



Safeguarding and child protection Training

These are video transcripts for the training pack

Slide – Why safeguarding is so important?

I had Liam in my class in year 6. I remember he was a quiet boy, very shy. He didn't have a lot of friends and tended to keep himself to himself. I noticed he would get really worked up over little things. It didn't take much to make him cry, or for him to say he was worried about something.

He was also pretty small for a year 6 boy. I know kids grow at different rates, but he was a lot skinnier than all the other boys in my class. I did try and watch out for him at lunch breaks, to check he was eating, but it's hard when you've got a hall full of kids you need to watch.

I mentioned it to the nursing team when they came in to do the height and weight measurements for the year 6s. They confirmed he was underweight for his age.

We'd always had trouble getting hold of Liam's mum. She was a single parent, we'd never heard anything about dad. Most of the time, when we did try to get in contact, her phone would just go through to voicemail – but she never returned our calls.

Once, I did manage to get hold of her, and told her my concerns about Liam's weight, but also how anxious he seemed to be. She said he was the same at home and once he'd told her he didn't want to be alive any more. But she didn't think it was an issue, almost laughed it off. She said she was keeping an eye on him, and he was just being overdramatic. I didn't take it any further. Mum knew, and was handling it. Liam was coming into school regularly, so I figured mum was fine to deal with it.

I forgot all about him when he left for secondary school. But a few years later – he would have been in year 9 or 10, I think, we were told in a staff meeting that he'd been hospitalised with severe malnutrition and mental health problems. Turns out he'd stopped going to school and hadn't left the house for almost a year when social services got involved. His mum had just left him to it, not thinking there was any real problem.

I'm not sure what'll happen when he gets out of hospital, but it sounded like he'd been neglected for a long time. I keep thinking about how things might have been if I had just raised my concerns more formally back when he was in my class, rather than just trusting in mum to deal with it.

Slide – Rahmi's experience

I'm not sure I should be telling you this, but I'm scared. I need to tell someone but no one in my family can help. It's about half-term.

I think mum wants to go back home. She's booked the flights already. She keeps telling me about these people she knows. Friends, I think. I'm not sure. I don't know any of their names. She says that she knows them, and that grandma knows them, too.

She keeps talking about this man. I don't know his name. She says that he's very handsome. And rich. And from a good, respected family. She keeps going on about honour too. All the time. That if I married him it would bring great honour on both of our families. And if I don't ...

If I don't, I'll bring shame on our families and everyone back home will hate us. I don't want to do that! But I really don't want to get married. He's 27! I want to stay here, in the UK. I like school! I want to see my friends, I want to learn. I want to be a teacher one day! But mum keeps saying I'll be helping the family and it's my duty.

I don't know what will happen if they make me marry this man. I don't know whether we're even going to come back to the UK. I've ... heard things, about what happens when you get married. I don't want to do that!

But you can't tell my mum that I've told you this! I'll ruin everything ...

Please, can you just do something?

Further information

This video was created by [The Key Safeguarding](https://thekeysupport.com/safeguarding), as part of our 2024/25 safeguarding and child protection INSET pack.

Slide – domestic abuse: children are victims too

Text on screen: Safeguarding children who are victims of domestic abuse

Text on screen: Children are victims of domestic abuse, too

One in 7 children and young people under the age of 18 live, or have lived, in situations involving domestic abuse.

These children aren't just witnesses, they're also victims of domestic abuse.

This is true if they hear anything, or see anything.

Even if the child isn't the target of the abuse, they're still victims.

Text on screen: Signs to look out for

At school, these pupils may:

- Seem sad, quiet or withdrawn

- Often say they don't feel well

- Be angry or aggressive

- Play truant

You might also notice that these pupils:

- Have unexplained bruises or other injuries

- Startle very easily (they appear 'jumpy' or nervous)

- Act as though they're younger than they are

Text on screen: What to do if a child tells you about domestic abuse

If a pupil tells you about domestic abuse, make sure you:

- Listen carefully

- Take them seriously

- Let them know they've done the right thing by telling you

- Tell them it's never their fault

- Explain what you'll do next

- Report what you've been told as soon as possible

- Don't ever confront the alleged abuser

Slide – safeguarding children’s mental health: what you can do

Text on screen: Safeguarding children’s mental health: what you can do

Text on screen: Why is early intervention for mental health so important?

