



Spinfield School Safeguarding and Induction Training

2025/6



thank
you!

Thank you for your time today and for offering to volunteer at Spinfield School. This is an induction and safeguarding refresher training session we we require you to renew every three years.

In addition to attending this session, you will need a DBS and details about how to obtain this can be fund via our school office.

Once you have your DBS it is worth signing up to the Update Service - especially if you help out in any other organisations as it means your DBS is valid in these.



Today we'll learn about...

- Safeguarding Procedures at Spinfield
- Why safeguarding should be everyone's focus
- How we can all act in our pupils' best interests
- The 4 main types of abuse and signs to look out for

And ...

We can talk about any specific safeguarding issues you might see in our school

Always report any concerns you have, this includes concerns about children and adults.

Report safeguarding concerns to the DSL (or deputy) by:

Filling out a Welfare/Concern form. These are on **pink paper** and can be found in the staffroom and meeting room. Alternatively, speak to or email Miss Spreadbury, Mrs Holland or Miss Denton

Designated safeguarding lead (DSL): **Miss Spreadbury**

Contact details: head@spinfieldschool.co.uk

Deputy Designated safeguarding leads(DDSL): **Mrs Holland**

Contact details: rholland@spinfieldschool.co.uk

Deputy Designated safeguarding leads(DDSL): **Miss Denton**

Contact details: senco@spinfieldschool.co.uk

Data protection is not a barrier to sharing safeguarding concerns

Evacuation and Lockdown



Please be aware of these procedures:

Evacuation: Alarm will sound continuously. Exit the building through the nearest Fire Exit. Assemble at the wall between the playground and field. Do not enter the building until you are told it is safe to do so.

Lockdown: 5 bells will ring. Stay in the room that you are in. Pull blinds down (if available) and move under a table if possible. Do not exit the room that you are in until you are told to do so.

Evacuation and Lockdown at Forest School

A member of the Senior Leadership Team will assess the situation.

Fire Drill: The class will need to come to the wall to assemble with the rest of the school.

Lockdown: It may be safer for the class to stay outside or they may have to come into school.

In either situation, the Forest School Leader and a member of staff will have a mobile phone and they will be contacted and given instructions.



When volunteering:

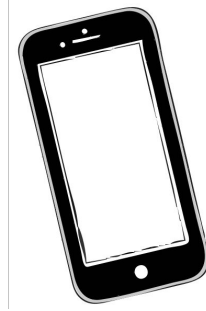
If you are asked to accompany a child to the toilet:

Never enter the toilet with the child. Stay outside of the toilet block.
If the child does need assistance, always call for a member of staff.

If you are working with a child:

Never work alone in a room with a child, make sure that you are in a space where you are clearly visible to other adults, ideally in a corridor space or somewhere like the Art and Craft room.

Mobile Phones



Volunteers should not use mobile phones while in school. We don't ask volunteers to hand phones in but we do ask volunteers to keep phones in their bags/pockets and **please put your phone and smartwatch on the "Do Not Disturb" setting.**

If you do need to take a call while you are volunteering, please come to the school office and a member of staff will organise a room for you to take the call in.

On no occasion, while volunteering, will you be permitted to take a photo of any child on any device apart from a device supplied by school.

**Why safeguarding MUST be
everyone's focus.**

The Key > Safeguarding

Anyone who works with children, in whatever capacity, HAS to follow a document called Keeping Children Safe in Education (KCSIE). This is a document that is produced by the Department for Education and is updated at least annually. Keeping Children Safe in Education is statutory guidance that schools and colleges in England must have regard to when carrying out their duties to safeguard and promote the welfare of children.

There must be a child centred approach to safeguarding and an understanding that “it could happen here”.

