For internal use only

Do now

What can you recall?

1. Who is responsible for safeguarding children?

2. What are the four categories of abuse?

3. Respond is one of the four ‘Rs’ associated with handling a disclosure or a concern. What are the other three?

4. List at least three barriers that might stop children from telling someone about their abuse.

For internal use only

Safeguarding Part 2

Angela Brown

@teachfirstuk
teachfirst.org.uk
Teach First
@teachfirstuk



Seminar objectives P13

By the end of this seminar, you will:

- know three additional areas of safeguarding
- know the indicators of these three areas
- have identified the most appropriate response to possible safeguarding scenarios
- Considered staff low-level concerns and how they are dealt with

For internal use only

Related ITTECF statements

Learn that…	Learn how to…
Professional Behaviours (Standard 8 – 'Fulfil wider professional responsibilities')	
	8b Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers' Standards (Personal and professional conduct). *8m Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school.* *8n Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.*
Adaptive Teaching (Standard 5 – 'Adapt teaching')	
	*5d Working closely with the Special Educational Needs Co-ordinator (SENCO) and special education professionals and the **Designated Safeguarding Lead (DSL)** under supervision of expert colleagues.*

For internal use only

For internal use only

Answers

1. Who is responsible for safeguarding children?

2. What are the four categories of abuse?

3. Respond is one of the four ‘Rs’ associated with handling a disclosure or a concern. What are the other three?

4. List at least three barriers that might stop children from telling someone about their abuse.

- Blame
- Implications
- Fear
- Feeling responsible
- Feeling ashamed
- Not recognising the experience as abuse
- Lack of vocabulary
- Lack of trust

For internal use only

For internal use only

Seeking support

Much of the content of this seminar is sensitive in nature. It could raise personal, as well as professional issues for you.

If you need support following the content of the session you can contact the education support helpline on:

0800 562 561

For internal use only

For internal use only

Additional safeguarding considerations

Child criminal and sexual exploitation

Female genital mutilation

Radicalisation

Extra-familial harm and contextual safeguarding

For internal use only

Female genital mutilation

- honour-based violence
- female genital organs are injured or changed
- traumatic and violent

The Charity, Equality No, estimates that 60,000 girls under 15 in the UK were born to mothers who had undergone FGM (and are therefore more at risk) and 137,000 girls and women in the UK are living with the consequences.

UK law

- Illegal to assist a girl or someone else to carry out FGM
- You must report known cases of FGM in under 18s to the police

For internal use only

Signs and indicators

At risk of FGM

- a relative or ‘cutter’ visiting
- a special occasion or ceremony to ‘become a woman’ or prepare for marriage
- a female relative being cut
- a long holiday or a visit to family overseas during the holidays
- unexpected, repeated or prolonged absence from school
- a girl struggling in school and the quality of work declining
- a child running away or leaving home

