



The Safeguarding Handbook for Schools

Child safeguarding in schools has drastically evolved throughout the years. Before child protection legislation across the UK was passed, each nation had its own laws despite the framework being similar. To establish the system we have today, it's sadly taken numerous high-profile child abuse cases, deaths and subsequent inquiries to get there but the problem still isn't fixed. Although it's easy to see how much has changed in terms of safeguarding in schools, there's more work to do as incidents of abuse still occur.

From compulsory school attendance introduced for five to 12 year olds by the National Education League in 1870 to the introduction of the Every Child Matters (ECM) initiative in 2003 with the aim of helping children and young adults stay safe, we've witnessed a great deal when it comes to child safeguarding in education and will continue to do so in the future.

Anybody who works in an education setting has a duty to protect the welfare of children and young people. Whether you're a governor or headteacher, teaching assistant or dinner staff - anyone who spends time with children must protect them.

Parents also trust you with the development of their children, so you need to create an environment where children feel safe to learn, play and grow. While they should feel comfortable, they must also understand that they can approach you with any issues.

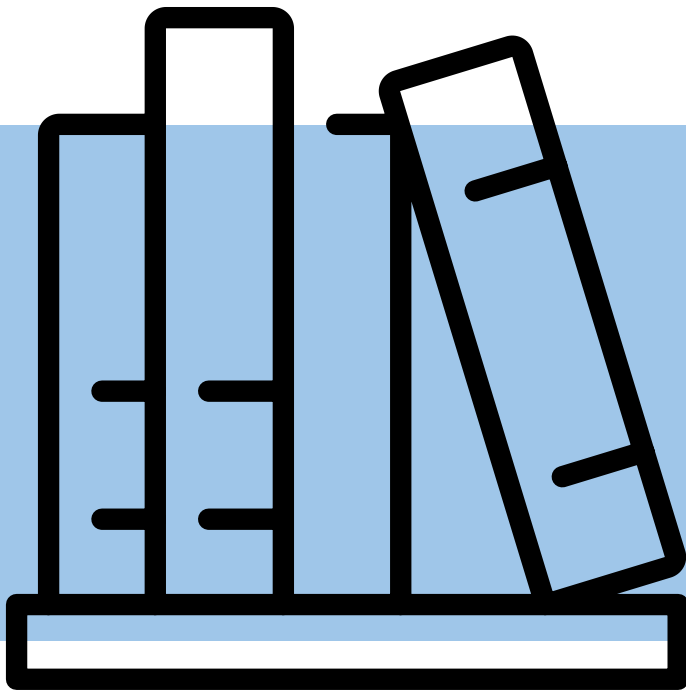
Sadly, many children suffering from abuse are often too scared to speak out. Or, they believe the treatment they receive is 'normal' behaviour. That's why it's crucial to understand the responsibilities associated with your role and how vital you are in safeguarding.



This safeguarding handbook has been created for you to better understand child safeguarding and what you can do if you suspect or confirm harm. There's a lot of information to keep up with online, so we've created this handbook and filled it with links, advice and resources to help with further research and allow you find the necessary information you need in one place to avoid missing anything.

Contents

What You Need to Know	4
Your Legal Responsibilities	8
The Disclosure Process	18
What to Look Out for	26
When It's Time to Escalate	32
The Six Principles of Safeguarding	35



What You Need to Know

Headteachers, teachers and figures working in this environment play an essential role in protecting children from abuse. Schools and colleges have regular contact with children, so you're in a strong position to identify signs of neglect and abuse - and act on it the right way.

Regardless of your role within the school, here are several ways your school can safeguard children:

Create and Maintain a Safe Environment

Your school can create a safe environment for children through robust safeguarding practices. Children need to feel comfortable at school, so it's vital they trust their teachers and have an area they can think of as their safe place.

Utilise training and shared knowledge to maintain an environment where children feel confident to approach any member of staff with any worries or problems they might have. Taking the time to listen, making them feel at ease and taking the appropriate actions will ensure children feel safe and comfortable approaching you with personal issues.

Eliminate Recruitment Risks

Ensure that the adults working in the school, including volunteers, don't pose a risk to children. A good recruitment process will help you choose the best people for relevant roles and people who are well-suited to the school.

When hiring teachers, staff and volunteers, ask them to provide a minimum of two references. Also, ask them to provide proof of identity and ensure that you've thoroughly completed all the relevant checks. Good recruitment, induction and supervision processes help show that your school values the safety and wellbeing of children.

Offer Staff Training

You must also make sure that school staff are trained, know how to respond and keep up-to-date with policies and practices. As well as providing safeguarding and child protection training for staff and volunteers during their induction, make it a regular occurrence too. Offer refresher courses and inform staff of any new or updated policies they need to adhere to.

