

The Association for IEMT Practitioners

Safeguarding and Child Protection Training

Shazia Sarwar – Azim (Author)
FCCT, NPQH, AST, B'ED Hons



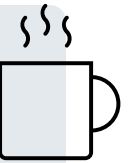
Today we'll learn about ...



What safeguarding is

What safeguarding means for you

How some children are more
vulnerable than others



How we can all act in our children's best
interests

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

Specific forms of abuse and safeguarding
issues you might see in our school

A reminder:



As ever with safeguarding, you can take time out at any time, with no questions and no judgement



If you're affected by the topics discussed in this session, speak to your line manager or call:

- Samaritans on **116 123**

Why safeguarding is so important



Here to listen: our safeguarding team



Designated Safeguarding Lead (DSL): Shazia Sarwar- Azim
Contact details: safeguarding@britishboardofiemttherapy.com



Designated Deputy Safeguarding lead (DDSL): Alan Phillips
Contact details: safeguarding@integraleymovementtherapy.com



Section 1

What is safeguarding?



Safeguarding means ...

Providing help and support to meet the needs of children **as soon as problems emerge**

Protecting children from maltreatment within or outside the home, including online

Preventing impairment of children's mental and physical health or development

Making sure children receive **safe and effective care**

Taking action to enable all children to have the **best outcomes**

Abuse is more common than you may think

We don't know how many children experience abuse, and we may never know.

However, data suggests that:

1 in **20** children in the UK have been sexually abused

1 in **14** children in the UK have been physically abused

1 in **10** children in the UK have experienced neglect

Around **a third** of child sexual abuse cases involve a child or teen perpetrator



As an organisations last year, we noted that

Number of
safeguarding
reports made by
practitioners
last year:

0

Number of
referrals to
the LA:

0

Compliance with Safeguarding Policies: Therapists adhere to their respective safeguarding policies, including:

- Schools Safeguarding and Child Protection Policy (S&CPP)
- Organisational Safeguarding and Child Protection Policy (S&CPP)
- Your Business Safeguarding and Child Protection Policy (S&CPP)

Training and Employment Structure

- Individuals trained by the association work within other organisations.
- The Association does not employ staff to deliver IEMT or any other therapies.

Our most common safeguarding issues

- **Physical Abuse:** Self harm
- **Emotional Abuse:** constant criticism, rejection, exposure to distressing situations (Domestic Abuse)
- **Neglect:** poor hygiene, malnourishment, lack of medical care, or unsuitable living conditions
- **Sexual abuse:** inappropriate sexualised behaviour, knowledge beyond their age, or fear of specific individuals.



And in my local area - Northwest

- Self – Harming and Suicide Risk
- Grooming and exploitation
- School pressures (social and educational)
- Social isolation

Section 2

What does safeguarding mean for me?



Changes to Keeping Children Safe in Education and what they mean for you

- Some of the main changes for you include:
 - An updated definition of safeguarding
 - A revised list of early help indicators
- 2 sections are still 'under review'



Lesbian, gay, bisexual and gender questioning children

- The phrase '**gender questioning**' has replaced the word '**trans**'
- Staff should take a cautious approach to supporting a gender questioning child and:
 - Consider their needs
 - Work in partnership with parents
 - Take clinical advice and wider vulnerabilities into consideration
- We need to create a culture where children can speak out and share concerns

This section is still **under review**, so it may change



Changes to Working Together to Safeguard Children

All staff that work with children and families need to:

- **Know when to share information** with other practitioners and what **action** to take
- Be able to **identify and recognise** all forms of abuse, neglect and exploitation
- Understand **domestic abuse**, including **controlling and coercive behaviour**, as well as parental **conflict** that is **frequent, intense** and **unresolved**
- Be aware of new and **emerging threats**, including the role of technology and **social media**
- Be aware that a child and their family may be experiencing **multiple needs** at the same time



Changes to Working Together to Safeguard Children

What is 'parental conflict'?

