity. Criminal exploitation does not require physical contact and can occur via the use of technology.
Child protection	An activity that is carried out to protect a child who is suffering from, or is likely to suffer from, significant harm.
Child sexual exploitation	This is a form of child abuse. An individual or group of individuals control, coerce, deceive or manipulate a child or young person into sexual activity. Sexual exploitation does not require physical contact and can occur via the use of technology.



Common Assessment Framework (CAF)	A standardised approach to assessing the additional needs of children and young people and deciding how these should be met. The CAF is a key part of delivering frontline services that are focused on meeting the needs of children and young people. It can be used by practitioners across children's services in England.
Confidentiality	Confidentiality is defined as 'the state of keeping or being kept secret or private'. All health and social care settings must take steps to ensure an individual's information is protected from unauthorised access.
County lines	This term describes gangs and organised criminal networks expanding their criminal activities from larger cities to small towns using dedicated mobile phone lines (deal lines) to sell drugs. Often, these organisations exploit children and vulnerable adults to move and store drugs and money.
Cyberbullying	Cyberbullying happens online via texting, emailing, instant messaging or posting messages on social media or in chat rooms. It is different to other forms of bullying because it can take place everywhere and at any time. Anyone can be a victim. Degrading messages quickly reach not only the target but also a vast number of onlookers. This increases the humiliation felt by the victim.
Domestic violence	Domestic violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who have been intimate partners or family members. Domestic violence can include psychological, physical, sexual, financial and emotional abuse. It also includes 'honour' based violence, female genital mutilation (FGM) and forced marriage.
Early help	Early help was recommended by the Munro Review in 2011, calling for local authorities to be duty-bound to provide these type of services. Early help aims to prevent a child, or young person becoming a child in need or requiring child protection to promote their wellbeing and safety.
Education, Health and Care Plan	A plan covering the education, health and social care needs of a child or young person with a disability and/or special educational needs.
Emotional abuse	The persistent emotional maltreatment of a child. Emotional abuse causes severe and persistent adverse effects on the child's emotional development.
Extremism	Extremism is strongly linked to terrorist activity. An extremist holds strong beliefs which are contrary to fundamental British values such as democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths, etc.



Fabricated illnesses	This is a rare form of child abuse which occurs when a parent or carer exaggerates or deliberately induces signs or symptoms of illness in a child.
Female Genital Mutilation (FGM)	FGM is a procedure in which the female genital organs are injured or changed. There is no medical reason for what is frequently a very traumatic and violent experience for the victim, and FGM can be harmful in many ways.
Forced marriage	A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In cases of vulnerable individuals who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced. <small>Source: Multi-agency practice guidance: Handling cases of forced marriage. HM Government June 2014.</small>
Grooming	Grooming is a process by which a sexually exploitative adult manipulates a child into sexual exploitation by purporting to be the child's partner. The child is seduced into feeling loyal to their 'partner' and becomes emotionally and materially dependent on them through a process of being isolated from family, friends and professionals.
Human trafficking	The movement of people from one place to another by use of threats or force for the purpose of exploitation (which includes sexual exploitation, economic exploitation, criminal exploitation, domestic servitude, etc.)
Neglect	The persistent failure to meet a child's basic physical or psychological needs. It is likely to result in the serious impairment of the child's health or development.
Online grooming	Online grooming is an exploitative process preparatory to sexual abuse. It involves the use of technology to set up an abusive situation online.
Parent carer	An adult who has parental responsibility for a child with a disability and provides, or intends to provide, care for this child.



Parental mental ill health	<p>Parental mental ill health is a broad term which covers many conditions, including but not limited to anxiety, depression, psychotic illness and bipolar disorder.</p> <p>When referring to parental mental ill health, anyone who has regular responsibility for the care of the child is included – they do not need to have parental responsibility.</p>
Parental substance misuse	<p>Refers to the harmful or hazardous use by parents of psychoactive substances, including alcohol and illicit or prescription drugs.</p>
Physical abuse	<p>The intentional causing of physical harm to a child. It could involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or fabricated and induced illness. It can happen at any time of life.</p>
Radicalisation	<p>The HM Government Prevent Strategy 2011 defines radicalisation as 'the process by which a person comes to support terrorism and forms of extremism leading to terrorism.'</p>
Sexual abuse	<p>Sexual abuse involves forcing or enticing a child to take part in sexual activities, regardless of whether or not the child is aware of what is happening. The perpetrators can be adult men and women and other children.</p>
Terrorism	<p>As defined in the Terrorism Act 2000, terrorism is 'an action that endangers or causes serious violence to a person/people, causes serious damage to property or seriously interferes or disrupts an electronic system...</p> <p>...the use of threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.'</p>
Toxic Trio	<p>The Toxic Trio is used to describe issues of domestic violence, parental mental ill health and parental substance misuse. These factors are considered to be indicators of increased risk to children and young people when they are present in the family.</p>