There are plenty of training opportunities available which will help you develop an awareness of the general indicators of various types of neglect and abuse. Training is a statutory requirement so you know more about the sensitive subject, how to recognise when a child is at risk and how you can deal with any concerns.

Sharing the Knowledge

Once teaching staff and others are trained and have the most up-to-date information, you then need to teach children and young people about how they can stay safe. There are many free, reliable teaching resources and lesson plans available for your school to utilise which will help keep children safe. Some topics include:

- Online safety.
- Bullying.
- Sex and relationships.
- And more.

The NSPCC has a wide range of teaching resources and lesson plans you can use to promote safety to children.

What Else?

A good starting point is to audit your current procedures to analyse how effective your current safeguarding practices are. The results of this audit will help you create an action plan showing the procedures in place within your school and any follow-up actions you must take.

Also, look out for regular events and training courses available for you and school staff to attend. Events and courses can ensure staff will recognise abuse and show great confidence in responding to concerns in the correct manner.

If you need extra support, expert education safeguarding consultants are available to help you plug the gaps in your safeguarding arrangements. They can also help implement changes in your procedures to ensure you have an effective safeguarding policy.





Legalities and Responsibilities In Your Role

Although the overarching aim within schools is to ensure the safeguarding of children, there are certain intricacies within each role which means the responsibilities can differ slightly.

This guidance is only for schools and colleges in England and the Department for Education (DfE) provides the key guidance on Keeping children safe in education (DfE, 2019a). This sets out the legal duties to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges. It's recommended that part one of the guidance is read by all school staff.

You must also follow the guidance set out in Working together to safeguard children (DfE, 2018). This covers inter-agency working between those operating within and outside of schools, ensuring that children are protected in all environments. It's vital that those working in schools fully understand the legal duties of all actors to fully inform their own safeguarding role.

The safeguarding duty is set out in section 175 of:

- The Education Act 2002.
- The Education (Independent School Standards) Regulations 2014.
- The Non-Maintained Special Schools (England) Regulations 2015.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

The DfE has also provided guidance for independent schools which discloses information about safeguarding (DfE, 2019b).

While everyone has a responsibility to take appropriate action, here's how they can differ from role to role within a school or college environment.

Teacher Safeguarding Responsibilities

As a teacher with safeguarding responsibilities, you need to be aware of several potential harms children could face and the signs to look out for:

Sign Documentation: You must read and sign documentation which states you have read and signed a paper or electronic copy of Keeping Children Safe in Education: for school and college staff.

Training: Receive safeguarding training which is regularly updated, along with online safety training so you have the knowledge and skills to keep children safe.

Receive Updates: You must receive regular safeguarding and child protection updates (at least annually) via emails, staff meetings and e-bulletins to help provide you with an awareness of safeguarding issues. These updates also give you the relevant skills and knowledge you need to safeguard children effectively.



Awareness: You must be aware of the early help process and understand your role in it. You also need to know the process for making referral to social care services and for statutory requirements which may follow this and the role they might play in these assessments.

Identify Children at Risk: You must also identify children who are suffering or are likely to suffer significant harm. It's on you to take appropriate action and work with services when needed.

Safe Environment: As a teacher, creating and maintaining a safe learning environment is your responsibility so children can learn, develop and feel safe.

Information Sharing/Disclosure: It's also your responsibility to know what to do if a child tells you that they're being abused or neglected and how to share this sensitive information appropriately.

Policies: As well as being aware that safeguarding issues can manifest themselves via peer-on-peer abuse, you must also be aware of your school's policy on this type of abuse and safeguarding in general. This also includes identifying the relevant steps to take and knowing who the DSL is in your school.

As a teacher in a school or education setting, clearly understanding and acting on your responsibilities is pivotal to help keep children safe. Although TAs, LSAs and SENCOs might have closer working relationships with vulnerable children, it's important you're still aware of your responsibilities.

Headteacher and Governor Safeguarding Responsibilities

As a headteacher, you might not have the same day-to-day contact with children as teaching staff. Although it's your job to enforce the training and ensure staff members follow the policies and procedures, you also have many safeguarding responsibilities as part of your role.

Policies and Procedures: It's your responsibility to ensure that safeguarding policies and procedures are followed by all members of staff in the school, including any volunteers and visitors.

Open Communication: You also need to make it clear that all staff and volunteers feel comfortable enough to raise concerns about poor or unsafe practices with you in regards to children. You must also regularly communicate that any concerns they might have will be addressed sensitively and effectively in a timely manner.

Training: As a headteacher, you need to undertake and enforce appropriate training to carry out your safeguarding responsibilities effectively. You also need to make sure this is up-to-date to meet any new government policies.

Address Safety Throughout: Your role as the headteacher will also involve a child's safety and welfare being addressed through the curriculum.

Spot Safeguarding Issues: Despite being in a headteacher role, you won't be oblivious to any safeguarding indicators you might spot yourself. If you notice that a child is in danger, then it's also your responsibility to deal with this correctly.