- Some level of conflict between parents is often a normal part of everyday life
- It becomes a safeguarding concern when the conflict is **frequent, intense, poorly resolved or damaging**
- This can include **unresolved arguing, silence, lack of respect or lack of resolution**
- This conflict can affect children in all types of parental relationships



Changes to Working Together to Safeguard Children

New guidelines on working with parents

- Avoid reinforcing family shame, suffering and blaming
- Work sensitively with parents/carers and families to understand the impact of adversity and trauma on their lives
- Understand families' backgrounds and potential barriers to accessing help and support
- Be alert and recognise when parents/carers might not be acting in the best interests of the child, or the child may be experiencing abuse
- Make sure any communication is respectful, clear and accessible
- Signpost parents/carers to sources of help and support





Prevent duty guidance updated

The Prevent Duty is a legal obligation in the UK requiring public sector bodies, such as schools and healthcare providers, to identify and take action to prevent individuals from being drawn into terrorism or extremist ideologies.

- The guidance clarifies that:
 - You may share the personal data of someone susceptible to radicalisation without consent, if you have a lawful basis for doing so
 - There should be someone designated to oversee Prevent

Terminology changes:

Old	New
‘Vulnerable’ to extremist ideology and radicalisation	‘Susceptible’ to extremist ideology and radicalisation
Children, young people and adult learners	Learners

Safeguarding is everyone's responsibility



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

Reflection task

- Sophie, a confident and talkative child, has been withdrawn and quiet, especially after lunchtime
- Jamal shouts out in class, and always has done since he started at the school. This has started to bother the other pupils in the class who have raised it to the class teacher
- Alex has just joined the school and their attainment level is lower than you would expect. They also stumble over simple words when reading
- Serena has always been a quiet, well-behaved pupil, but has been pushing boundaries recently, and has started using more sexualised vocabulary. She also has a new set of gel pens and matching pencil case



Summary: key points about what safeguarding is and what it means for you

- Safeguarding means making sure children **grow up safe, happy and healthy**
- Always assume '**it could happen here**'
- We **all** have a role to play in safeguarding children
- Be alert to **changes** in a child
- The **safeguarding team is here to listen** to any concerns you have

Section 3

**Some pupils are more
vulnerable than others**



Some children are more vulnerable than others

Have a special educational need or disability (SEND) or another health need

Are persistently absent from education

Are frequently missing from care or home

Are LGBTQ+



Have mental health needs

Are privately fostered

Have been in care

Have a parent or carer in custody or affected by parental offending

Some children are more vulnerable than others



Live in challenging family circumstances

Are at risk of honour-based abuse

Are at risk of modern slavery, trafficking or exploitation

Are misusing drugs or alcohol

Are at risk of radicalisation

Are involved in a gang

Are educated at home

Are young carers

Are being drawn into anti-social or criminal behaviour

Be even more alert to our ... Children with SEND

They can be more vulnerable because they might:

- **Rely on others** more, or be **more innocent or trusting**
- Find it **harder to tell someone** about their abuse
- Be **less likely to understand** their experiences as abuse
- Be more prone to **isolation or bullying**

Signs of **abuse** might also be **missed** or dismissed.

Many forms of SEND are **invisible** – this doesn't mean these children are **less vulnerable**.



Always use professional curiosity: think ‘why?’ or ‘what might be going on here?’

Be even more alert to our... Children who are lesbian, gay, bisexual or transgender

They can be more vulnerable because they might:

- Be a **more likely target** for bullying
- Be at **higher risk of** homophobic, biphobic or transphobic hate crimes
- Feel **different and isolated** from their peers
- Not have a **trusted adult** to talk to about their identity



Pupils who may be **perceived** to be lesbian, gay or bisexual share the same risk factors as those who **are**

Summary: some pupils are more vulnerable than others

- Remember that all children are vulnerable, but some groups are more vulnerable than others
- Be even more alert to pupils with SEND and children who are LGBTQ+

Section 4

**How we can all act in our
children's best interests**



Listen to Rahmi's experience



If a child or young person 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

Ask the child if it's okay to take notes

Don't ...

Give the child the impression they're creating a problem

Make promises about keeping things confidential

Make further investigations yourself

Criticise the alleged perpetrator

Be overly emotional

Let's discuss ...

How might children communicate that they've been abused?



Children might try to communicate abuse in different ways

Self-harm

Acting
inappropriately
for their age



Changes in
behaviour

*"I hate staying at
my dad's house"*

Writes stories featuring
abusive families

Rahmi's experience: what can you remember now?



Time for activity: 2 minutes



What to do: write down what you remember about what Rahmi said in section 1 of your activity pack

Let's discuss ...

What would you include in a safeguarding report?

What would you focus on?



What a good report looks like

Date: 18 September 2023

Time: 1.30pm

Rahmi looked nervous and agitated in the classroom at 12pm today.