Safeguarding and promoting the welfare of children is defined in KCSIE in 2024 as:

- **Providing help and support to meet the needs of children as soon as problems emerge**
- **Protecting children from maltreatment, whether that is within or outside the home, including online**
- **Preventing the impairment of children’s mental and physical health or development**
- **Ensuring that children grow up in circumstances consistent with the provision of safe and effective care**
- **Taking action to enable all children to have the best outcomes**

Safeguarding is everyone's responsibility



Spotting the signs - Look out for changes in a child

Difficulty concentrating and not doing as well at school

Becoming withdrawn

Mood or behaviour changes

Risk-taking behaviour



Mental health needs

Tiredness

Self-harming

Using drugs or alcohol

It's important to understand that some children are more vulnerable than others:



Have SEND, or certain health conditions and specific additional needs

Have mental health needs

Are persistently absent from education

Are privately fostered

Are frequently missing from care or home

Are LGBTQ+

Have a family member in prison or affected by parental offending

Have been in care

It's important to understand that some children are more vulnerable than others:



Live in
challenging
family
circumstances

Are at risk of
honour-based
abuse

Are at risk of
radicalisation

Are at risk of
modern slavery,
trafficking or
exploitation

Are misusing
drugs
or alcohol

Are young
carers

Are being drawn into
anti-social or
criminal behaviour

Key points about why safeguarding should be everyone's focus

- Safeguarding means making sure children **grow up safe, happy and healthy**
- We work on the basis, **'it could happen here'**
- We **all** have a role to play in safeguarding children
- Be alert to **changes** in a child
- All children are vulnerable, but **some are more vulnerable** than others
- The **safeguarding team is here to listen** to any concerns you have



How we can all act in our pupils' best interests

If a child makes a disclosure...

Do...

Listen fully, be supportive, take the child seriously

Let the child lead the conversation

Reassure the child that they're not in trouble and will be kept safe

Ask open questions

Reflect back what they're saying

Be clear about what you'll do next

Don't...

Give the child the impression they're creating a problem

Make promises about keeping things confidential

Make further investigations yourself

Become distracted by taking notes

If a child makes a disclosure...

Ask Open Questions - use **TED**

- Can you **Tell** me ...
- Can you **Explain** to me ...
- Can you **Describe**

Always try to write down what the child has said to you either during the disclosure or as soon after as possible. If you are volunteering at Forest School it's unlikely that you'll have a piece of paper readily available. In this instance, you should explain what has happened to the Forest School Leader, tell them that you need to find a DSL and come back to the school building to record the disclosure.

How to write a robust safeguarding report every time

- ✓ Think **who, what, where and when**
- ✓ Include as much detail as possible, including the **child's own words**
- ✓ Stick to the **facts**
- ✓ Make the report **as soon as possible**