Provide Enough Time and Resources to Staff: Dealing with top-level tasks, such as budgets, you need to ensure the Designated Safeguarding Lead (DSL) and other staff have enough time and resources to monitor and act on their responsibilities. Depending on your policies, you as the headteacher might be the DSL in your school. Some responsibilities include monitoring safeguarding activities, participating in strategy discussions, getting involved in inter-agency meetings and contributing to the overall assessment of children.

Definitions: The headteacher and governors also need to provide a definition of all forms of abuse so staff are aware. This also includes information about the signs and indicators of abuse and what staff and volunteers should do if they have concerns about a child.

Safety: Your role also involves ensuring the school or college site is safe and secure by reading and understanding the national and local guidance about preventing and responding to abuse.

Support Systems: You must also put support systems in place for children who have experienced abuse. For example, this can be done through arranging school counselling or contacting external support services.

Promote Healthy Relationships: Headteachers and governors must also ensure healthy relationships are promoted through the whole school ethos, lessons and assemblies. This will make sure children know they can approach any member of staff or volunteer if they have a problem and that they will be listened to and taken care of.

Promote Sources of Help: You also need to ensure sources of help, such as Childline, are promoted around the school or college so children know where to go to get help if they don't feel comfortable talking to a trusted adult.



Provide Information to Parents: Headteachers and governors must also provide information to parents regarding abuse, including the actions your school is taking to prevent it and the support children affected by it receive.

Safer Recruitment: When recruiting new staff and volunteers in your school or college, you must follow safer recruitment principles. They ensure you make the appropriate checks on staff and volunteers.

Respond to Concerns: Headteachers and governors should also support the DSL with the child referral process and ensure they have enough resources and support. You should also challenge if the school or college believes a child is at serious risk of harm but isn't receiving appropriate help.

Inform Parents: It's also your role to help the DSL inform parents about what's happening, unless there's a reason to believe that doing so would put the child at further risk of harm.

Review Policies Regularly: In light of any lessons learned from a child protection incident, you must also review your policies and procedures.

Even if you don't have daily contact with children like teachers do, your roles and responsibilities will have an effect on how teachers and other members of staff can perform their safeguarding duties. It's down to you to set a precedent for others to follow.

Designated Safeguarding Lead Responsibilities

A DSL is a senior member of staff who coordinates a school's safeguarding and child protection arrangements. Whoever you decide to be the DSL in your school, they're on-hand to provide advice and support other staff on child welfare and child protection matters. Along with support, the DSL also contributes to the assessment of children.

- **Availability:** If you're the DSL in your school, it's your responsibility during term time to make sure that you're always available during school or college hours for staff if they need to discuss any safeguarding concerns.
- **Undertake Training:** Any DSL or deputy must undergo training so you're provided with knowledge and skills to carry out the role. The training should also be refreshed every two years so you always work with the latest safeguarding information.
- **Update Knowledge and Skills:** As well as your formal training, you need to update your knowledge and skills at regular intervals. This can be done through e-bulletins, reading and digesting safeguarding developments or meeting other DSLs. Do this annually to keep up with developments in your roles as new responsibilities may arise.
- **Manage Referrals:** The DSL role also includes referring cases of suspected abuse to local authorities and children's care. You also need to support staff who initially make these referrals. In addition to this, refer cases to where a crime may have been committed to the police as required, such as FGM, sexual abuse and more.

- **Work With Others:** It's also your responsibility to act as a point of contact with safeguarding partners. You need to liaise with the headteacher to inform them of issues, especially any enquiries under Section 47 of the Children Act 1989 and police investigations. Also liaise with any case managers and designated officers in local authorities for child protection concerns but in the school, discuss safeguarding matters with staff members when deciding whether to make a referral. In general, a major responsibility is to act as a source of support, advice and expertise for all staff.
- **Raise Awareness:** Your responsibility as DSL also includes ensuring the school or college's child protection policies are known, understood and used appropriately. Also, make sure the child protection policy is reviewed annually as a minimum and the procedures are updated and reviewed regularly. You must also ensure the child protection policy is available publicly. Parents must also be aware of the fact that referrals regarding suspected abuse or neglect could be made and the role of the school or college in this.
- **Child Protection Files:** When children leave the school or college, you'll need to ensure the child protection file is transferred to the new institute as soon as possible. It's also your responsibility to make a judgment call on whether it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, it could be information which allows a new school to continue supporting a victim of abuse and has support in place for when the child arrives.

As well as the responsibilities above, you also need to link with safeguarding partner arrangements, such as the Local Safeguarding Children Board in your area. This can make staff aware of any training opportunities and the latest policies they must follow.