I asked her if she was okay and she reluctantly told me that her mum has booked flights 'home' over the half term break.

Rahmi told me her mum keeps mentioning people who Rahmi doesn't know, particularly a 'rich' and 'handsome' man. The man comes from a well-respected family. Rahmi mentioned the word 'honour' once or twice.

She said her mum expects her to marry this man, and if she doesn't it will bring shame on their family.

Rahmi is clearly upset by this. She doesn't want to marry this man but she doesn't want to upset her family either. She also doesn't want to leave the UK, and is scared about what might happen if she does marry this man.

She asked me to not talk to her mum about this.

How to write a robust safeguarding report every time

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

Rahmi looked nervous and agitated in the classroom at 12pm today.

Rahmi said her mum expects her to marry a 27-year-old man back 'home'.

She asked me to not talk to her mum about this.

Date: 18 September 2023
Time: 1.30pm

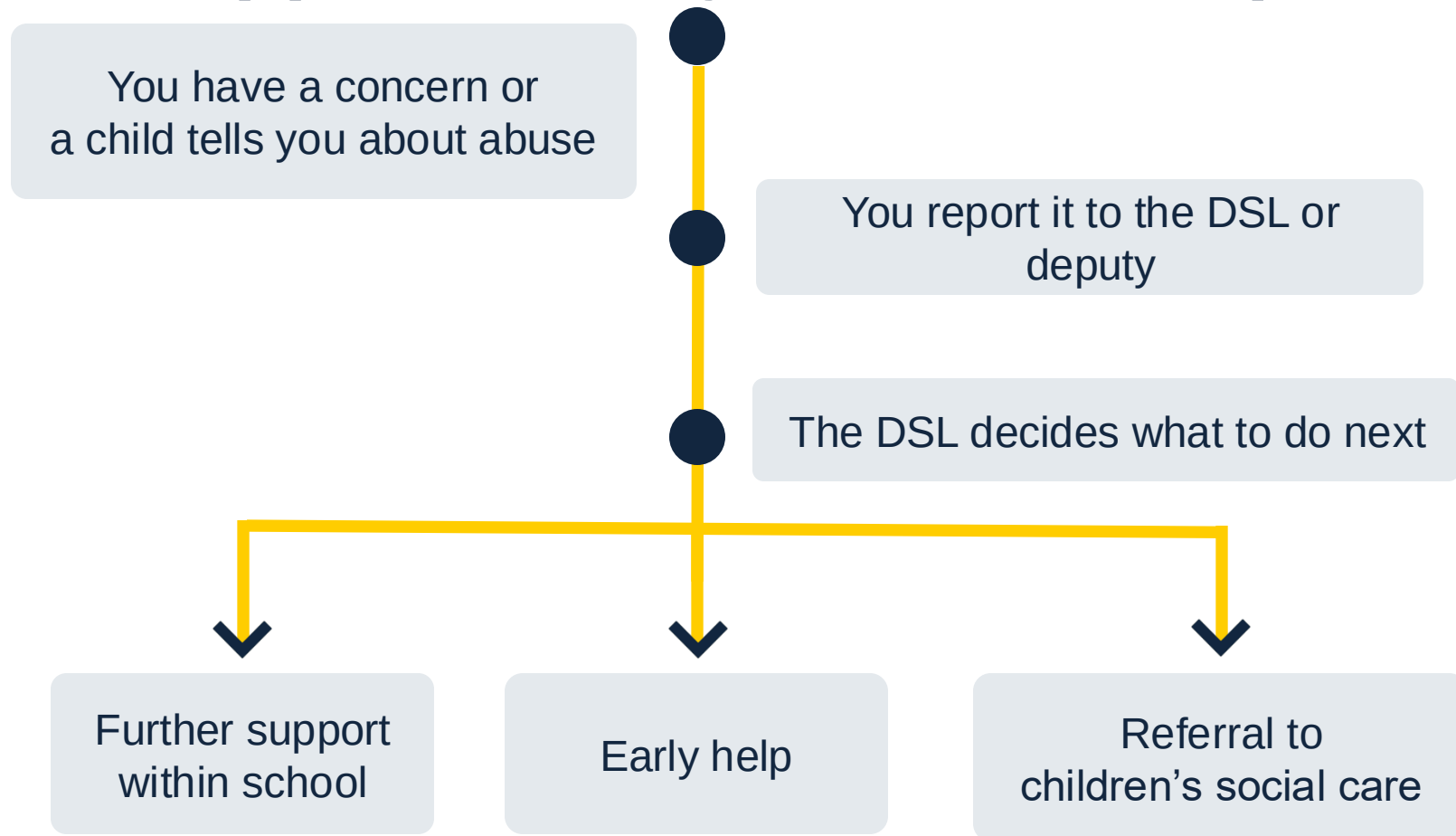
Record keeping

Records should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome



What happens after you make a report



If the child is in **immediate danger** and the **DSL/deputy isn't available**:

- Make a referral to LA children's social care:
- Call the police if appropriate: **111**

Share any concerns about other members of C that are on a course

If you have concerns about ...	Speak to ...	How ...
A colleague	DSL or DDSL	
A trainer	DSL or DDSL	Contact details
The DSL	The Board of Directors at the Association	Contact details

If there's a conflict of interest in reporting to the headteacher, go to the LADO: **[add name and contact details here]**



Remember: think the unthinkable

Act on ‘nagging doubts’ too

Low-level concerns include behaviour that’s:

Inadvertent or
thoughtless

Inappropriate for
the circumstances

Ultimately intended
to enable abuse

Report low-level concerns in writing by following the appropriate policy for your organisation.

Low-level concern: yes or no?

Working 1-to-1 with a pupil in a private room with a closed door **Yes**

Talking to pupils on social media **Yes**

Chatting to a group of pupils about their hobbies at lunchtime **No**

Failing to report pupils trying to access inappropriate websites **Yes**

Forgetting to check on a group of pupils doing an activity outside the classroom **Yes**

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

- Take a child seriously if they tell you about abuse they've experienced
- Reassure them they'll be kept safe
- Be alert to children trying to communicate abuse in other, more indirect ways
- Always report any concern you have – no matter how small – immediately



Section 5

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



Firstly, let's discuss ...

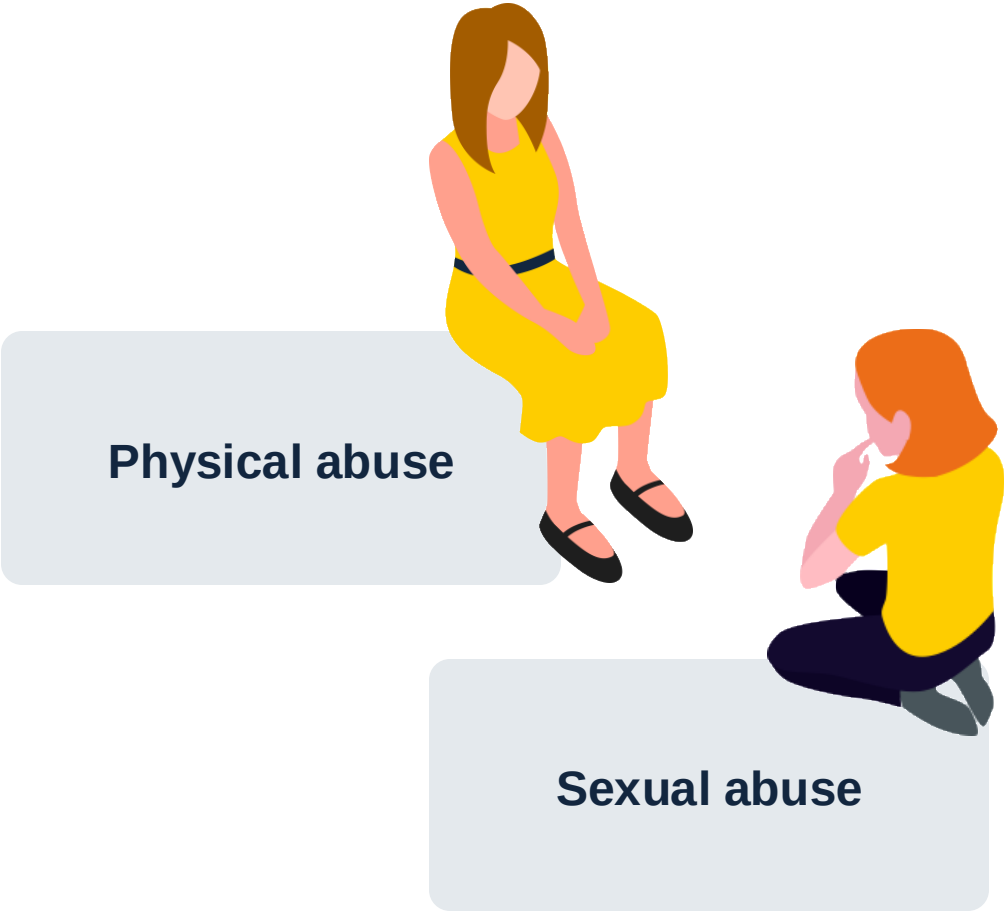
What do we mean by 'abuse'?

