

WHAT YOU NEED TO KNOW ABOUT KEEPING CHILDREN SAFE IN EDUCATION.



‘Child welfare is a continuum of services designed to ensure that children are safe and that families have the necessary support to care for their children.’ (Childwelfare.gov, 2018)

‘Safeguarding is the process of protecting children (and adults) to provide safe and effective care. This includes all procedures designed to prevent harm to a child.’ (NSPCC, 2021)



A child is anyone under the age of 18.



Take the time to listen.

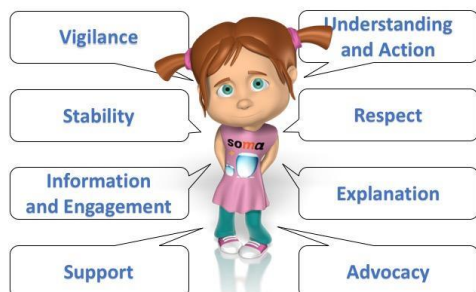


It is everyone's job to protect children and help them grow.

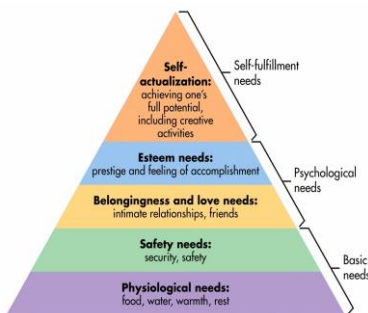


Talk to someone if you are unsure.

What Children Say They Need



(Somaconsultancy.co.uk)



(McLeod, 2013)



(Colourbox.com)

What can I do?



Make use of any available interventions that the school has to offer and liaise with outside organisations if needed.

If in doubt talk to your safeguarding or welfare officer.

Always act in the best interest of the child and never promise confidentiality but instead listen and advise of forward plan.

Make sure your current training is up to date and you know how to recognise children that may be in need of help.

There are many different forms of abuse and neglect, identify early which children may need help or are in danger.

Alert your safeguarding officer as soon as possible to any potential indicators or disclosures.

Write down and log on your schools preferred system any concerns and discussions.

Any disclosure made by child should be recorded exactly as child has told it and never ask questions allow the child to talk freely.

References

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[ctor-children-working-in-group.jpg](https://static.vecteezy.com/system/resources/previews/000/614/144/non_2x/vector-children-working-in-group.jpg) [accessed 21st March 2021].

This is a rationale to accompany the previous leaflet promoting welfare of children and young people.

Any school or organisation that works with or around children should have strict and strategic safeguarding policies in place and it should be of top priority when dealing with the welfare of children and young people, alongside this all persons entering the site where children are present should have an up to date dbs check in place as extra precautions.

The leaflet promoting child welfare is aimed primarily at teaching staff already within a school setting that would have had previous training and is designed to be a refresh and update the staff if there have been any government or legislation changes to the schools ongoing welfare and safeguarding policies. It is designed to be clear and easily digested although informative enough to give the correct details needed.

To begin there is a clear bold heading box that allows the reader to see exactly what the topic being discussed is and precise in the message it is giving, following on from this are two definitions,

‘Child welfare is a continuum of services designed to ensure that children are safe and that families have the necessary support to care for their children.’ (Childwelfare.gov, 2018).

‘Safeguarding is the process of protecting children (and adults) to provide safe and effective care. This includes all procedures designed to prevent harm to a child.’ (NSPCC, 2011).

It is important to safeguard children and young people as without this protection in place their future achievements and health can be profoundly impacted. Health and development could be impaired as they could start to withdraw from family and friends potentially affecting their emotional state of development, if withdrawal occurs, they could also begin to miss school and may fall behind on the expected educational milestones for their age group.

These definitions are followed by four small boxes containing images and short sharp key points for the staff to identify and they are that a child is anyone under the age of 18, this may seem an obvious point however children are growing up at alarming rates and sometimes people forget that a 12-year-old is still a child. It is noted by PsychCentral (2019) that many children grow up in an environment where they are neglected or abused in such a way that they have to mature faster and become little adults who not only may have to take care of themselves but also parents, siblings and other family members. Staff should take the time to listen to the children and be an available source of release for the child to express any thoughts or feelings they may have alongside any disclosure that may be

made, all of which big or small should be taken with seriousness. It is extremely important to remember that it is everyone's job not just teachers but all adults within a community to protect children and help them grow into ethical citizens allowing them safety, play and nurture. Unicef.org states in the Rights of the Child Act article 27 that "every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to do this." This article stresses that any adult should ensure the standard of living is suitable and if unsure follow necessary actions. The final point among the four small key points is that if you are unsure then talk to someone, not everyone is comfortable talking or listening about subjects of welfare and safeguarding and may find it difficult to know what the right thing is to do so always talk to the designated welfare or safeguarding officer for the best course of action to follow when any suspicion or doubt may arise, its better to be safe than sorry when dealing with children.

