

University of Huddersfield

Safeguarding training



2013
THE AWARDS
AWARD WINNER
UNIVERSITY OF THE YEAR



Aims of the session

- To ensure you leave with an understanding of Child Protection & Safeguarding
 - To recognise when you need to report concerns. What to do when someone discloses and what the procedures are
 - The importance of your behaviour in safeguarding young people and yourself!
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Safeguarding is everyone's responsibility

All those who come into contact with children and families in their everyday work, including people who do not have a specific role in relation to child protection, have a **duty to safeguard and promote the welfare of children.**



What is Child abuse

There is no clear definition – concept has developed over time, influenced and informed by research, understanding and practice

Basic Definition

A child is considered to be abused or at risk of abuse when the basic needs of the child are not being met through acts of either commission or omission

Categories of abuse

- Physical
 - Emotional
 - Sexual
 - Neglect
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Physical abuse

Physical abuse may involve the hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child.

Emotional abuse

Emotional Abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect

Neglect is the persistent failure to meet a child's basic physical and or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may involve a parent or carer failing to provide adequate food, and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.

They may include non-contact activities, such as involving children looking at or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Situations which involve physical contact (e.g. guiding children) could potentially create situations where sexual abuse may go unnoticed. Abusive situations may also occur if adults misuse their power over young people.

Definition of bullying

Bullying is deliberate hurtful behaviour, usually repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying can be verbal, written or physical.

Safeguarding – A definition

- All agencies working with children, young people and their families take all reasonable steps to ensure that the risks of harm to children's welfare are minimised, and;
- Where there are concerns about children and young peoples welfare, all agencies take reasonable actions to address those concerns, working to agreed local policies and procedures in full partnership with local agencies

What is your role

- To be familiar with University Policy & Procedures
 - To be aware of signs and symptoms of abuse
 - To know who and where to report any concerns
 - To communicate with the children/young person in such a way that is appropriate to their age, understanding and preference
 - To record any concerns, discussions or referrals
 - To maintain professional boundaries and adopt safe practice
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Disclosure – what to do

- Listen to the child and take it seriously
 - Stay calm
 - Reassure the child that they have done nothing wrong
 - Tell the child they were right to tell
 - Listen carefully – let the child tell their story
 - Do not promise confidentiality
 - Do not ask leading questions
 - Make a full record of what has been said/heard or seen as soon as possible
 - Report to your Lead Safeguarding Officer
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Abuse of trust

Under the Sexual Offences Act 2003 it is an offence for a person over 18 (teacher, student mentor, academic staff etc) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment as the child, even if he/she does not teach them.

Schools

All schools (and further education institutions in respect of students under 18) must have a designated senior person for child protection (Designated Safeguarding Officer – DSO). They have had additional training and are responsible for making sure that children in their school who may be children in need, including where there are concerns about significant harm, are referred to social services.

Online

- Do NOT use the camera on your phone to take pictures of young people – consent for pictures is NOT for your personal use (only official event cameras to be used)
 - **DO NOT give your personal email to any young person under ANY circumstances**
 - Be very careful about Facebook, Twitter, Instagram and any other internet communication, always be careful about how much of your profile can be seen & by whom! Our advice is to check the security settings on your public profiles – this saves any difficulties arising
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Good Practice/ Personal Safety

- Avoid inappropriate familiarity, exchange of personal information and unnecessary physical contact
 - Work in an open environment and avoid private or unobserved situations
 - Don't do things for a child which they can do themselves
 - Don't induce fear or behave in an oppressive manner
 - Don't use or allow inappropriate language
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One to one situations

- One-to-one situations are integral to some roles and activities e.g. mentoring.
 - Always be visible and audible e.g. open door, window.
 - Avoid secluded areas/cubby holes.
 - Where possible, notify another about the meeting beforehand, or soon after if there are concerns.
 - If in doubt about a meeting, agree colleague will be nearby.
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Final thoughts

- It is *highly* unlikely you will come across anything discussed today
 - This session is not intended to scare you but to ensure you know how to deal with a situation should it arise
 - It's not your responsibility to decide whether or not a child is being abused. It IS your responsibility to report any allegations or suspicions
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Thank you for listening.

Any questions?



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England for professionally
qualified teaching staff***

*HEFCE, 9 Dec 2016



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Every thing starts now