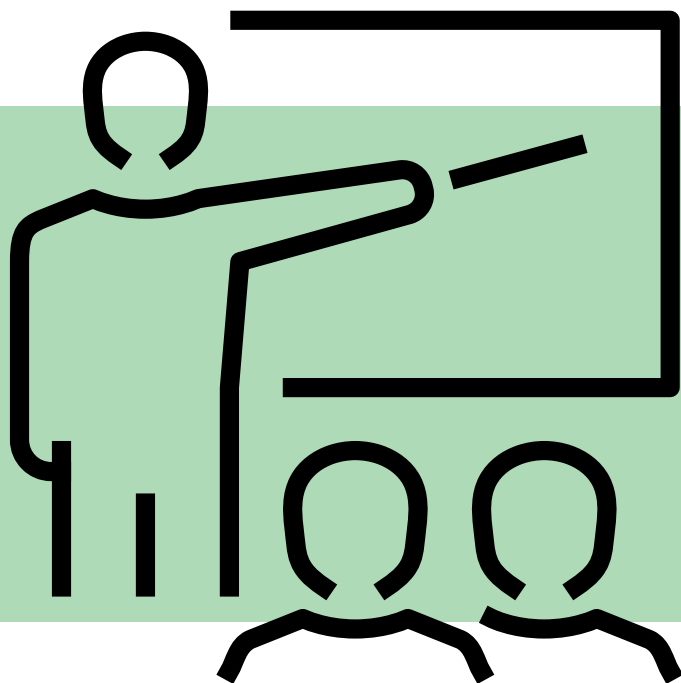
Other Staff Members' Responsibilities

If you're a staff member in a school or college and you have any child protection concerns, you must discuss these with an appropriate person.

This can include a learning mentor who can decide whether they can deal with the issue or whether they need to refer to the DSL. If it's a much more serious case, then it will be more appropriate to speak directly to the DSL to agree on a course of action.

If you're unsure on anything, always speak to the DSL to clarify the situation and agree on if actions are needed. Regardless of whether you're a teacher, dinner staff or volunteer, you need to record all concerns and forward this to the DSL or the deputy DSL. This needs to be provided as soon as possible after the event in writing.

All staff members must work with the DSL so you can make decisions about individual children. Although you'll work with the DSL for safeguarding, it's vital you have an understanding of how your school and college safeguards and promotes the welfare of children and how to report concerns.



Disclosure (Before, During & After)

Children experiencing abuse, neglect or distress might seek to tell you about it in school, especially if you can spot the signs beforehand. This is why it's crucial you build a safe and comfortable environment, as this is the place where children should feel safe, secure and listened to.

Remember, it's not unusual for children or young people to choose certain members of staff they believe have the most authority or those they believe are less intimidating and more understanding. That's why it's important that all staff members in a school or college know how to respond to a disclosure from a child.

If a child discloses any harm, remember that your role is to recognise and refer these cases, it's not to investigate. This is so you avoid potentially contaminating any evidence undertaken by the police or social services. By simply recognising these cases rather than investigating, children are less likely to be put in a stressful or uncomfortable position as they won't need to repeat their story.

Here's how you can best prepare for a disclosure at every stage.

Before a Disclosure: Preparing the Right Way

Spotting the Signs

Although there's no universal set of rules to prepare for a disclosure, there are several common sense best practices to keep in mind to help with preparation. A child might not always have the confidence or be comfortable enough to raise concerns with you. In some cases, such as grooming, they could be completely oblivious to what's really going on. This highlights the importance of having the ability to spot any signs of abuse, harm and neglect.

To prepare for a disclosure, first spot the signs before raising further suspicions. For example, if you notice a change in behaviour, don't immediately assume the worst and take drastic action. First, assess the situation before taking any action and stay prepared in case a child does approach you to share sensitive information.

Picking a Suitable Location

If you have spotted the signs of abuse, neglect or harm then it's also important to prepare a setting where the child will feel the safest. In the middle of corridors, areas they're not familiar with or poorly-lit areas aren't the best locations to try and get a child to open up on their situation.

Think about having a conversation in an office without making it seem like the child is in trouble. It could also be in a classroom they're familiar with so they're at their most comfortable.

Stay Familiar With Procedures

Whether you have suspicions or a child has outright told you about abuse they're suffering, always follow your school or college's safeguarding policies and procedures. The guidelines will provide you with the best tips on how to prepare for this conversation, how you should act and the following steps you need to take if a child discloses abuse.

During a Disclosure: How to Handle It the Right Way

It can be very hard for children and young people to reveal abuse. They often fear there may be consequences and can often feel threatened by the perpetrators to keep the abuse a secret.

Telling an adult takes a great amount of courage and so it's normal to feel overwhelmed. During the disclosure phase, it's important you show enough care and remain calm to show support to the child.

Listen

Listen carefully to the child. Avoid expressing your own views on the matter as a reaction of shock or disbelief could cause a child to stop talking. If you show that you're shocked, for example, the child may worry that you're thinking badly of them and won't tell you the full story.

