

Woodchurch High School Work Experience Safeguarding



What has Child Protection got to do with me?

- Professionals in schools and in alternative provision have more contact with children and young people than any other professional - we are therefore very well placed to pick up on what are often subtle changes in behaviour or presentation
- Research tells us that schools play a hugely important role in terms of promoting resilience, offering stability, warmth, praise, consistency and boundaries, helping children to develop social and problem-solving skills, all key things that we know assist children in coping with trauma and adversity.
- When young people are away from school on Work Experience, it is important that the leaders of the work experience placement are familiar with Child Protection procedures.

What has Child Protection got to do with me?

- We do not have an investigative role in Child Protection; it is not for us to prove or disprove that a child has been or may be being abused (Police and Social Care do this)
- We have a role to play at every level: prevention (e.g. reporting concerns, sharing information) and support.
- NO SINGLE AGENCY CAN 'DO' CHILD PROTECTION, it is imperative that we all work together

What is safeguarding?

- E-safety – being safe when using computers or social media
- **Child Protection**
- Staff Conduct – acting in an appropriate manner
- Anti-bullying – ensuring that staff and pupils behave in an appropriate manner
- Whistle-blowing
- Site security - ensuring the site is safe for staff and pupils
- Health and Safety
- Prevent Training – preventing radicalisation

What to do If you have a concern?

- Record the concern as factually as possible
- Notify the member of staff in charge of Safeguarding within your establishment
- Notify the schools Safeguarding Lead or your contact at the school who will pass the information on and take appropriate action

Recording Disclosures

- Be written as soon as possible - certainly within 24 hours
- Be typed or written in ink, signed and dated
- Differentiate clearly between fact, opinion (if one is offered) & interpretation
- Use the child's language wherever possible (if you use quotation marks be very clear & precise!)
- Contact the school as soon as possible where appropriate action can be taken

What is Child Abuse?

When a child is hurt or harmed by another person in a way that causes significant harm to that child and which may have an effect upon the child's health, development or well-being, via acts of **omission** or **commission**.

Types of Abuse

- Neglect – failing to provide for a child's basic needs
- Sexual Abuse – any inappropriate sexual contact
- Physical Abuse- e.g. hitting, pinching, punching
- Emotional Abuse – unnecessary upsetting

Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings

Adults have a crucial role to play in the lives of children.

This guidance has been produced to help them establish the safest possible learning and working environments which safeguard children and reduce the risk of them being falsely accused of improper or unprofessional conduct.

Personal Conduct When working With Children

Behave in a manner which would lead any reasonable person to question their suitability to work with children or to act as an appropriate role model

Make, or encourage others to make sexual remarks to, or about, a pupil use inappropriate language to or in the presence of pupils

Discuss their personal or sexual relationships with or in the presence of pupils

Make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such

Talking and Listening to Young People

Do

- Keep an open mind
- Reassure the child that they are right to tell
- Listen carefully
- Work at the child's pace
- Ask only open questions – if you must ask them, clarify the facts, don't interrogate
- Explain what you need to do next
- Record accurately and quickly using child's words
- Pass on to the Designated Person the same day

Don't

- Make false promises about confidentiality
- Interrupt
- Interrogate / investigate
- Assume e.g. this child tells lies
- Make suggestions about what is being said
- Speculate or accuse anyone
- Show anger, shock etc
- Tell the child to go and speak to someone else
- Forget to record accurately and/or pass on to Designated Person

Safer working Practice and When might you be vulnerable and why?

- Alone with a child
 - Administering first aid
 - Restraining a child
 - Physical Contact
 - Social Media
 - ALWAYS ENSURE THAT YOU ARE NEVER ALONE WITH A CHILD, NOT MATTER HOW MUCH YOU TRUST THEM
- When you are unclear about guidance and/ or procedures
 - When you fail to report or seek advice / poor lines of communication
 - When you fail to record