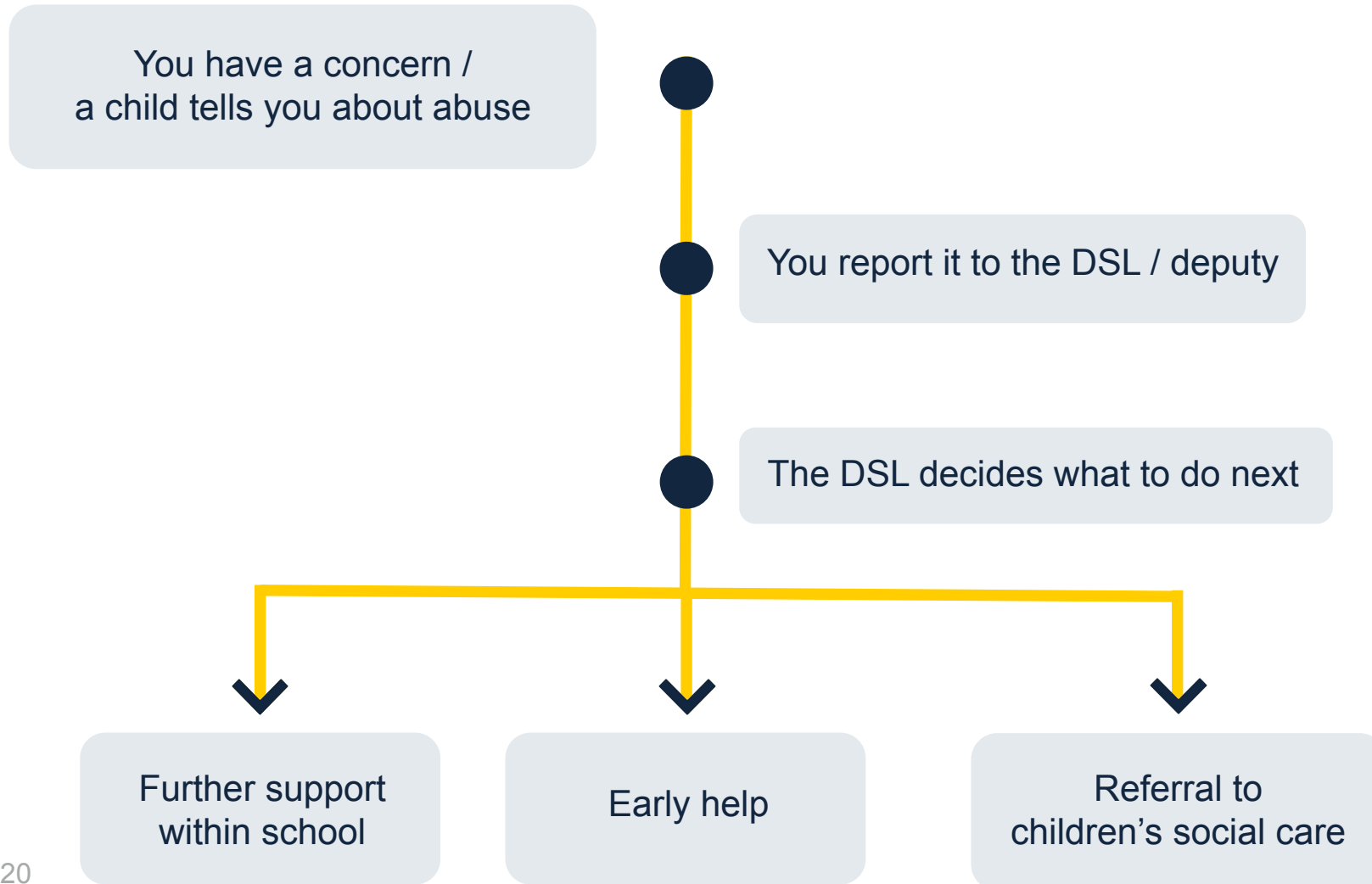
"Charlie T was reluctant to leave the classroom at 12.30pm"

Charlie doesn't "like them much" because mum acts "so weird" when they're around

She sometimes cooks for Charlie and her sister but "sometimes forgets", and "usually shouts" if Charlie or her sister ask for anything

*Date: 18 September 2023
Time: 2.00pm*

What happens after you make a report



What should you do if the child is in **immediate danger** and the **DSL/deputy isn't available**:

- **If there is immediate risk of harm to a child, call the Police on 999.**
- Call the local police if appropriate:
Marlow Police Station: 01865 841148

Make a referral to LA children's social care:

- **01296 383 962 between 9am to 5:30pm Monday to Thursday**
- **9am to 5pm Friday. 0800 999 7677 before 9am, after 5:30pm (5pm on a Friday) or at weekends (Emergency Duty Team).**

Share any concerns about other members of staff

If you have concerns about...	Speak to...
A member of staff	Miss Spreadbury or a DSL
A volunteer	Miss Spreadbury or a DSL
The headteacher	Keith Spence Chair of Governors chairofgovernors@spinfieldschool.co.uk



If there's a conflict of interest in reporting to the headteacher, go to the LADO: **01296 382070** or at **secure-LADO@buckinghamshire.gov.uk**

Report concerns about our safeguarding practice

Speak to the LADO

Telephone: 01296 382 070

Secure email: secure-LADO@buckinghamshire.gov.uk

The LADO office is open from 9am – 5.30pm Monday to Thursday, and from 9am – 5pm on Friday.

