

Introduction to Child Protection & Safeguarding

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What we will cover

- What is abuse
 - Forms and things you may notice
- Your role
- Prevent
- Protect yourself
- A few do's and don'ts

Description of Safeguarding

What is safeguarding?

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Who are you?

- What is your role?
- How do you interact with vulnerable people?
- How do you think safeguarding involves you?



Why is safeguarding relevant to HE??

Some of our
students are
under 18

Widening
participation and
Outreach work
with children and
young people

Placements which may
involve children, young
people or vulnerable
adults

Work experience
and
apprenticeships

Disabled students
and those with
long term medical
conditions who
maybe considered
vulnerable adults

Students may have
dependants and/or
siblings about whom
we have cause for
concern

Those at risk of
radicalisation

What constitutes as abuse?

Four Pillars;

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect



Physical Abuse

What to look out for;

- Bruises
- Burns or scolds
- Bite marks
- Fractured or broken bones
- Any other visible marks that look unnatural on a young person

**Keeping
children safe
is everyone's
responsibility**



Emotional Abuse

- Use language, act in a way or know about things that you wouldn't expect them to know for their age
- Struggle to control strong emotions or have extreme outbursts
- Seem isolated from their parents / peers
- Lack social skills or have few, if any, friends.

Non-contact abuse involves non-touching activities, such as grooming, exploitation, persuading children to perform sexual acts over the internet and flashing. It includes:

- Encouraging a child to watch or hear sexual acts
- Not taking proper measures to prevent a child being exposed to sexual activities by others
- Meeting a child following sexual grooming with the intent of abusing them
- Online abuse including making, viewing or distributing child abuse images
- Allowing someone else to make, view or distribute child abuse images
- Showing pornography to a child
- Sexually exploiting a child for money, power or status (child exploitation).

Sexual Abuse – Contact Abuse

- **Contact abuse** involves touching activities where an abuser makes physical contact with a child, including penetration. It includes:
 - Sexual touching of any part of the body whether the child's wearing clothes or not
 - Rape or penetration by putting an object or body part inside a child's mouth, vagina or anus
 - Forcing or encouraging a child to take part in sexual activity
 - Making a child take their clothes off, touch someone else's genitals or masturbate.

Neglect

What are the warning signs?

- Poor appearance and hygiene
- Health & development problems
- Housing and family issues
- Isolated individual with little confidence



Whilst these might not always seem relevant to your role, picking up on the behaviour traits can save a young persons life;

- Withdrawn
- Suddenly behaves differently
- Anxious
- Clingy
- Depressed
- Aggressive
- Problems sleeping
- Eating disorders
- Wets the bed
- Soils clothes
- Takes risks
- Misses school
- Changes in eating habits
- Obsessive behaviour
- Nightmares
- Drugs
- Alcohol
- Self-harm
- Thoughts about suicide

Mike's story;

Mike has been a regular attendee to your University access programme. As time has progressed Mike has become more withdrawn from the activities but more interested in chatting to you than engaging with the group. You notice he's more aggressive to others, has developed an untidy appearance and his attention to the task has declined.

Which of the four pillars does Mike show warning signs for?

What action would you take?

Prevent

Stop

The main aim of Prevent is to **stop people from becoming terrorists** or supporting terrorism.

Protect

At the heart of Prevent is **safeguarding children and adults** and providing early intervention to protect and divert people away from being drawn into terrorist activity.

Prevent

Prevent addresses all forms of terrorism, but continues to ensure resources and effort are allocated on the basis of threats to our national security.

You should have access to prevent training at your institution, it is recommended you keep up to date with Prevent each year.



Your role

Statutory guidance is clear that those who work with children and families should report to the local authority children's social care immediately if they think a child may have been or is likely to be abused or neglected.

Protecting yourself

What steps should you take to make sure you are fully compliant with safeguarding?

- You should never put yourself in a position where you could be accused of any form of abuse or wrongdoing.
- For most events / on-site visits there should be an incident book, as soon as possible detail any conversations or observations in an objective and factual way. You must not provide any personal opinions or judgements. This record could be shared with social services.
- If a student has come to you to discuss any potential safeguarding breaches you should stay calm and quiet, following any training advice you have received.