- What would you define it as?
- What words would you associate with it?



Let's take a look

- Abuse is a form of maltreatment of a child, where someone inflicts harm on a child, or fails to act to prevent harm
- 'Harm' can include ill treatment that isn't physical, and the impact of witnessing ill treatment of others
- Children can be at risk of abuse in situations both outside and within their families
- It can happen online and offline



Physical abuse

Sexual abuse



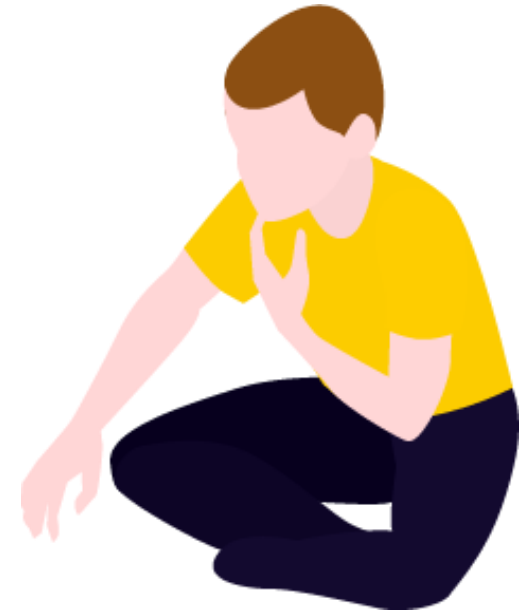
**Emotional
abuse**



Neglect

This is James

- He's often got head lice
- He often comes to school without a jumper in winter
- He's quite small for his age
- He has complained about toothaches
- His attendance is poor



Neglect: what to look out for

Signs of
malnutrition

Being a carer for
siblings or other
family members

Affluent neglect

Severe and
persistent
illnesses and
infections

Missing school, or
consistently being
collected late

Not having appropriate
clothes, shoes or
equipment for school

Poor medical and
dental care

Being hungry,
stealing or hiding
food

Issues with hygiene
– regular cases of
head lice, long
fingernails, dirty skin



Neglect and material poverty

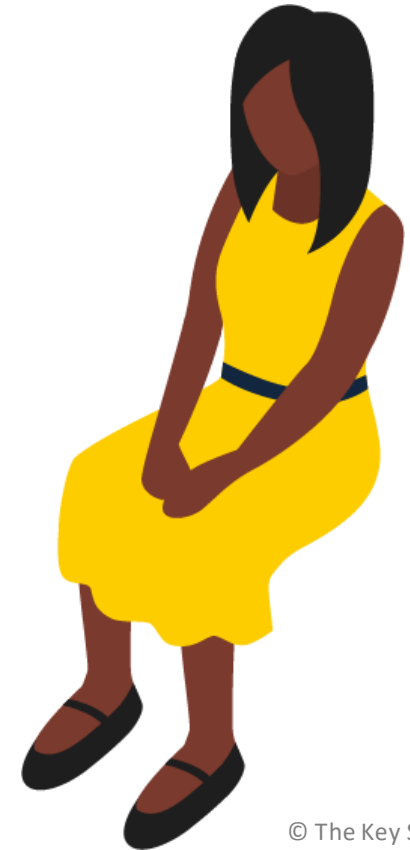
- More than 1 in 4 children are living in poverty
- Families are still struggling to afford food, heating and electricity
- Poverty can cause children's mental and physical health to worsen, and they are more likely to be exposed to crime and violence

Poverty and financial hardship are not the same as neglect – but they do increase the risk of experiencing neglect



All children have the odd bumps and bruises, so it can be tricky to tell when something is wrong.

One day in PE, I saw Aruna had a couple of large bruises on the backs of her legs. This felt unusual, so I reported it.”