Signs and Symptoms of Abuse

Physical abuse

Description:

Physical abuse is when someone purposefully hurts or harms another person. This includes: hitting, shaking, throwing, poking, shoving, slapping, poisoning, burning, scalding, drowning, or suffocating.

Fabricated and induced illness is also a type of physical abuse. This occurs when a parent or carer pretends or exaggerates symptoms in the child.

Signs or symptoms:

- Unexplained injury or injury that is inconsistent with the explanation given.
- Unexplained fractures or repeated admissions to hospital.
- Flinching when approached or being unwilling to cooperate with personal care.
- Bruising suggesting systematic injury in the shape of objects or finger marks.
- Child at risk being forced to wear inappropriate clothing, e.g. a sweater in summer.

Sexual abuse

Description:

Sexual abuse is when someone is forced or tricked into engaging in sexual activities. This includes:

- Forcing or enticing a child at risk to take part in sexual activities.
- Enticing the child to provide indecent images of themselves (often over the internet).
- Physical penetrative contact, such as penetration with a finger or an object, or vaginal or anal rape.
- Non-contact activities involving a child looking at or producing pornographic material.
- Watching sexual activities and then encouraging a child at risk to behave in a sexually inappropriate way.
- 'Grooming', i.e. gaining the confidence of a child at risk in order to persuade them into sexual activity.

Signs or symptoms:

- Disturbed behaviour: self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem.
- Unusual vaginal, anal or oral discharge, unforeseen pregnancy and/or a sexually transmitted infection (STI).
- Symptoms become more severe the longer the abuse occurs (or has occurred) and the older the child subject to the abuse is.



Emotional or psychological abuse

Description:

Emotional abuse is where someone is subject to emotional mistreatment. It may be more significant than other more visible forms of abuse due to its long-term impact. Examples of emotional abuse include:

- Conveying that someone is worthless, unloved or inadequate.
- Inappropriate expectations regarding age or development.
- Causing someone to feel frequently frightened or in danger.
- Humiliation, intimidation and indifference.

Signs or symptoms:

- Emotional abuse may be an element of domestic abuse with symptoms including poor self-esteem, mental health problems and substance misuse.
- Other types of abuse, such as physical or sexual, will also result in psychological abuse – they go hand in hand.

Neglect by others

Description:

Neglect by others is the continuous failure to meet the basic needs of a child.

- Withholding or preventing access to medical care or treatment, and to goods or services.
- Preventing the child at risk from interacting with others.
- Failure to undertake a reasonable assessment of risk or allowing a child to harm themselves or cause harm to others.

Signs or symptoms:

- Unusual weight loss, dehydration or malnutrition.
- Untreated physical problems, such as bed sores.
- Unsanitary living conditions: dirt, bugs, soiled bedding and clothes.
- Unsuitable clothing or covering for the weather.
- Unsafe living conditions (no heat or running water, faulty electrical wiring, other fire hazards).
- Desertion of the individual in a public place.
- Meals/drinks not touched – can they see them? Do they know they are there? Do they need assistance or encouragement?



Discriminatory abuse

Description:

Discriminatory abuse is where someone is treated unfairly because they are deemed 'different'. Factors could include: disability, race, gender, age, religion, cultural background, sexual orientation, political convictions or appearance.

Signs or symptoms:

- Unequal treatment.
- Verbal abuse.
- Inappropriate use of language.
- Slurs.
- Harassment.
- Deliberate exclusion.
- Physical abuse/assault.
- Hate crimes, e.g. race, homophobic and disability hate crime.

FGM

Description:

FGM is the practice of removing all or part of a girl or young woman's external sexual organs. Generally, the girl will be between five and eight years old. The mutilated area will then be stitched up or cauterised. There are no health benefits to the mutilation and the sufferer will often contract infections following the procedure. Given the fact that FGM is illegal in the UK, the practice is likely to be kept a secret.