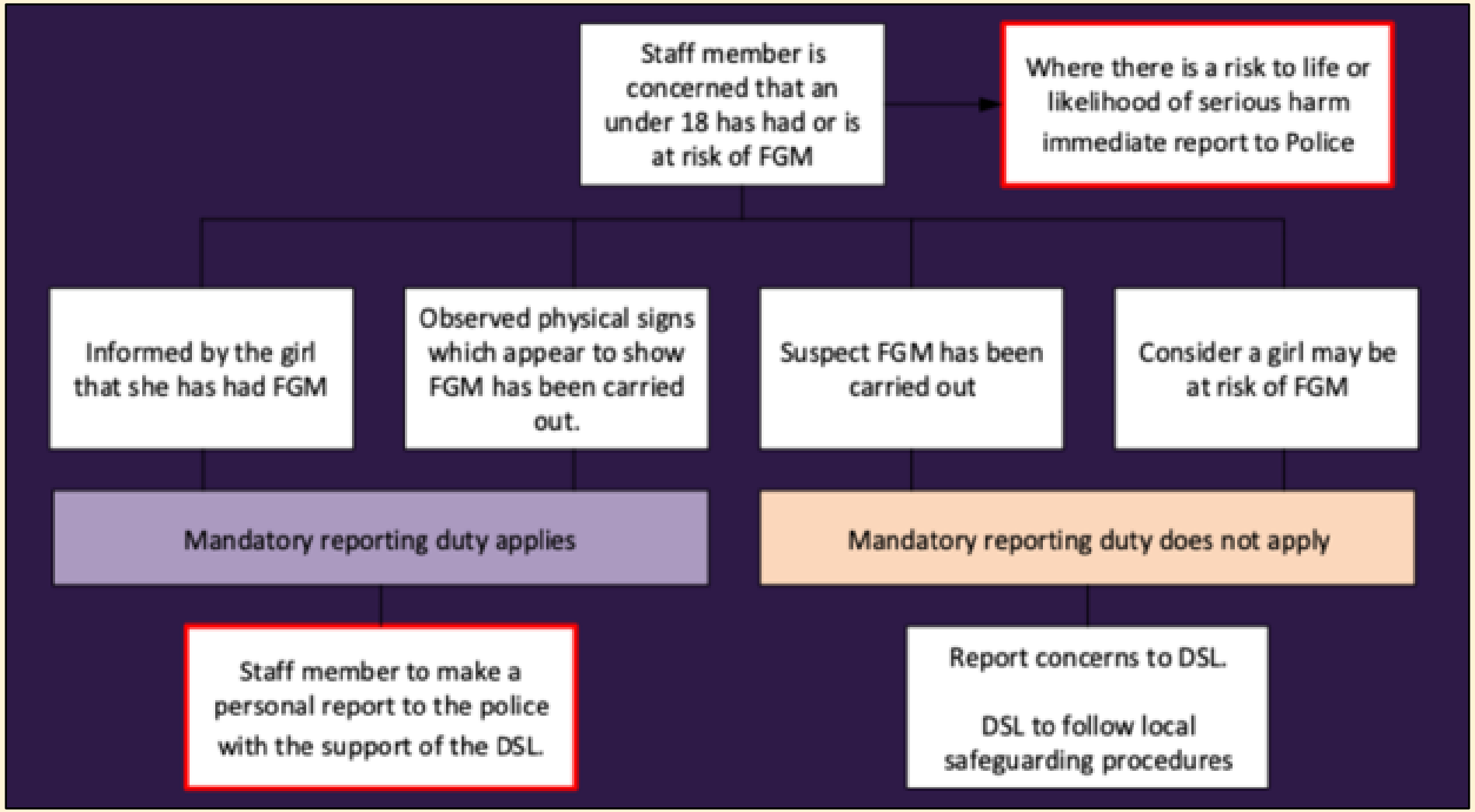
Undergone FGM

- have difficulty walking, standing or sitting
- spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- display unusual behaviour after an absence from school or college
- be particularly reluctant to have routine medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear

For internal use only

For internal use only

Teachers' Statutory Duty - FGM

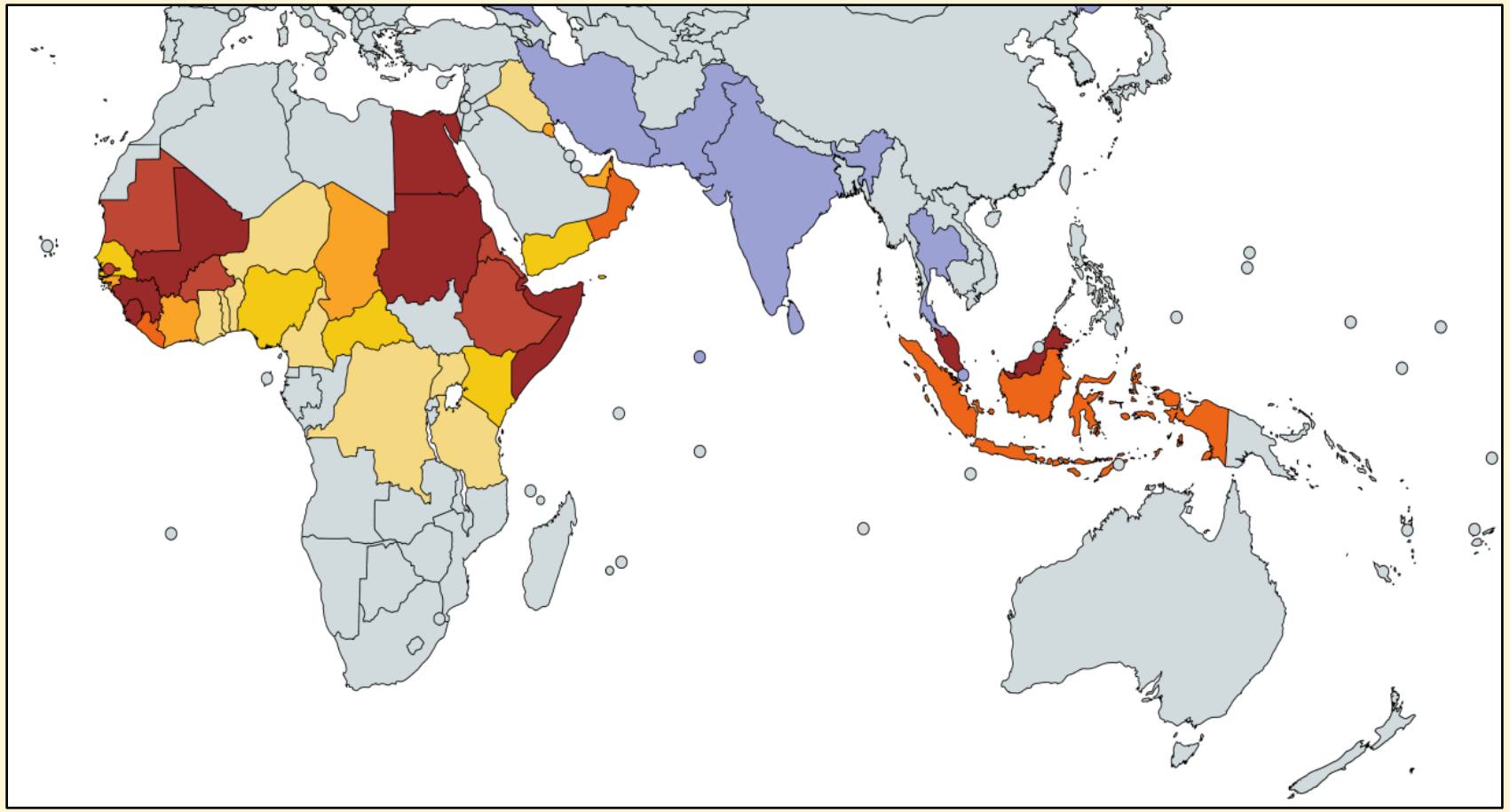


For internal use only

For internal use only

Prevalence of FGM

FGM Prevalence	
0-15%	
16-30%	
31-45%	
46-60%	
61-85%	
85-100%	
Only small scale studies exist/ Prevalence Unknown.	



*Based on 15-49 year old women

[World FGM Map – National FGM Centre]

Date of Issue: September 2025

For internal use only

Knowledge check

1. What does FGM stand for?
2. Where in the world are girls most at risk of FGM?
3. Is FGM permitted in the UK?
4. What should you do if a girl discloses a case of FGM to you?
5. Should you examine a girl if you suspect she is a victim of FGM?



Knowledge check

What does FGM stand for?

Female genital mutilation

Where in the world are girls most at risk of FGM?

Africa, but FGM can take place anywhere

Is FGM permitted in the UK?

No, it is illegal

What should you do if a girl discloses a case of FGM to you?

Follow your school's policy and procedure for school staff.

Should you examine a girl if you suspect she is a victim of FGM?

No, report your suspicions by following your school's policy.



For internal use only

Child sexual and criminal exploitation

Child sexual exploitation (CSE)

Child criminal exploitation (CCE)



For internal use only

For internal use only

Signs and indicators

- persistently going missing from school or home
- unexplained acquisition of money, clothes, or mobile phones
- relationships with controlling/older individuals or groups
- suspicion of physical assault/unexplained injuries
- significant decline in school results/performance
- association with those linked to gangs or those known to be experiencing CSE or CCE
- self-harm or significant changes in emotional wellbeing
- exploited children may also carry drugs or weapons

For internal use only

For internal use only

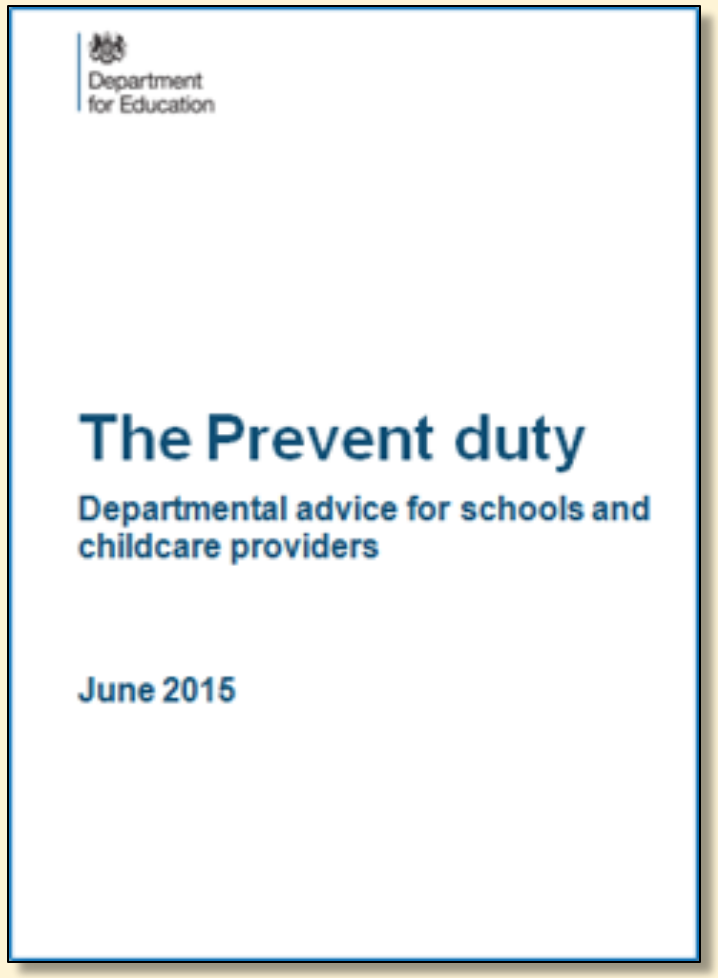
Signs and Indicators



For internal use only

For internal use only

Radicalisation



Radicalisation

When a person comes to support terrorism or extremism

Extremism

Vocal, or active opposition to fundamental British values

Can you list the five British values?