Be sure to stay calm and proceed slowly without rushing over important facts.

Reassurance

Let the child know they're doing the right thing by speaking up. Offering them reassurance can make a big impact to the child who may have been keeping the abuse a secret and could feel a bit more at ease.

Blaming

Make sure to tell the child during the disclosure conversation that it's not their fault. Abuse, neglect and harm is never a child's fault so it's vital you let them know.



Take Them Seriously

In some cases, children keep abuse a secret in the fear that nobody will believe them or that nothing can be done about it. In a disclosure situation, the child is telling you because they trust you and believe you're the person that will listen and support them, so ensure they know you're taking the matter seriously. When listening, make sure to tell them:

- They're not in trouble.
- They're safe with you.
- You're glad they chose to tell you about this.
- They have done the right thing to speak up.
- You're sorry that they've been hurt and that this has happened to them.
- You'll do everything you can to make sure this doesn't happen again.
- You know others who can be trusted to solve this issue.

No Confrontation

It's normal to feel a lot of anger and frustration on the inside, but don't talk to the alleged abuser. Try to remain calm as confronting the alleged abuser about what a child is telling you could make the situation worse for the child.

Don't Ask "Why"

Let the child know they're doing the right thing by speaking up. Offering them reassurance can make a big impact to the child who may have been keeping the abuse a secret and could feel a bit more at ease.

If you need to clarify on what a child has said and whether they're at risk, stick to open-ended questions to clarify their points. Never ask them 'why' as this could imply guilt and make a child feel as if they are at fault.

Record

Record factually what a child has told you and what you observed as soon as possible and don't make assumptions. You'll need all the details, such as the date, time, place of disclosure, behaviour and the terminology used by the child. It's vital that you maintain accurate records so that your interpretation of the child's account doesn't lead to inadmissible evidence.

Body Map

If you notice a visible bruise or injury, use a body map to record these details. Ensure the map is dated and attached to information relating to the child's comments about the injury.

Avoid Sharing This Information to Other Staff

Don't gossip to other staff about what you have heard. If a child has come to you with this information, it's for a reason so don't take advantage of that trust. The information should remain confidential to only those that need to know.

Explain the Next Steps

Never promise a child that you'll keep this a secret or the information will be confidential. It's your duty to ensure the information is passed to the relevant people, such as the DSL, the NSPCC and other agencies to keep a child safe. If the child specifically requests to keep it confidential, inform them that you're concerned and it's your responsibility to keep them safe, so you'll tell somebody who can help.

It's also important to make sure the child understands what will happen with the information they've shared.

After a Disclosure: The Next Steps

The guidelines above and those from your school or college's procedures will help lessen the risk of causing more trauma to the child or compromising a criminal investigation during a disclosure phase. The phase after a disclosure conversation is equally as important to make sure no problems arise.

Report the Abuse

Don't delay this step. The sooner you report the abuse after the child discloses, the better. Report as soon as possible with all of the details you gathered so that everything is fresh in your mind and action can be taken swiftly.

Tell the DSL

Make sure to inform the DSL in your school or college as soon as possible. However, don't ask the child to repeat what they have told you to them or another staff member. Only use your records as repeating this information can cause the child a great deal of stress.

The more frequently a child repeats the events, the greater the chance of the facts becoming lost which can compromise an investigation. They'll make sure the correct procedures are followed.

Inform the Police If Necessary

In some cases, it's your duty to inform the police right away which means you might have to skip some steps. In the case of the illegal FGM practice, for example, you need to make the police aware as well as the relevant people that need to know.

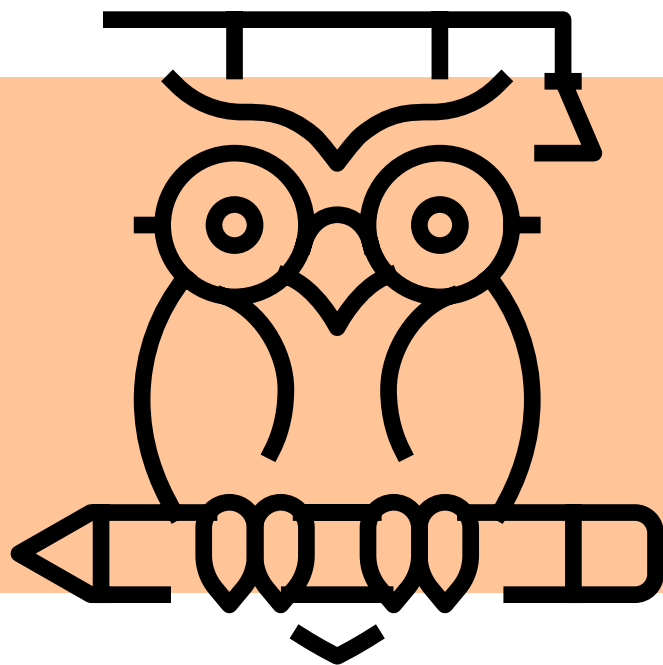
Maintain Contact

A child has shown great courage to speak to you about this upsetting situation. Therefore, maintain contact with the child to show you're there to support them. They have trusted you enough to tell you so they shouldn't feel rejected once they have opened up. It's important they feel you're there for continued support.