- Do not put yourself in a situation where you are alone with an individual young person. Ask to be speak with them in a public place or with a superior. Make sure your actions are known to others in your team – “I am just going over here to speak to...”
- If a young person requires physical assistance to complete a task, always ask first and explain what you will be doing to help them.
- You cannot promise that the conversation will be kept a secret – you will need to inform others.

Discuss: What steps does your team/ organisation have in place if a safeguarding issue arises?

Scenario: A student declares a history of abuse whilst at an on-campus event. She informs a student helper (ambassador) who then contacts you. She has said that the police are aware and that it is going through the courts.

What do you do next?

Next steps and what to think about...

- Find out who your designated Safeguarding lead is
- Attend or complete any in person or online training for safeguarding
- If you are running an event, are all student helpers aware of safeguarding policy? – are you responsible for their behaviour/ actions?
- Does safeguarding form part of your risk assessments for visits?
- Ask your safeguarding lead to attend any team meetings you may have

Scenarios

- 1) During an interview prep session, a student interested in art shows you their work which contains graphic material. You ask what their inspiration is and they divulge they have been physically abused
- 2) During a visit a student has been very friendly towards you and asks if you can help give them more information on student life after they leave
- 3) During a residential a student does not return from their room and you go to check on them.
- 4) A student asks if they can have a quiet word with you about something important



Scenario 1: During an interview prep session, a student interested in art shows you their work which contains graphic material. You ask what their inspiration is and they divulge they have been physically abused

- If a young person discloses something to you that is putting them in danger or could cause harm in the future **you must pass it on to a safeguarding officer** - it is our duty of care
- **Do not promise anything** to the young person especially that you will not tell another person
- Always **thank** the young person for telling you and advise them what you are going to do with the information (such as telling a safeguarding officer)
- **Do not take any action on your own**

Scenario 2: During a residential a student does not return from their room and you go to check on them.

- There should be no reason why you should need access to a student's bedroom
- It is recommended that you attend with a staff member of each gender in case of
- If you are concerned that a young person may be missing, **knock loudly ONCE, WAIT, and if you get no response, knock AGAIN and wait AGAIN. Call out the student's name. If there is still no response you need to contact a member of staff who may then contact security.**

Scenario 3: During a visit a student has been very friendly towards you and asks if you can help give them more information on student life after they leave

- If a student makes approaches to you or is over familiar, you should **remove yourself from the situation and report the matter to the manager on duty or a Senior Manager in your team**
- Under no circumstances should you **swap personal details with any of the young people even if your intentions are good.**
- If students would like more information on the course or what it is like to be a student, give them the generic University account (enquiry@youruni.ac.uk)

Scenario 4: A student asks if they can have a quiet word with you about something important

- Always have another adult with you when you are in the presence of young people.
- **Do not** put yourself in a situation where you are **alone** with a young person
- If you need a 'quiet word' speak to the young person in **a public space** where plenty of people are around/can see you
- Always make your actions known to others – **"I am just going over here to speak to X"**

A few do's

- **Respect everyone as an individual**
- **Provide a good example of acceptable behaviour**
- **Always use appropriate language and expect it from the young people**
- **Have no physical contact**
- **Respect personal privacy at all times**
- **Be sensitive to different likes and dislikes**
- **Ensure your actions cannot cause offence or be misunderstood**
- **Be aware of any personal conversations you are being drawn into/included in**
- **Be aware of your own behaviour and how you approach situations in front of young people – you are there to set an example**



A few don't's

- Do not allow bullying, abusive behaviour or ridiculing
- Do not have physical or inappropriate verbal contact with young people
- Do not jump to conclusions or make assumptions
- Do not show favouritism
- Do not make suggestive remarks or actions
- Do not leave a group of students unsupervised
- Do not become friends with students on social media



Useful links

<https://www.nspcc.org.uk/preventing-abuse/safeguarding/>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<http://www.bath.ac.uk/university-secretary/secretary/child-protection-safeguarding/srasafeguarding.pdf>

Any questions?