For internal use only

For internal use only

Fundamental British values



Democracy



Rule of law



Individual liberty



Mutual respect



Tolerance

For internal use only

For internal use only

Prevent Duty

The Counter Terrorism & Security Act 2015 places a duty on schools and colleges to safeguard pupils from being drawn into terrorism.

Schools need to manage & assess risk to their pupils based on local information

They will need clear protocols around visiting speakers

Staff training should enable the identification of susceptible young people, how to challenge extreme ideas which legitimise terrorism, and how to refer

Schools should reduce the “permissive environment” by filtering and monitoring the internet, having a relevant curriculum offer and by challenging extreme ideologies

Ofsted will inspect the school’s approach to keeping pupils safe from the risk of radicalisation and extremism

For internal use only

For internal use only

Radicalisation and Extremism

Current threat level in the UK is Severe (an attack is highly likely)

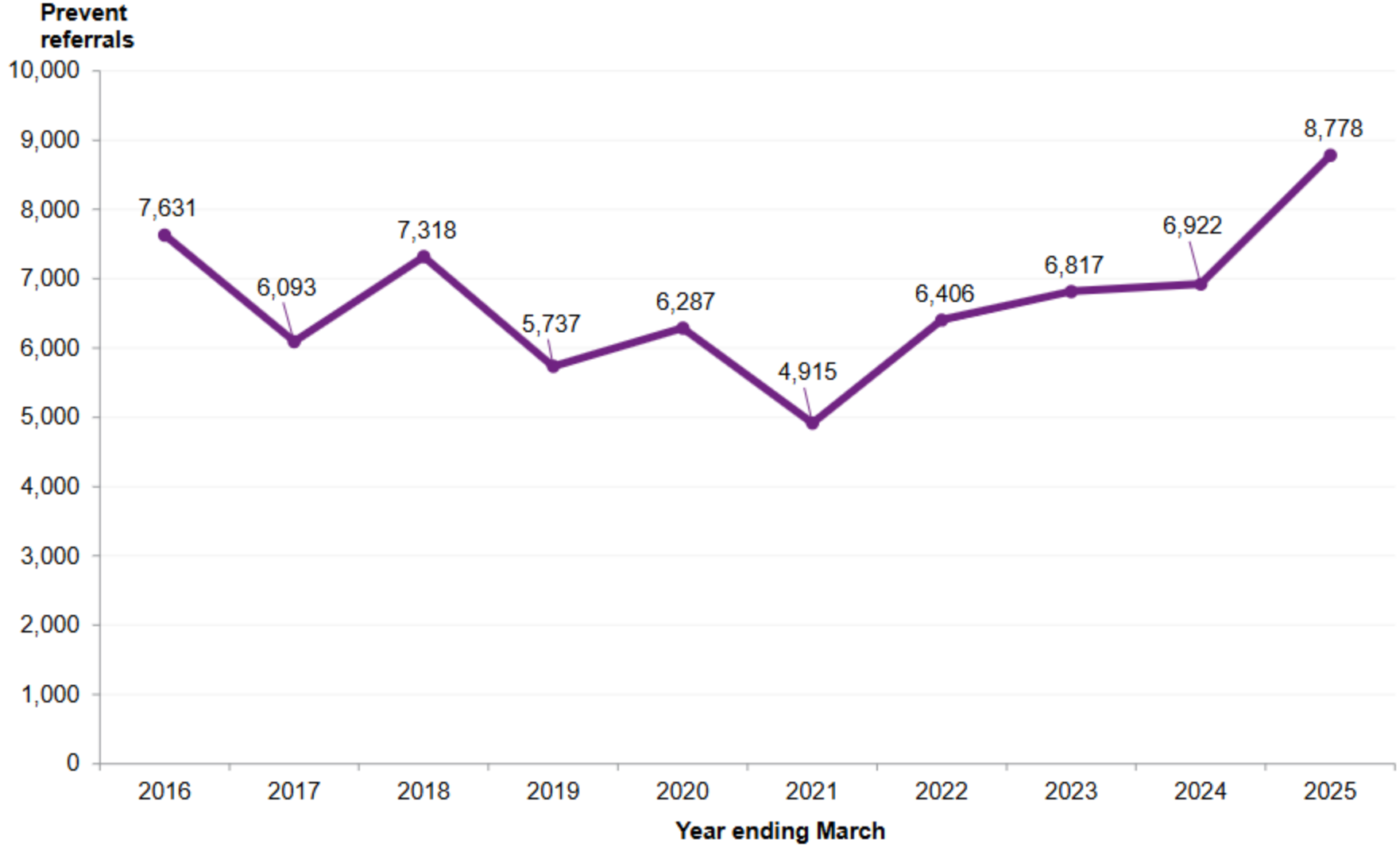
Some Prevent referrals will go on to the Channel programme. In 2020/2021, there were 688 cases adopted, of which:

- 46% were related to extreme right-wing radicalisation
- 30% came under a Mixed, Unclear or Unstable (MMU) ideology
- 22% were linked to Islamist radicalisation
- 2% were related to other radicalisation concerns

For internal use only

For internal use only

The changing referral figures



For internal use only

For internal use only

Channel

“Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are first assessed by police and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required.”