Signs or symptoms:

There are some warning signs of FGM. You may notice any of the following being exhibited by a female child or young woman:

- Difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Unusual behaviour after an absence from school or college.
- Particular reluctance to undergo normal medical examinations.
- Asking for help (note that the person may not be explicit about the problem due to embarrassment or fear).



Signs that should always be a cause for concern

Look out for changes such as:

- Difficulty concentrating and not doing as well at school
- Becoming withdrawn
- Mood or behaviour changes, for example:
 - Becoming more irritable
 - Being angry
 - Aggressive behaviour
 - Clinginess
 - Attention-seeking behaviour
 - 'Acting out'
- Tiredness
- Mental health needs, for example, signs of depression, anxiety, eating disorders or post-traumatic stress disorder (PTSD)
- Self-harming
- Risk-taking behaviour, for example:
 - Stealing
 - Bullying
 - Running away
 - Sexual activity
 - Trespassing or vandalism
 - Fighting
 - Truancy
- Using drugs or alcohol, especially if they didn't before

Remember: be professionally curious. If you see something that doesn't feel right, no matter how small, report it to the DSL.

Sources

- [Emotional abuse](#), [Neglect](#), [Physical abuse](#), [Sexual abuse](#) and [Spotting the signs of child abuse](#), NSPCC
- [Child maltreatment: when to suspect maltreatment in under 18s](#), National Institute for Health and Care Excellence

This factsheet was produced by [The Key Safeguarding](https://thekeysupport.com/safeguarding): thekeysupport.com/safeguarding

Changes to Keeping Children Safe in Education for 2023

2 main changes to be aware of in KCSIE 2023

- New emphasis on filtering and monitoring systems. Be aware that:
 - Filtering and monitoring systems protect pupils and staff from harmful and inappropriate content online
 - Harmful content may be legal or illegal, and could include:
 - Pornography
 - Promotion of self-harm and/or suicide
 - Misogyny
 - Racism
 - Fake news
 - Extremist views
 - All staff should follow policies and procedures, report any problems, and monitor what's happening on screens in school
 - Added clarity around the meaning of the terms 'children absent from education' and 'children missing education'. Be aware that:
 - Children absent from education are on the school roll, but are regularly not attending
 - Children missing education aren't on any school roll or being educated elsewhere
 - These are vital warning signs of safeguarding risks to a child
-

1 other change to be aware of

- There has been a change in the law from February 2023 around forced marriage:
 - It's now a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or coercion are not used
 - This applies to non-binding, unofficial 'marriages', as well as legal marriages

Sources

- [Keeping Children Safe in Education, GOV.UK – Department for Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

This factsheet was produced by [The Key Safeguarding](https://thekeysupport.com/safeguarding): thekeysupport.com/safeguarding

How to report your safeguarding concerns about ...

... A child

Report it to the designated safeguarding lead (DSL) or deputy, by:

- Following your individual academy procedures

If it's a mental health concern, report it by:

- Raising concerns with the DSL/DDSL

... A member of staff

If it **meets the 'harm' threshold**:

- Report concerns about a member of staff or volunteer to the Principal
- Report concerns about the Principal to the chair of governors,
- If there's a conflict of interest in reporting to the Principal, go to the Chief Safeguarding Officer, Rachel Denton, the CEO, Rebecca Scutt or the local authority designated officer (LADO): If it's a **'low-level' concern**:
- Report to the Principal using the Low Level Concerns pro forma

... Our safeguarding practice

Speak to Rachel Denton by ringing 07539 340515. If you feel you can't raise it in the academy or trust wide or it isn't being addressed, you can use the ACET Whistleblowing procedures on all academy websites or the NSPCC's whistle-blowing helpline on:

- 0800 028 0285 (8am to 8pm Monday to Friday; 9am to 6pm weekends)
- help@nspcc.org.uk

Sources

- [Keeping Children Safe in Education, GOV.UK – Department for Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

This factsheet was produced by [The Key Safeguarding: thekeysupport.com/safeguarding](https://thekeysupport.com/safeguarding)



Children are being exploited by gangs involved in drug crime. Know the signs to spot.

County lines gangs use children and vulnerable people to courier drugs and money. A young person who is involved in county lines activity might exhibit some of these signs:



Persistently going missing from school or home, or being found out-of-area



Unexplained acquisition of money, clothes or mobile phones



excessive receipt of texts or phone calls



Relationships with controlling, older individuals or gang association



Leaving home or care without explanation



Suspicion of self-harm, physical assault or unexplained injuries



Parental concerns



Significant decline in school performance



Significant changes in emotional well-being

If you have concerns, follow your safeguarding procedures and share your concerns with local authority social care services.



