



**creative**  
EDUCATION

# **An introduction to safeguarding: Primary schools**

Whole-staff briefing

<DATE>

# What is abuse?

- Abuse is 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.
- Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
- Children may be abused by an adult or adults or by another child or children. Abuse by another child is called 'child on child' abuse.

# The four main types of abuse

## The four main types of abuse are

- Physical abuse
- Emotional abuse
- Sexual Abuse
- Neglect

Abuse and neglect can take many forms. It is important to be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

# The four main types of abuse

Divide your page into four sections. Write a list of indicators that you may see or notice if a child is experiencing each of the four main types of abuse.

- Physical abuse
- Emotional abuse
- Sexual Abuse
- Neglect

***Your handout details the signs and symptoms that you might notice if a child is experiencing one or more of these types of abuse.***

# Disclosures

If a child discloses to you, you should

- **Listen** carefully to what they are saying.
- **Believe** the child.
- **Avoid showing emotions** – just listen, with approachable body language.
- Ask for **clarification** or ask them to tell you more/say more but **avoid asking leading questions**.
- **Write** down the conversation and include **words or phrases the child used** if possible.
- Write the **date, time and where** the disclosure happened and if anyone else was present or nearby.
- **Refer** it to the Designated Safeguarding Lead immediately.

# Scenarios

- Hannah is in Year 4. She has become very withdrawn recently and isn't playing with her friends at lunchtime or break time. You ask her if she is ok and she says that she is fine.
- Sophie is in Year 2. She frequently comes to school with no socks on. The weather is getting colder and the coat she wears to school is too small. She is often dishevelled. Her older sibling comes to school well-presented.
- Jack is in Year 5. He tells you that his cousin slept over at the weekend and they shared a bed.

# Safer working practice

- Ensure that children are safe and protected.
- Uphold the school's safeguarding policy.
- Speak politely and professionally to children and other adults at all times.
- Avoid any conduct which would lead any reasonable person to question your intentions or reasons for your behaviour.
- Dress appropriately.
- You must never be under the influence of alcohol or any substance which may affect your ability to look after the children in your care.
- Only contact children and parents in a professional capacity, in line with school policy - no contact online or on social media, for example.
- Ensure that you treat everyone equally, regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation.

# Our school arrangements

- Insert details here about who your safeguarding team are, how to raise concerns about children, how to raise concerns about other members of staff and how to record concerns (e.g. CPOMS).
- It is useful to add photos of the relevant staff and use this slide in all of your safeguarding training sessions to remind everyone of the arrangements.



# Summary

- Doing nothing is not an option. **Refer** all concerns to your Designated Safeguarding Lead.
- Remember that your information could be **missing piece of the jigsaw**.
- The signs and symptoms on your handout are **some of** the things you might see. You must be **alert to any unusual behaviour or physical signs** and refer them, even if they aren't on the lists we have covered today.
- We are all the eyes and ears that keep children safe and **safeguarding is everyone's responsibility**.