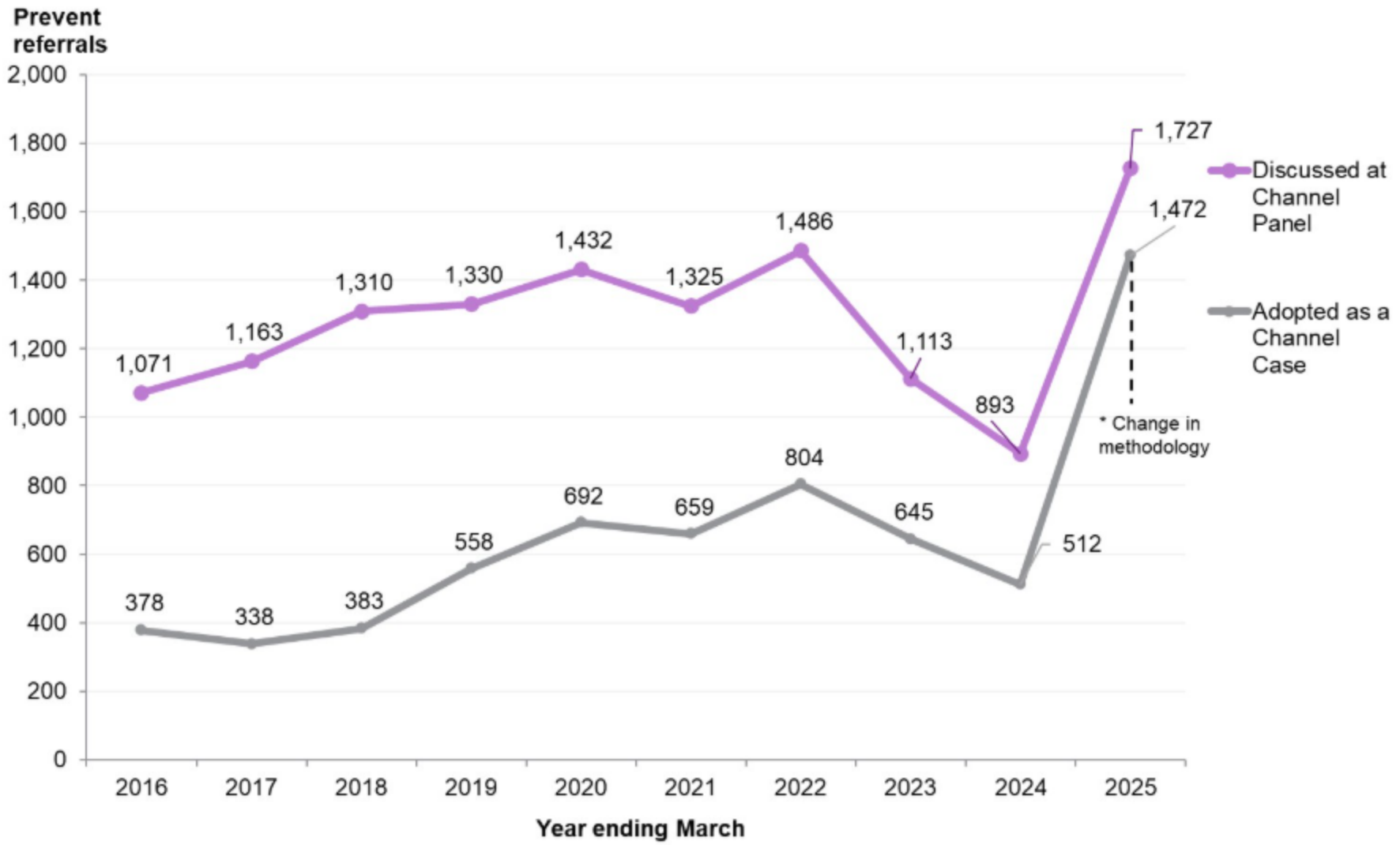
KCSIE (2026)

For internal use only

For internal use only

Referrals to Channel

Figure 2: Number of referrals discussed at a Channel panel and adopted as a Channel case, between 2015/16 to 2024/25



For internal use only

For internal use only

Extra-Familial Harm

Extra-familial harm is harm outside of the family home.

Contextual Safeguarding is an approach which helps to explore extra-familial harm, recognising and responding to young people's experiences of significant harm beyond their families.

It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse.

This video will provide a brief overview of Contextual Safeguarding

Contextual Safeguarding Network (2022)

For internal use only

For internal use only

Extreme violence and OCGs
County Lines in Northants and Cambs

"County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons."