<https://www.buckssafeguarding.org.uk/childrenpartnership/professionals/safer-employment-the-lado-allegations/>

Otherwise, use the NSPCC helpline on:

- 0800 028 0285 (8am to 8pm, Monday to Friday; 9am to 6pm, weekends)
- help@nspcc.org.uk



Key points about how we can all act in our pupils' best interests

- Take a child seriously if they tell you about abuse they've experienced. Reassure them they'll be kept safe
- Ask open questions - remember TED
- Always report any concern you have – no matter how small – immediately



**The 4 main types of abuse and signs
to look out for:**

What are the 4 main types of abuse?



Physical abuse



Sexual abuse



Emotional abuse



Neglect

Neglect: what to look out for:

It may look like:

Severe and persistent illnesses and infections

Consistently inappropriate clothing or shoes

Persistently smelly or dirty

Signs of malnutrition

Numerous accidents

Being hungry, stealing or hiding food

Missing school

Being a carer for siblings or other family members

Poor medical and dental care



Physical abuse: what to look out for:



Bruises, cuts,
scratches or
scars

Fractures

Bite marks

Burns or
scalds

Vomiting,
drowsiness
or seizures

Breathing
problems

Suspicious
illnesses

Emotional abuse: what to look out for:

Behaviour, language or knowledge you wouldn't expect for their age

Outbursts

Isolation from parents or carers

Negative interactions with parents or carers

Language development issues

Lacking social skills or friends

Low self-esteem or self-confidence

Trying to make people dislike them



Sexual abuse: what to look out for:



Difficulty sitting

Marks and
bruises

Poor personal
hygiene

Needing
the toilet
a lot

Fear of, or
avoiding,
a particular
person

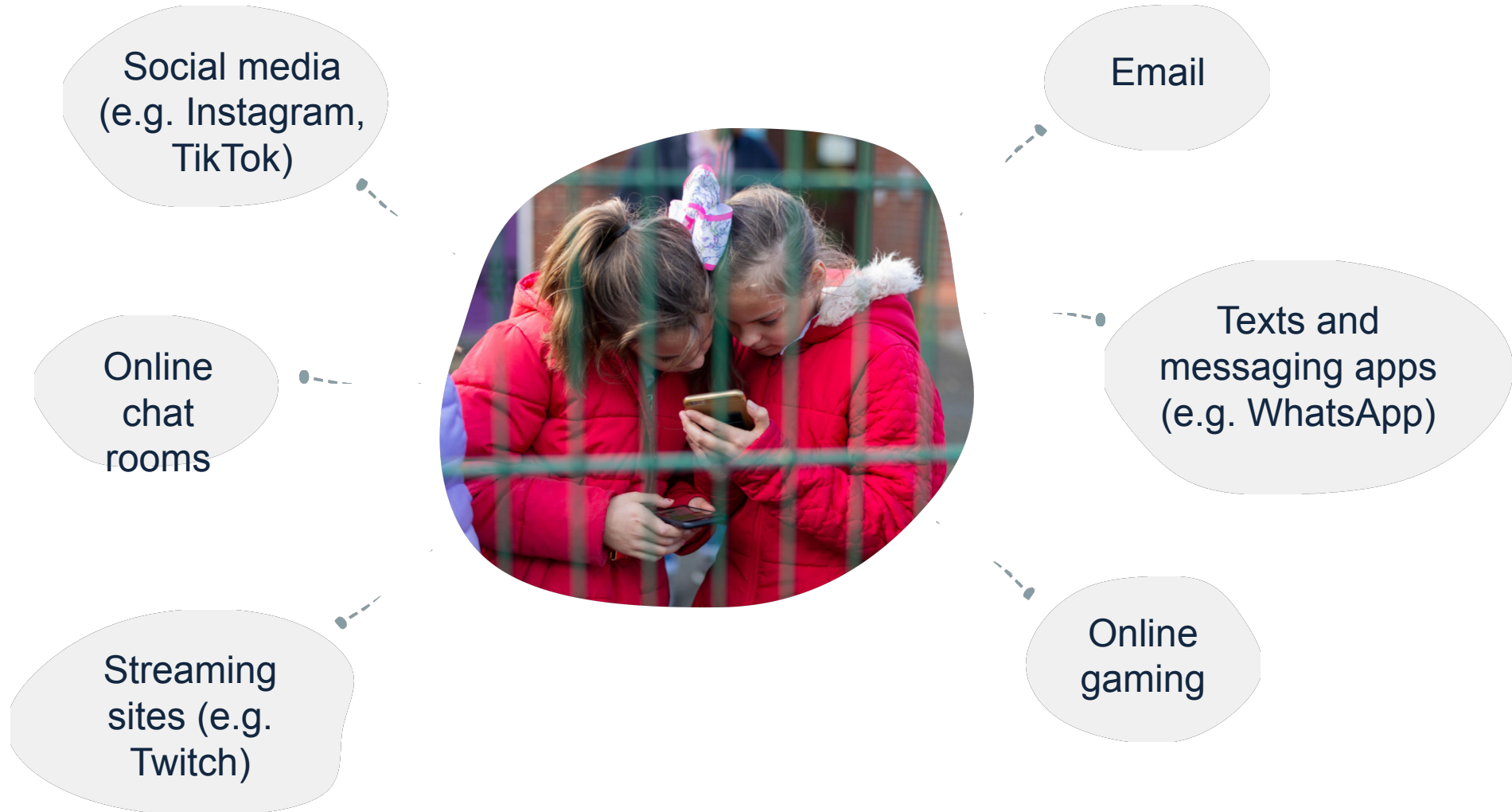
Sexually
inappropriate
behaviour

Dropping hints
or mentioning
'secrets'

Secretive online
behaviour

Pregnancy
and STIs

Abuse happens online too.



What does abuse look like online?

Emotional abuse:

Teasing and bullying on messaging apps (cyber-bullying)

Being made fun of on social media (e.g. fake accounts, hurtful videos)

Being excluded from online games

Receiving constant messages from parents or carers while at school

What does abuse look like online?

Sexual abuse:

Being forced to make or look at indecent images

Being forced to take part in sexual activity to be put online

Grooming – being befriended online by someone with the intention of abuse, exploitation and/or trafficking

Look out for...

Spending more or less time online than usual

Strong emotional reactions to being online



Receiving high numbers of messages and/or phone calls

Secrecy about what a child gets up to online

Key points about the 4 main types of abuse:

- The 4 main types of abuse are **neglect**, **physical**, **emotional** and **sexual**
- In some cases, multiple **issues will overlap** with each other
- The crucial thing is to be able to spot that something might be wrong – and **act on it** by reporting your concerns



Child-on-child abuse: assume it could happen here.

- **Act immediately** on any concerns or reports
- **Reassure** the child they'll be supported and kept safe
- **Don't dismiss** or downplay any reports
- **The school will need to consider** the needs of the perpetrator too



Being aware of our children's mental health, we can't diagnose but we can spot signs:

Look out for:

Excessive fears and worries

Tiredness or difficulty concentrating

Loss of appetite and weight changes

School performance or behaviour getting worse

Emotional changes

Loss of interest in friends or favourite activities

Hyperactivity

Changes to mood after being online

Poor attendance



Key takeaways from today's training:

- We must assume 'it could happen here' and be **professionally curious**
- Always **act in the child's best interests**
- Be on the lookout for **signs of abuse**, and in particular, for **changes in a child**
- If you **see something, say something** – including concerns about staff and our safeguarding practice
- Always **make a written record**
- Read the Child protection policy on the school website
<https://www.spinfieldschool.co.uk/policies/>



The Key > Safeguarding