What follows next on the leaflet is an image of a child portraying what children say they need, according to Working Together to Safeguard Children (2018) a "key principle of effective safeguarding is a child-centred approach based on clear understanding of the needs and views of children." Vigilance is to have adults notice when the child is being troubled by something and being pro active and looking for any signs that may be recognised as a safeguarding issue that can be acted upon early. Understanding and action, understanding what is happening to the child whilst allowing them to talk freely with or without an appropriate guardian present and listening, believing and then acting with an aim to the problem. Stability is important for the child to be able to build trusting and stable relationships with those that are helping them and know that they have the support and guidance if and when needed. Respect, the children want to be respected as much as adults do and when respected will more often honour the same behaviour back. Information and engagement allow the child to be involved and informed on any plans put in place and any procedures or practices allowing them the opportunity to understand what is going to happen along with explanation of all outcomes and decisions being made and lastly support and advocacy providing the child with the correct support and allowing them the advocacy to put their views and ideas forward giving them the best opportunity to have their message heard.

This is congruent with article 3 of the Rights of the child act in which 'the best interests of the child must be a top priority in all decisions and actions that affect children.' (Unicef.org, 2016).

Radford et al, 2011 states that 2.5% of children age under 11 years old and 6% of young people aged 11-17 years old had experienced some form of maltreatment from a caregiver within the previous year, with 'almost half (45%) of all serious case reviews in England involving a child under 1 year of

age, and children of this age face around eight times the average risk of child homicide.’ (Cuthbert et al, 2011).

The second image is of Maslow’s hierarchy of needs and is often displayed as a pyramid and as people progress up the pyramid the needs become psychological and social, however it is the base level of the pyramid where a child’s basic needs are to be met that relates to welfare and safeguarding. ‘One must satisfy lower-level basic needs before progressing on to meet higher level growth needs.’ (McLeod, 2013). Caregivers are required to meet the child’s basic level of needs thus if unable to meet them adequately should seek help, likewise professionals are to be trained to identify signs that a child’s basic needs are not being met that may hinder performance, growth and overall health and wellbeing.

The third image in this part of the leaflet is the three different areas that all contribute to a child’s welfare and safeguarding, firstly being the parenting capacity in which the child needs basic care, safety, emotional stability, warmth, stimulation, guidance and boundaries. The parenting capacity is “the ability to parent in a ‘good enough’ manner long term” (Conley, 2003), and the parenting capacity focuses on the key points noted. During a parenting assessment it is important to consider if poor parenting is happening as a regular occurrence (Kellett and apps, 2009). A parenting assessment will involve interviews with parents, children and family members and observations of the child in different situations at different times throughout the day (Jones, 2010). The second area is family and environmental factors and the impact of family history and caregivers’ experiences can have a huge impact on how the child is being brought up and cared for and a caregivers past experiences may or may not affect the way in which they parent. Multiple caregivers can be explored in certain situations and it is noted by National assembly and Cleaver (2001) that “Children can be protected from the adverse consequences of parenting problems when someone else meets the child’s developmental needs”. The third area of the image is the child’s developmental needs, and this refers to the support and interventions given to the child and family from early stages in development. The health and education of the child is to be maintained alongside the child’s identity, family and social relationships and building on how the child is socially presented and basic self-care skills being taught.

The last section of the leaflet focuses on what the school practitioners can do within their setting, it draws on the relevant key points and reminds staff of the available resources within their school. One of these resources is that of interventions and there are many forms of interventions available to schools. School A has many different interventions to help children with their mental health and wellbeing once it is identified by staff. The ACE place works with children that have adverse childhood experiences, in school A many of the children’s parents are in trouble with the law, abusive home

situations or parents are incarcerated. These children often present themselves with great behavioural problems as they are following the normal home activities, withdrawn and not being able to trust or depend on anyone, feeling of no self-worth and in extreme cases showing sexual tendencies that they deem to be acceptable. The session helps the children to express emotions and give the child that one key person that they can open up to and trust helping them to deal with what happens out of school and coping mechanisms whilst working with appropriate outside agencies such as Barnardo's, exchange, social services and wish upon a star to all interact and support the children and family where and when needed. The ACE session also offer support for bereavement as many children have also lost parents or loved ones to suicide and illness providing them a place to remember and treasure the time they had with these people whilst also attempting to answer any questions that may arise. These regular sessions allow the child the time to talk with someone they have built a relationship with and trust giving them peace of mind and reassurance during the session.

There is also within school A the nurture group, this intervention is for children who are not getting the nurture and support that they have the right to in the home and all of the interventions within school can be accessed quickly when needed and liaise regularly with outside organisations if needed to assist the school in helping the child involved and in line with article 19 of The Rights of the Child Act that states "Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents and anyone else that looks after them." The interventions are designed to support children who may be having the wrong experiences at home or out of school and help them to deal with these and provide solutions for the child.

The leaflet is strong in the fact that it gives clear messages and information and is readily available be it paper copy or computer version and the colourings of the leaflet are specific so that they are not harsh on the eye and readers can keep focus on the information being read.

A weakness of the leaflet is that it is good for staff that have already had previous training and that is the category it is aimed at however if someone who had not had any welfare or safeguarding training was to see it, although they would gain relevant information, they would need to do more research to expand the knowledge required.

Overall, the leaflet provides relevant information and guidance whilst clearly promoting the welfare and safeguarding of children.

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