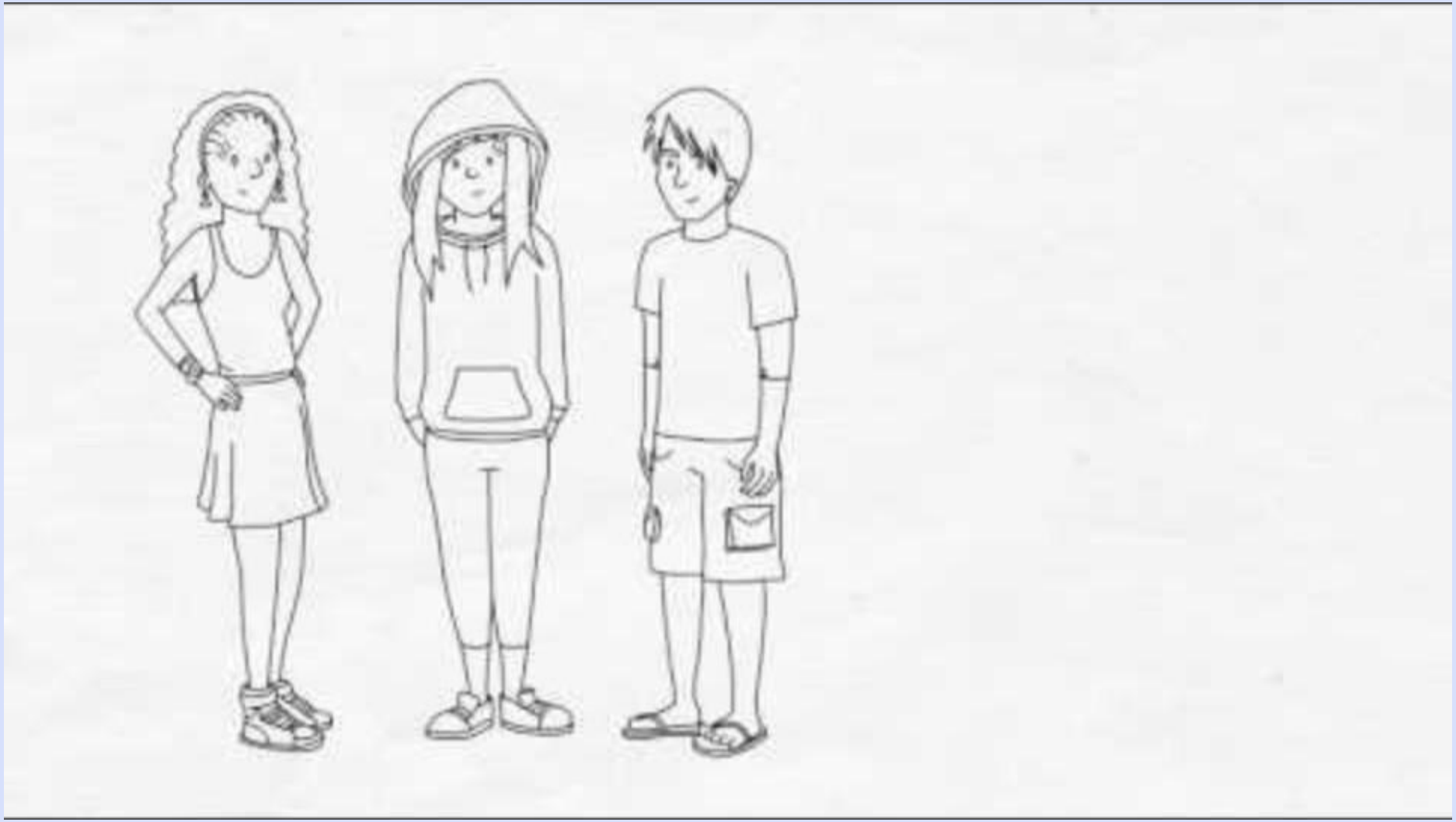
DfE (2026)

Please make sure you read the definitions of 'serious violence' in KCSIE P.169 in Annex A

For internal use only

For internal use only

Contextual safeguarding



For internal use only

For internal use only

Signs and indicators

- Persistently going missing from school or home
- Unexplained acquisition of money, clothes, or mobile phones
- Relationships with controlling/older individuals or groups
- Suspicion of physical assault/unexplained injuries
- Significant decline in school results/performance
- Association with those linked to gangs or those known to be experiencing CSE or CCE
- Self-harm or significant changes in emotional well-being
- Exploited children may also carry drugs or weapons

For internal use only

For internal use only

Safeguarding scenarios: a concern? Why?

1

A girl keeps talking about visiting her special family for a few weeks over the Easter holidays. She says that something special is going to happen but is unsure of what. When she returns to school, she seems fidgety and uncomfortable in her chair and asks to go to the bathroom much more regularly.

1

This is a concern because she is showing some of the indicators of female genital mutilation. You should report this to your designated safeguard lead as soon as possible for them to investigate further / report to too the authorities .

For internal use only

For internal use only

Safeguarding scenarios: a concern? Why?

2

A child likes to link all of their work to their Pakistani heritage. When telling a story they refer to a Pakistani story. They often use their home language when speaking.

2

Being proud of one's heritage is not a cause for concern. It is important that all pupils see themselves reflected in the curriculum and that their background is valued.

For internal use only

For internal use only

Safeguarding scenarios: a concern? Why?