Home Office

Working in partnership with

CrimeStoppers.



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Parental concerns



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Significant changes in emotional well-being

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Home Office

Working in partnership with

CrimeStoppers.

County lines

What is 'county lines'?

- A child is groomed by a criminal gang, then exploited to transport drugs and money from one area (county) to another – usually from an urban location to a rural or coastal one
 - The child may be trafficked to the gang's 'trap houses' miles away from home, to find 'customers', deal with rival gangs and sell drugs
 - To the gang, the child is an expendable commodity. They're likely to face violence and sexual exploitation
 - The 'line' refers to the phone line that the gang uses for selling drugs
-

How do I spot it?

A child may:

- Be absent from school, sometimes only for a single lesson. They may be late or leave early
- Have multiple mobile phones, or get excessive numbers of texts or calls
- Use drugs or alcohol or be found carrying a large amount of drugs
- Be secretive – about where they're going after school, or what they're doing online
- Associate with other children involved in exploitation or spend time with older children and adults
- Have money, expensive clothes or items that they can't or won't explain, including weapons
- Be involved in serious violence (as a victim or perpetrator)
- Become angry, aggressive or violent
- Become isolated or withdrawn
- Self-harm
- Use new slang words
- Show physical signs of abuse, such as bruising or bleeding, or have infections and soreness from concealing drugs internally
- Go missing and be found away from home, or in accommodation they have no connection with
- Carry hotel cards or keys for unknown places
- Owe money to their exploiters
- Have their bank account used to facilitate drug dealing

Listen for pupils using any of these **key terms**:

“Trap house / bando”	House used for storing and selling drugs	“Going OT / going country / going cunch”	When a child is being sent “out there” to another area to transport and sell drugs
“The line / trap line / deal line”	Number or phone line used to take drug orders	“Pebbs/pebble”	Small quantities of drugs

What do I do if I have a concern about a child?

- Talk to our DSL (or deputy) as soon as possible, and make a written record too

If a child is in immediate danger:

- Tell our DSL (or deputy) as soon as possible; **and**
- Contact children’s social care (and the police, if appropriate) **immediately**

Sources

This factsheet was produced by [The Key Safeguarding: thekeysupport.com/safeguarding](https://thekeysupport.com/safeguarding)

- [Keeping children safe in education, GOV.UK – Department for Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- [County Lines, National Crime Agency](https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines)
<https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines>
- [Criminal exploitation and gangs, NSPCC](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/)
<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>
- [What is county lines?, The Children’s Society](https://www.childrenssociety.org.uk/what-we-do/our-work/child-criminal-exploitation-and-county-lines/what-is-county-lines)
<https://www.childrenssociety.org.uk/what-we-do/our-work/child-criminal-exploitation-and-county-lines/what-is-county-lines>

Domestic abuse

What it is and why it matters

Domestic abuse is abusive, violent, controlling, coercive or threatening behaviour between people aged 16 or over who are, or have been, intimate partners or family members. It can happen to **anyone**, including teenagers in their own intimate relationships.

Children who see, hear or experience the effects of domestic abuse and are related to the victim or perpetrator are victims of abuse themselves. It can seriously affect children's physical and mental wellbeing, including into adulthood, so we have a responsibility to share concerns.

Intervening early helps to stop abuse getting worse and prevent children experiencing significant harm, so it's important to be alert to signs.

Domestic abuse can take different forms:

- › **Physical:** for example, hitting, punching, pushing, biting, burning or choking
- › **Psychological/emotional:** for example, putting a person down, controlling them with threats and intimidation, blaming them for the abuse or denying it
- › **Sexual:** any form of sexual activity that takes place without the other person's full consent (e.g. physical contact, withholding contraception, or pressuring into sexual activities)
- › **Financial:** controlling the partner's ability to earn and use their own money and resources (e.g. stopping them going to work, spending or taking their money)

Technology can also play a role in abuse, particularly among young people. For example, an abuser might use technology to monitor and control their victim, share intimate images without their consent, or post false or malicious information about them on social media.