Text on screen: Nancy’s story, inspired by real childhood experiences told to the NSPCC

I had a really tough time at school. I started getting anxious until I was always worrying about one thing or another – whether people liked me, whether I’d do well in tests, whether I was making my family proud. Worrying just took over and started to affect everything. I fell out with my friends, couldn’t concentrate in lessons and I stopped my piano lessons, which I used to love.

I started to hurt myself to try and make myself feel better, but it just made things worse. It was just a spiral. The more things that went wrong, the more I worried about them. No one ever asked me if I was okay.

If a teacher had just sat down with me and asked, then maybe they’d have noticed how worried I was. And maybe then, I’d have felt less worried. I really just needed someone to talk to, but nobody took the time to notice.

[New voiceover]

In England, children are waiting on average 21 weeks for a first appointment with Child and Adolescent Mental Health Services (CAMHS). Many children with mental health issues will have to wait years to be seen by a suitably qualified professional.

Research has shown that children tend to keep their feelings to themselves rather than talking to their parents when they’re feeling upset or worried.

The current prevalence of mental health problems in children and young people is estimated to be around 1 in 6. This means that in your average class of 30 children, it’s likely that 5 are currently struggling with their mental health.

Text on screen: What to look out for

Text on screen: Excessive fears and worries, loss of interest in favourite activities, withdrawn from friends, strong, unexpected emotions, change in eating and sleeping habits

I say things like “I’m not good enough”, or that I feel worthless or stupid. I also worry about everything – even things you wouldn’t expect me to worry about. I don’t go to any clubs anymore, and I don’t really join in at playtime. If you make me take part, I don’t feel like I’m having fun and don’t look like I’m enjoying myself. I’ve stopped talking to, or playing with, my friends. I just want to be alone most of the time.

My emotions change a lot. Sometimes I’m sad and crying all the time, even about really little things that don’t bother most people. Or I feel really nervous and jumpy at every little thing, or sometimes I get really angry when there’s no real reason for it.

My appetite changes a lot. Sometimes I’m hungry all the time, and then there are days where I don’t want to eat anything at all. This affects my weight as well. I sleep a lot, more than I used to, but I always feel tired.

Text on screen: What can we, in schools, do to help?

Sarah Johnson, Head of Behaviour and Inclusion, and education consultant

I want to acknowledge how busy schools are. The school day, for many, doesn’t just start as children enter through the door and end when they leave at home time, but often extends way beyond that. You are not clinicians, so the things that I’m going to talk about are things that you can do within the moment.

Within schools, relationships are key, and there's lots of things that you can do to support young people. It doesn't matter if you're the headteacher, senior leader, teacher or support staff, you're vital in the everyday running of the school.

One thing that you can do is notice. This may seem simple, but noticing things can be a key way of realising things aren't quite right. Do you notice that a child is particularly quiet or perhaps that they're being particularly noisy? By simply noticing and acknowledging what you see, you can communicate to a child that you are available to them and that you care.

The conversations can be a small moment and framed in a gentle way. For example, "I've noticed that you've been coming into school early, is everything okay?" In noticing how a child typically behaves and observing any changes, you can be in a position where you can remark on that and open up further conversation. The child might express that they want further help, or that they simply just want to talk and have a moment with you.

So what do you do if a child has opened up and expressed that things are difficult for them? Well, the first thing that you can do is believe in their experiences – and not dismiss them. For example, if they say that they're worried about exams, use that as an opportunity to explore what that means to them. Is it the thought of a particular exam? Is it a particular subject, or just the idea of revision in itself? And with that information, you can then use it to come up with a plan together.

Further information

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