3

A child has drawn graphic images of fighting, guns and dead bodies. There are swastikas around the outside of the picture.

3

This is a concern that should be raised with the safeguarding lead. The safeguarding lead should speak to the child about their picture to find out his understanding of it and motivation for it. Dependent on their response and other information the school has on them, the safeguarding lead may refer to other agencies such as social care.

For internal use only

For internal use only

Safeguarding scenarios: a concern? Why?

4

A Muslim girl starts wearing a hijab to school having not done so before.

4

This is not a concern. Pupils should be able to freely express their religion. There is little connection with religion and extremism. Whilst young children are not required to wear a hijab there is no reason why they shouldn't. It is important that no group of pupils feel under suspicion or excluded at school. Schools should be a welcoming and safe environment for children of all faiths.

For internal use only

For internal use only

Reconsider your earlier scenarios

How would you deal with these concerns as a teacher in a school?

- **In the moment**
- **After the disclosure / realisation**

Choose one example and discuss

For internal use only

For internal use only

Staff conduct and referrals to the LADO

All schools have a conduct policy for staff. You must read this in your transition into the school – make sure you ask for it if it is not offered.

All adults are expected to work within the scope of their contract, maintaining trust by working in a safe and effective manner, acting honestly and treating others with professionalism and respect.

For internal use only

For internal use only

Staff Conduct

Meeting in school likely

Conduct Concern

- Misconduct not associated with any children being harmed or abused.
- Not attending compulsory meetings.
- *"The rules don't apply to them"* mentality

Meeting in school likely

Low Level Concern

- Is inconsistent with the Professional and Safe Conduct Policy), including inappropriate conduct outside of work
- Doesn't meet the 'harm test' (see right) or is not considered serious enough for referral to the local authority.

LADO/DO Referral Required

Allegation: Harm Test

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates that they may pose and risk of harm to children
- Behaved or may have behaved in a way that indicates that they may not be suitable to work with children

For internal use only

For internal use only

Common school and Trust highlights

Conflict of Interests

Staff must declare actual, potential or perceived conflicts of interest that could impact on decision making.

Use of Mobile Phones

Staff must only use work phones for contacting parents or students and engaging in work related business – personal numbers must not be shared with parents or students. Photos must not be taken on personal phones

Social Media

Professional online presence must be maintained – avoid posting anything that could damage the reputation of you, your school or the Trust and ensure privacy settings are switched on.

Further practical advice can be found by visiting Professional reputation - UK Safer Internet Centre

Alcohol

Alcohol must not be brought on to school premises without the prior written consent from the Principal or Executive Team. Alcohol brought on to site with consent must be stored securely and safely away from students.

Relationships and Boundaries

Adults are responsibility for maintaining a positive working environment, resolving conflicts professional and maintain public confidence.

Staff must maintain professional boundaries with students, on and offline, and report any interaction that could be misrepresented.

Behaviour outside of work should not damage the reputation of the school or Trust.

Contact with children outside of work should be limited to Trust/School-sanctioned activities and official communication channels

For internal use only

For internal use only

(Local Authority) Designated Officer

The (Local Authority) DO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has:

behaved in a way that has harmed, or may have harmed a child and/or;

possibly committed a criminal offence against or related to a child and/or

behaved towards a child or children in a way that indicates they may pose a risk of harm to children; and/or

behaved or may have behaved in a way that indicates they may not be suitable to work with children.

For internal use only

For internal use only

Perception is Everything!





For internal use only

For internal use only

Low Level Concern Examples

Communicating with students outside of school hours and/or through personal accounts

Using unkind, sarcastic or aggressive language towards students

Engaging in behaviour that lacks clear personal and professional boundaries, such as being overly familiar

Inappropriate physical contact, outside of policy, even if not intended to cause harm

Unsupervised one-to-one contact without a clear purpose

Taking photographs or videos of students on personal devices and/or for non educational purposes

For internal use only

For internal use only

What could have possibly gone wrong? Is this a low-level concern? Or a need to refer to the LADO? Or something else?

- A trainee uses a semi / quasi swear word – “frick” when teaching his maths lesson
- A trainee is a creative performer before training. They forget to make their Instagram account private
- A trainee has an uncommon name and uses this on their Facebook profile
- A trainee has a profile picture of them in a pub with a drink
- A male trainee is absent for the tour of the school and sees the men’s toilet and uses these without checking where the staff loos are
- A trainee gets a text message from the doctors at school and replies in the corridor
- A trainee loses their cool and shouts at the class
- A trainee uses their phone to look up something they are going to be teaching while they are observing another teacher
- A trainee attends a school trip and takes pictures of the groups doing activities on their personal phone

For internal use only

For internal use only

Abuse from professionals

If you have concerns about abuse from professionals:

- Talk to your DSL about how concerns would be managed about professionals within your school.
- If you are very concerned contact your local authority designated officer (LADO). They investigate when allegations of abuse are made against professionals.
- You can contact the NSPCC for advice and support.