Signs of witnessing domestic abuse

- | | |
|---|---|
| › Being aggressive or bullying others, or having tantrums | › Being constantly or regularly ill, like having colds, headaches or mouth ulcers |
| › Anti-social behaviour | › Misusing drugs or alcohol |
| › Having anxiety, depression, or suicidal thoughts | › Eating disorders |
| › Being attention seeking | › Having problems in school or trouble learning, including playing truant |
| › Tiredness | › Becoming withdrawn |
| › Startling easily, being nervous or jumpy | › Acting younger than they are |
| › Taking part in more activities outside home | |

What to do

- › Speak to the designated safeguarding lead (DSL), or deputy, if you have any concerns, and keep a clear record
- › Make a clear record of your concerns
- › If a child tells you about abuse, make it clear that you'll need to tell someone else – but only those who really need to know
- › If you think a child is in immediate danger, contact the local authority children's social care team, and the police, if appropriate. Then tell the DSL or deputy

National Domestic Abuse Helpline (freephone, 24/7): 0808 2000 247, nationaldahelpline.org.uk

Men's Advice Line (freephone): 0808 8010 327, mensadviceline.org.uk

Galop (freephone, LGBT+): 0800 999 5428, galop.org.uk/get-help/helplines

Sources

This factsheet was produced by [The Key Safeguarding: thekeysupport.com/safeguarding](https://thekeysupport.com/safeguarding)

- › [Risk and protective factors for perpetration, Centers for Disease Control and Prevention](https://www.cdc.gov/violenceprevention/intimatepartnerviolence/riskprotectivefactors.html)
<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/riskprotectivefactors.html>
- › [Domestic abuse: draft statutory guidance framework \(accessible version\), GOV.UK – Home Office](https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance/domestic-abuse-draft-statutory-guidance-framework)
<https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance/domestic-abuse-draft-statutory-guidance-framework>
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<https://www.legislation.gov.uk/ukpga/2021/17/section/3/enacted>
- › [Getting help and support for domestic violence, NHS](https://www.nhs.uk/live-well/healthy-body/getting-help-for-domestic-violence/)
<https://www.nhs.uk/live-well/healthy-body/getting-help-for-domestic-violence/>
- › [Domestic abuse, NSPCC](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/)
<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>
- › [The impact of domestic abuse on children and young people, Women's Aid](https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/impact-on-children-and-young-people/)
<https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/impact-on-children-and-young-people/>

Mental health: early intervention

What should I look out for?

- › Changes in behaviour, emotions or school performance
 - › Physical signs, like signs of self-harm, weight and appetite changes
 - › Tiredness and/or difficulty concentrating, due to changes in sleep habits
 - › Less interest in things they usually enjoy
 - › Being more socially isolated
 - › Low mood or tearfulness
 - › Low self-esteem or a feeling of worthlessness
-

How can we help?

Always share any concerns you have about a pupil's mental health. If you have a concern that's also a safeguarding concern, share it with the designated safeguarding lead (DSL) immediately.

If you have a good relationship with the pupil, and your DSL team agrees, you can talk to the pupil about how they're feeling.

First, let them know you're available to talk.

If the pupil does want to talk to you:

- › Find a quiet, private place where they can feel comfortable opening up
- › Show curiosity about how they're feeling
- › Listen carefully and non-judgementally
- › Stay calm and let the child lead the conversation
- › Take what the child is saying seriously and try not to minimise it
- › Acknowledge their feelings and help the child to label their feelings
- › Ask open questions
- › Don't try to offer solutions – help them think of ways forward themselves, and show empathy
- › If you think there's a risk to their health and safety, be clear you'll need to share what they've said, but will only tell adults who need to know
- › Agree to speak again, to follow up on how they're feeling

Sources

This factsheet was produced by [The Key Safeguarding](https://thekeysupport.com/safeguarding): thekeysupport.com/safeguarding

- [Keeping Children Safe in Education, GOV.UK – Department for Education](#)
- [Signs of depression or anxiety in children, NSPCC](#)
- [How to start a conversation with children about mental health, Mentally Healthy Schools](#)
- Sarah Johnson, education consultant & Head of Behaviour and Inclusion, London Borough of Redbridge

Drugs

What do we mean by ‘drugs’?

Alcohol, tobacco, illegal drugs like cannabis or cocaine, medicines like opioid-based painkillers, new psychoactive substances or “legal highs” and solvents. The term ‘controlled drugs’ means illegal drugs and some prescription medications that can cause harm if not used properly, like morphine.

Why do I need to be concerned?

Aside from the health and addiction risks, particularly for children and teenagers who are still developing, using drugs puts children at greater risk of abuse.