Support Yourself

Dealing with disclosure conversations can be a frightening and frustrating prospect. Also make sure you have enough support for yourself in managing the information you have received and how you deal with the situation as a whole.

Following the correct procedures through every stage of a disclosure will ensure the child remains safe and follow-up investigations can take place with the correct information.



What to Be on the Lookout For

The signs of abuse can be difficult to spot, but knowing them is incredibly important to help ensure a child's safety if they're suffering from neglect, abuse or harm. A child might also be reluctant to tell anyone what's happening to them or, in some cases, they don't even realise that what's happening to them is abuse.

There are many different types of abuse and the signs can depend on the type. For example, the signs that a child is being neglected will differ from signs that a child is being bullied. However, being aware of all the different signs, regardless of the type of abuse, is important to keep children safe.

Although, the following signs don't necessarily mean a child is suffering from abuse. There could be other events in their life which may affect their behaviour. For further guidance, refer to your school or college's safeguarding guidelines and gain advice from the DSL so you can assess each situation better.

Here's a list to keep on-hand regarding what to be on the lookout for in children potentially suffering from abuse.

Child Abuse

- Unexplained and sudden changes in personality and behaviour.
- Suddenly becoming withdrawn.
- Having knowledge of adult issues that are inappropriate for their age.
- Always seeming anxious.
- Becoming uncharacteristically aggressive.
- They have a poor bond or relationship with a parent.
- They lack social skills and have few friends, if any at all.

Bullying and Cyberbullying

- Belongings are regularly getting lost or damaged.
- Physical and unexplained injuries.
- Being afraid to go to school or skipping school.
- Being mysteriously ill each morning.
- Bullying others.
- Problems with eating or sleeping.
- A drop in school performances.
- Being nervous, becoming distressed, withdrawn and losing confidence.
- Asking for and stealing money to give to whoever's bullying them.



Child Sexual Exploitation

- Being frightened of certain situations, places and people.
- Alcohol or drug misuse.
- Sharp changes in mood and character.
- Physical signs of abuse.
- Having money or items they can't or won't explain.
- Regularly missing from home or truancy.
- Involved in criminal activities such as shoplifting and drugs.

Domestic Abuse

- Sudden withdrawals and tantrums.
- They're having trouble learning and focusing in school.
- Not eating lunch at school or college.
- Anxiety and depression.
- Regular sickness, colds and headaches.
- Attention seeking and constantly late
- Showing aggression or bullying.

Emotional Abuse

- A child is lacking in confidence and self-assurance.
- Struggle to control their emotions.
- They have difficulty making or maintaining relationships.
- Use language you wouldn't expect them to know for their age.
- Lack of social skills and have few or no friends.

Female Genital Mutilation

- A child may ask you for help, though they might not say it outright or be explicit out of fear or embarrassment.
- If you notice any obvious signs of this procedure or a child has told you, contact the police immediately.

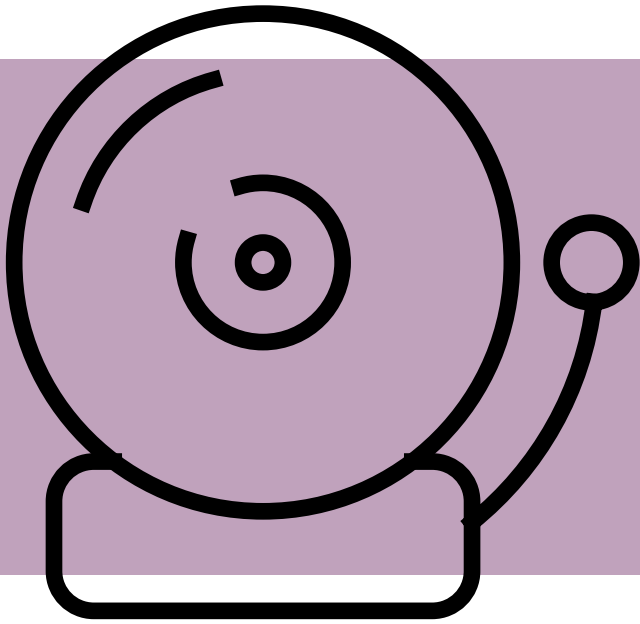
Grooming

- A child is secretive about how they're spending their time.
- They have an older boyfriend or girlfriend.
- They're missing from school or college for long periods of time.
- You're aware of underage drinking or drug taking.
- Using language not appropriate for their age.