Contact the Whistleblowing Advice Line

Call 0800 028 0285

Email help@nspcc.org.uk

For internal use only

Key Takeaways P13

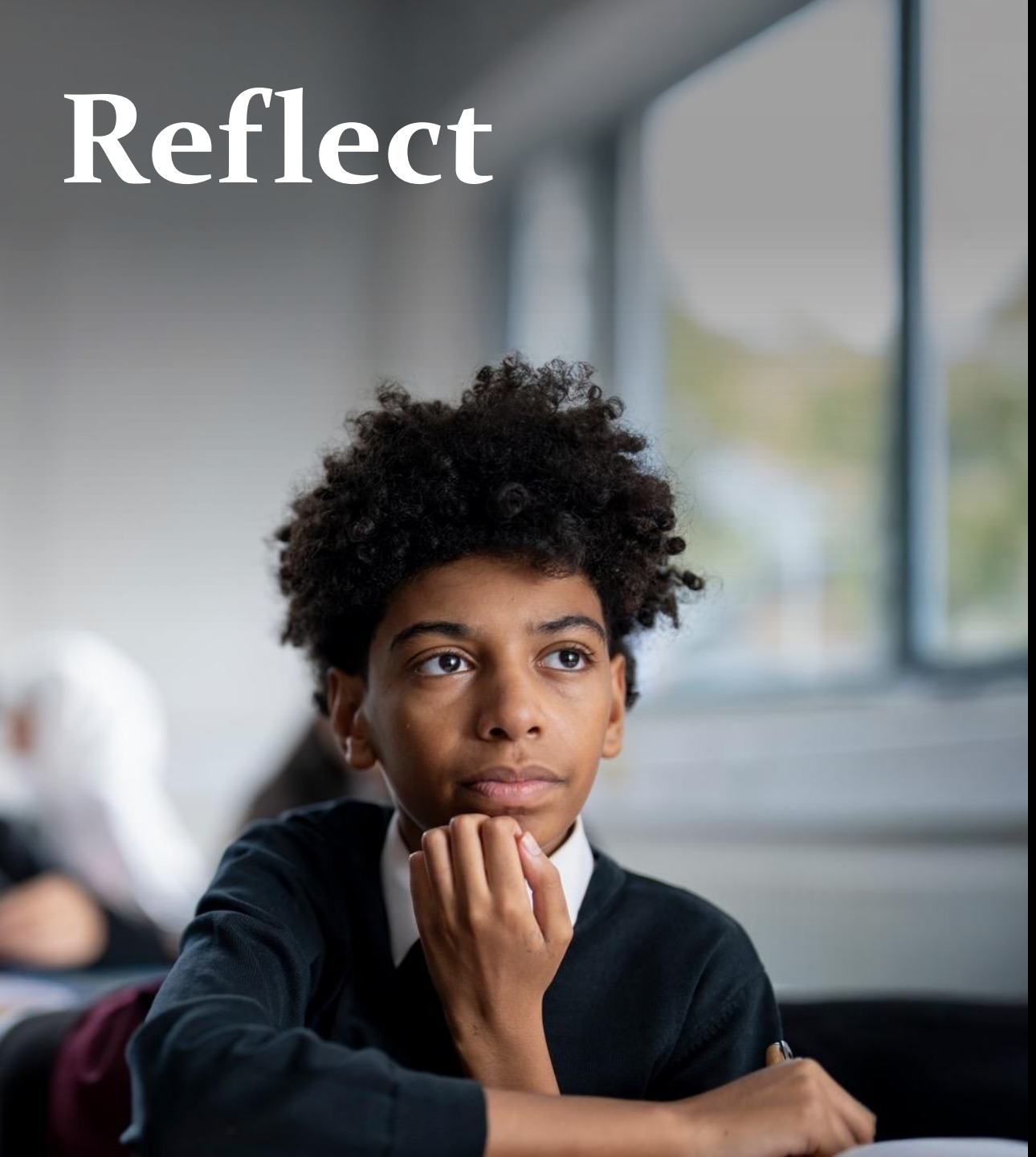
Safeguarding Part 2

In the session, you'll

- Know three additional areas of safeguarding
- Know the indicators of these three areas
- Have identified the most appropriate responses to possible safeguarding scenarios

Key Takeaways:

Reflect



Reflect:

- Are there any concerns or areas of safeguarding you feel unsure about?
- What steps can you take to resolve this?

3 minutes


Rewrite the future

Thank you.

teachfirst.org.uk

Thank you to the pupils at our partner schools who supported us with the photography in this presentation. All images within the presentation are licensed to Teach First and for the use only for Teach First employees when talking about our work.

Teach First is a registered charity, no. 1098294

@teachfirstuk teachfirst.org.uk

References

NSPCC (2016, August 30) *NSPCC: parents worried about radicalisation.* NSPCC. https://www.youtube.com/watch?v=VOis5CFU8vs&t=39s

Reid, K. (2021, January 29) *6 facts about female genital mutilation.* World Vision. https://www.worldvision.org/child-protection-news-stories/female-genital-mutilation-fgm-facts