Substance misuse can also be an indicator that they’re being abused. You should be particularly alert to the potential need for early help for children who are misusing drugs or alcohol.

What to look out for

- Bloodshot eyes
 - Larger than normal pupils
 - Frequent nosebleeds
 - Shakes or tremors
 - Behaviour changes, particularly a lack of motivation, irritability or agitation
 - An unusual need for money
 - Suspicious injuries or bruises
 - Slurred speech
-

What to do

- Know our drugs policy and our policy on searching and confiscating
- Speak to our DSL (JG) or deputy (RH, LH) if you have any concerns about a pupil, and record your concerns

Your powers to search and confiscate

The Principal will conduct or delegate any search of a student. If staff have concerns re a student, if possible press on call and remain with the student until they can be collected from you. Please do not conduct a search of the student or their belongings

- For info our Drugs Policy covers searching and confiscation of items

If you think, a pupil is under the influence in school

- Prioritise the safety of the pupil and pupils around them
- If you think the pupil is at risk of harm, tell the DSL immediately if you think they need medical help, seek it – from first aiders, the school nurse or 999 for emergencies.

Sources

- [Drugs: advice for schools, GOV.UK – DfE](#)
- [Keeping children safe in education, GOV.UK – DfE](#)
- [Searching, screening and confiscation at school, GOV.UK – DfE](#)
- [Controlled drugs: safe use and management, National Institute for Health and Care Excellence](#)

This factsheet was produced by [Safeguarding Training Centre from The Key](#): thekeysupport.com/safeguarding





Worried a child is being abused? <

Why haven't you reported your concerns? <

Abuse doesn't happen here

Child abuse can take place anywhere, to any child, no matter what their age, gender, race, or socioeconomic status

It's not my business

Safeguarding is everyone's business. Everyone has a role to play. You could provide the missing piece of information needed to keep a child safe

I might be wrong

You don't have to be certain of your suspicions. If you have any concerns, speak to your designated safeguarding lead (DSL)

I don't know what to look for

Look for changes in the child's appearance, behaviour and communication. Speak to your DSL if you need further training

I might face repercussions

You will get support throughout. Remember that not reporting suspected abuse could have devastating consequences for the child

I don't know what to do

Speak to your DSL. If the child is in immediate danger, call the police and/or your local children's social care team

I don't know what will happen next

Your concerns will be listened to, information gathered and, if referred, a social worker will assess whether any support and/or intervention is needed

It could make it worse for the child

A child can only be helped if the right people know about their situation. Decisions will be made with their best interests in mind

Speak out, don't delay <

Child sexual exploitation

What is child sexual exploitation (CSE)?

- A form of child sexual abuse
 - An individual or group takes advantage of an imbalance of power to **coerce, manipulate or deceive a child into sexual activity**
 - The sexual activity may be:
 - In exchange for something the child needs or wants, and/or
 - For the financial advantage or increased status of the perpetrator
 - The child may have been sexually exploited even if the sexual activity appears consensual. Children who are 16 or 17 and can legally consent to have sex can be victims too
 - It doesn't always involve physical contact – it can happen through technology
 - It can be a one-off event, or a series of events over time, and can be opportunistic, or organised
 - It can be done by individuals or groups, men or women, and children or adults
-

How do I spot it?

A child may:

- Be frightened of some people, places or situations
 - Be secretive
 - Show changes in mood, character, behaviour or emotional wellbeing
 - Have money or items that they can't or won't explain
 - Change their friendship group
 - Have an older boyfriend or girlfriend
 - Regularly miss school/college or arrive late
 - Show physical signs of abuse, such as bruising or bleeding
 - Misuse drugs or alcohol
 - Suffer from sexually transmitted infections or become pregnant
 - Display sexual behaviours beyond their expected level of sexual development
-

What do I do if I have a concern about a child?

- Talk to our DSL (or deputy) as soon as possible, and make a written record too

If a child is in immediate danger:

- Tell our DSL (or deputy) as soon as possible; **and**
- Contact children's social care (and the police, if appropriate) **immediately**

Sources:

This factsheet was produced by [Safeguarding Training Centre from The Key: thekeysupport.com/safeguarding](https://thekeysupport.com/safeguarding)

- [Keeping children safe in education, GOV.UK – Department for Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education)
- [Child sexual exploitation: signs, NSPCC](https://www.nspcc.org.uk/keeping-children-safe/child-sexual-exploitation/)