Neglect

- Poor appearance or hygiene.
- Being hungry or not having money for food.
- Having unwashed clothes.
- Having incorrect clothing, such as no warm clothes in winter.
- Poor language and social skills.
- Repeated accidental injuries.
- Regular illness or infections.
- Skin issues, such as sores and rashes.
- You've heard the child is left alone for a long time or is taking on the role of a carer for other family members.
- You become aware of an unsuitable home environment, such as having no heating.
- The child or young person becomes clingy, aggressive, withdrawn, depressed or anxious.
- Find it difficult concentrating or taking part in activities.

All of these signs don't necessarily mean that a child is being abused, as there could be other events in their life which are affecting their behaviour. It's important to continue monitoring these signs and referring to your school or college's safeguarding guidelines and gain advice from the DSL so you can assess each situation better.



If in Doubt, Call It Out – When It’s Time to Escalate

If you have any safeguarding concerns about a child or young person in your school or college, you must report them. There are several steps to take and options you have depending on each situation.

If you believe that a child is in immediate danger, don't delay the entire process by going through disclosures and reporting to the relevant people. Although it's important to keep them in the loop, call the police on 999 straight away.

This is also the case under the Female Genital Mutilation Act 2003. If you suspect that a child is being prepared for this illegal procedure or has already undertaken one, contact the police right away to inform them.

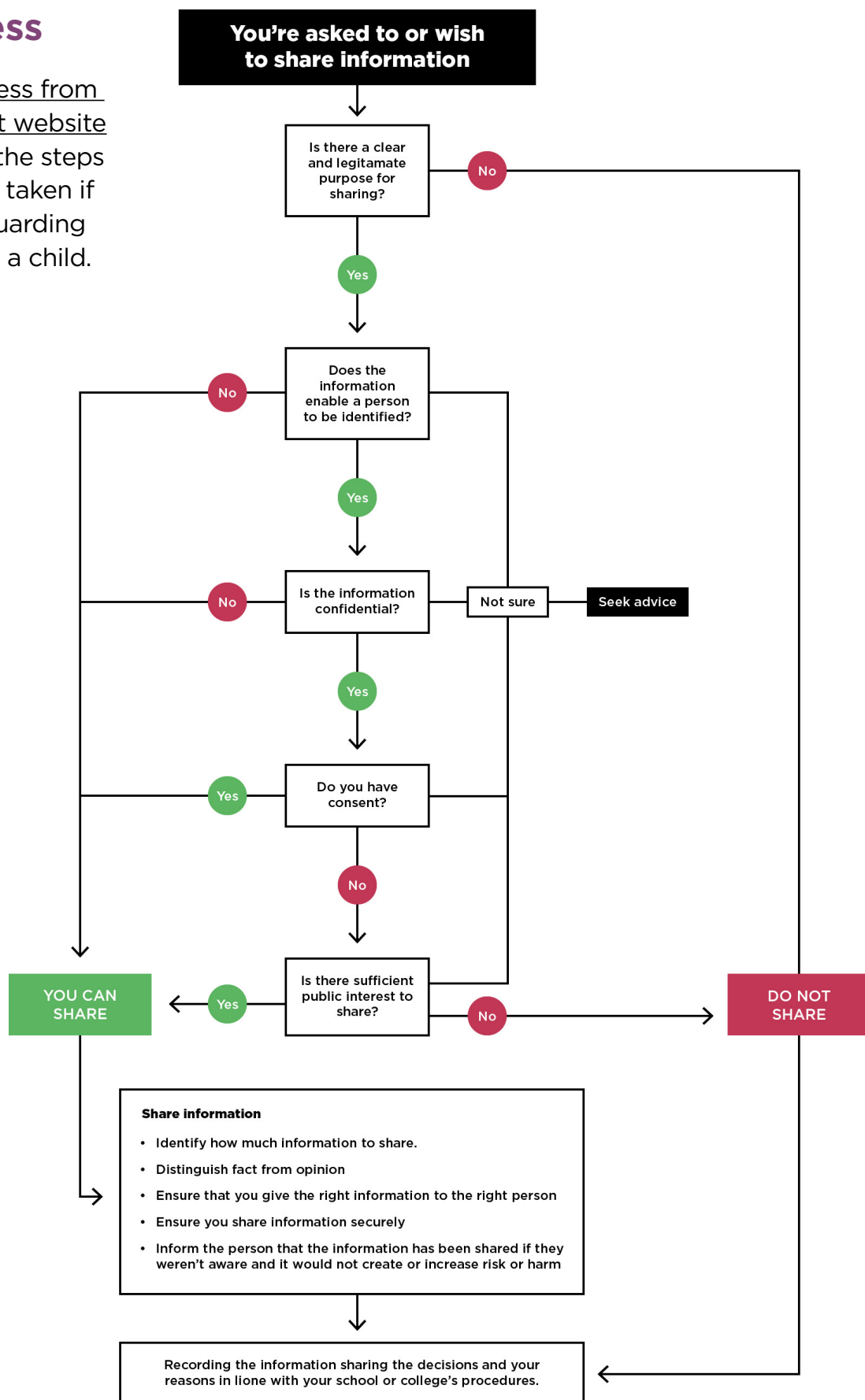
Here are some other ways you can report safeguarding concerns:

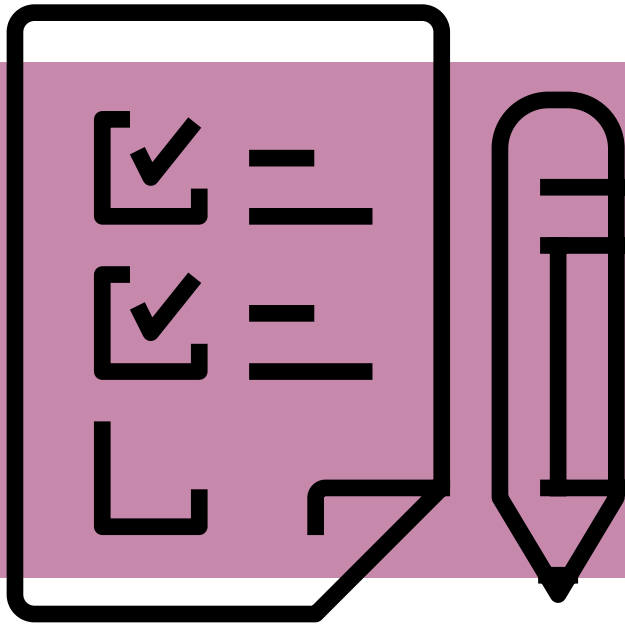
- **NSPCC:** Contact the NSPCC on 0808 800 5000. They'll pass the concern onto the local child protection team in your area to further investigate the issue.
- **Local Council:** You can also report your safeguarding concern to your local authority child protection team. To find your local team and their contact details, [click here](#).
- **DSL:** You also have the option to report a case directly to your DSL. If you're the DSL for your school or college, then follow one of the first two steps.
- **NSPCC Whistleblowing:** The NSPCC also has a whistleblowing advice line on 0800 028 0285 or email them at help@nspcc.org.uk. They offer free support and advice if you're concerned about how child protection issues are handled in your school, college or organisation.

If you have concerns, you should follow your school or college's child protection policy and speak to the DSL. This gives you further options, such as managing support for the child internally through your pastoral support process.

The Process

Here's the process from the government website which sets out the steps that need to be taken if you have safeguarding concerns about a child.





The Six Principles of Safeguarding

In addition to the above guidance, it is extremely helpful to always keep in mind what are known as the “six principles of safeguarding”.

The six safeguarding principles were originally produced for the safeguarding of adults. However, they can also be applied to the safeguarding of children. Safeguarding is about preventing the risk of harm from abuse or exploitation and having the ability to reduce it by raising awareness and supporting people in making informed decisions.

These principles are an aid to better understand actions that need to be taken to protect people and are agreed within the Care Act 2014.

Here's your very own cutout that you can print out to help raise awareness within your school or college.

1. Empowerment

Ensuring that people are supported and confident in making their own decisions and giving informed consent. This empowerment gives individuals choice and control over the decisions they make.

2. Prevention

It's crucial to try and take action before harm occurs. Preventing neglect, harm or abuse is the main objective. Prevention is when your school or college works to stop abuse before it happens. It involves raising awareness, training staff members and making information easily accessible to encourage people to ask for help.

3. Proportionality

You must take a proportionate and least intrusive response to any issues presented. Proportionality ensures that services take each child, young person or adult into account when dealing with abuse. All risks presented are addressed and each individual is respected.

4. Protection

This involves providing support and representation for those in need. Your school and college can put measures in place to help stop abuse from occurring and offer help and support to anyone at risk.

5. Partnership

Your school or college forming a partnership with local communities can create solutions as they can help prevent or detect abuse. These partnerships will give you the chance to work closely together with the local community to raise awareness.

6. Accountability

You must be accountable and transparent in delivering safeguarding. Safeguarding is the responsibility of everyone so make sure everyone does their part when it comes to safeguarding vulnerable people.

Stay Up-to-Date on Safeguarding Issues, Developments and More in Our Content Hub

Safeguarding is a sensitive yet urgent matter. The government regularly updates policies and procedures which are important to keep updated with. Trying to stay on top of regular changes and developments can be tricky, especially with so many moving parts regarding safeguarding. To help ensure you're always updated with the latest information and resources, visit our content hub.

We regularly publish written content with information from keynote speakers, case studies and more in blogs, interviews, infographics and much more. Click on the link below to get access to our blog.

[Visit the blog](#)