

Safeguarding action may be needed to protect children and learners from the following risks, which include abuse perpetrated by other children as well as by adults; abuse that happens in the home and outside of the home; and abuse that happens online:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- serious youth violence, particularly affecting children and young adults who have been excluded, have experienced trauma and have been involved in offending
- so-called honour-based violence
- domestic abuse
- sexual harassment and online sexual abuse between children and learners. Online abuse can include sending abusive, harassing and misogynistic messages; sharing nude and semi-nude images and videos; and coercing others to make and share sexual imagery
- sexual violence between children and learners
- upskirting (taking a picture of someone's genitals or buttocks under their clothing without them knowing, either for sexual gratification or in order to humiliate or distress the individual. It is a criminal offence)
- child sexual exploitation and trafficking
- child criminal exploitation, including county lines.
- radicalisation and/or extremist behaviour
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example youth produced sexual imagery
- teenage relationship abuse
- substance misuse
- female genital mutilation
- forced marriage
- fabricated or induced illness
- homelessness
- other issues not listed here but that pose a risk to children, learners and vulnerable adults

Indicators of abuse

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed.
- Children with clothes which are ill-fitting and/or dirty.
- Children with consistently poor hygiene.
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason.
- Children who don't want to change clothes in front of others or participate in physical activities.
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers.
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason.
- Children who are regularly missing from school or education.
- Children who are reluctant to go home after school.
- Children with poor school attendance and punctuality, or who are consistently late being picked up.
- Parents who are dismissive and non-responsive to practitioners' concerns.
- Parents who collect their children from school when drunk, or under the influence of drugs.
- Children who drink alcohol regularly from an early age.
- Children who are concerned for younger siblings without explaining why.
- Children who talk about running away.
- Children who shy away from being touched or flinch at sudden movements.

- If a child or young person has approached you, make sure they know they have done the right thing.
- Listen carefully to their story and respect their rights.
- Notify the child or young person that only the people who need to know will be informed.
- Don't try to solve the situation yourself or confront anyone.
- Remember to take all claims seriously.
- Write up their narrative, giving as much detail as possible. Remember to include date and time, what was said and any names and locations
- Don't disclose any information to non-relevant parties.
- Contact your DSL immediately and inform them of the situation using the report you made. The DSL will directly contact any child protection agency, the police or simply provide further advice.
- If the DSL is unavailable and you believe the situation to warrant further action, contact a child protection agency or the police. Follow up.

DSLs at Peak Dale are Natalie Doughty, James Handley. Dove Holes Natalie Doughty, James Handley, Carrie Walsh . Taddington, Elaine Chapman, Sarah B, James Handley James/Natalie is also Designated Teacher for looked after children

What we, as Designated Safeguarding Leads, are responsible for:

- Building a culture of trust
- Supporting and supervising each other
- Regular, relevant training for all staff and governors
- Safe recruitment and annual audit
- Letting our children take appropriate risks
- Providing safe physical environment
- Ensuring we work with up-to-date guidance and policies (KCSIE)

- Keeping and updating the single central record, the safeguarding portfolio and our vulnerable children's register
- Working with agencies; Early Help, Stopping Domestic Abuse Together (SDAT), Social Care, Crossroads, High Peak Food Bank, Building Sound Minds, CAMHS, LADO for managing allegations.

What we all need to know and understand

- Types of abuse
- Indicators of abuse
- Abuse can happen online, in and outside the home and can be perpetrated by children as well as adults

- KCSIE 2022
- Our safeguarding and child protection policy
- The location of the safeguarding portfolio
- Sexual Abuse Review 2021 – assume it is happening
- Risks of technology

Procedures:

- What to do if you have a concern
- How and where to record if you have a concern
- Good record keeping is key

See page 2 for types of abuse- remember the following updates from KCSIE
 1) Upskirting – 2) Serious violence 3) Child-on-Child Abuse 4) LGBTQ+ Children and Young People 5) Domestic Abuse 6) Governor training

[Read the last weeks safeguarding update here](#)

See page 2 for procedures- remember the following:

Write up their narrative, giving as much detail as possible. Remember to include date and time, what was said and any names and locations. Inform DSL. Store securely.

What we need to be

Understanding that behaviour is a form of communication and that children do not always speak out about abuse. **Supportive** if children experience any form of bullying or discrimination.

Professionally curious – always speak to a DSL if you have concerns; follow up or escalate / whistleblowing / low-level concerns & LADO

Aware of our school's context

We must be aware of the challenges presented by living in a very non-diverse and monoethnic area with a significant number of parents who work yet find it difficult to make ends meet but who do not qualify for universal credit nor free Public school meals.

Unresolved parental conflict and separation can be another common challenge to our children's wellbeing.

[Read more by clicking here](#)

Why

So that all children are safe and feel safe. They have trusted adults who they can talk to and report abuse to.

All children feel listened to and taken seriously.