Physical abuse: what to look out for



Bruises, cuts,
scratches or scars

Burns or scalds

Vomiting,
drowsiness or
seizures

Breathing
problems

Fractures

Suspicious
illnesses

Bite marks

This is Amelia

- Uses language that you wouldn't expect for her age
- Struggles to control her emotions
- Has negative interactions with her parents
- Has poor social skills and low self-esteem



Emotional abuse: what to look out for

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

Low self-esteem or self-confidence

Language delay

Negative interactions with parents or carers

Lacking social skills or friends

Struggling to control their emotions, such as having outbursts

Trying to make people dislike them, or bullying other children

Issues with mental health



Sexual abuse: what to look out for

Changes in behaviour

Avoiding a particular person

Sexually inappropriate behaviour

Difficulty concentrating at school

Needing the toilet a lot

Difficulty sitting

Dropping hints or mentioning 'secrets'

Pregnancy and STIs

Secretive online behaviour



Remember: abuse happens online too

Social media (e.g.
Instagram, TikTok)

Online chatrooms

Online gaming



Using AI

Texts and messaging
apps (e.g. WhatsApp)

Email

Streaming sites
(e.g. Twitch)

Emotional abuse online

Being excluded
from online games



Cyber-bullying

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

Receiving constant
messages from parents
or carers while at school

Sexual abuse online

Being forced to
make or look at
indecent images



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

Grooming

AI-generated sexual
abuse imagery

‘Sextortion’

Look out for ...

Spending more time
online or offline

More emotional
responses to being online

Signs of sexual
abuse

Unsupervised times
on devices

Being secretive about their
phone or what they do online



Let's put it into practice



Time for activity: 5 minutes



What to do:

- Read your group's scenario (in section 2 of your activity pack)
- Discuss whether there are signs of abuse, and if so, what kind
- Write down your thoughts in section 2 of your activity pack
- If you have time, look at the other scenario too



Let's put it into practice



Abigail:
Possible signs of **emotional**
or **sexual abuse**

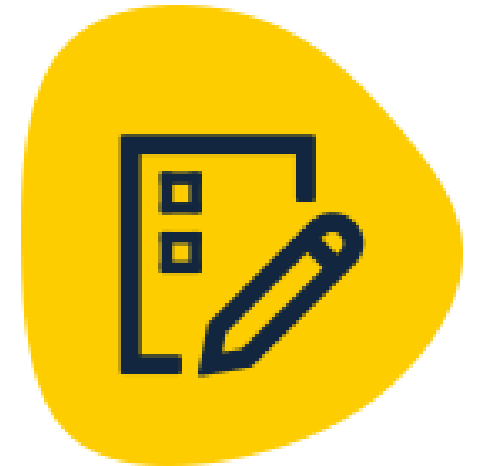


Arjun:
Signs of **neglect**

We can all spot possible signs of abuse. You should always report these to [your organisations DSL, or the LADO] who will investigate further.

Key points about the 4 main types of abuse

- The 4 main types of abuse are **neglect**, **physical**, **emotional** and **sexual**
- In most cases, multiple **issues will overlap** with each other
- Abuse also takes place online, in multiple different ways, with new platforms and tools (such as AI) being used
- The crucial thing is to be able to spot that something might be wrong – and **act on it** by reporting your concerns



Section 6

Specific forms of abuse and safeguarding issues you might see as a practitioner



I don't really know why, but I sent some pictures of myself to this man online ... Looking back it seems obvious, but at the time I felt I had to. He then said I had to buy him all these online gift cards, or he'd share the photos. I had no clue what to do.



County lines: in more detail



What is it?

A form of criminal exploitation where children are coerced and forced into moving, storing and selling drugs and drug money

Who is involved?

Children are groomed in person or online (e.g. through social media gang 'influencers') and then threatened into staying

Signs to look out for

- Going missing and being found in areas away from their home
- A decline in school attendance, results or performance
- Signs of unexplained wealth such as new clothes or devices
- Receiving lots of texts, phone calls or having a 'burner phone' – these are often older phones with unregistered SIM cards
- Spending time with older individuals or groups

Children at risk of knife crime

Children might carry a knife because:

- They're being criminally exploited, and they:
 - Feel they need to protect themselves
 - Have been coerced to carry one
 - Feel they need to carry one to gain respect from others, such as other gang members

- They feel a need to protect themselves for other reasons – perhaps if they're suffering from abuse or neglect



Knife crime can affect any child across the country, of any gender and from any background

Child sexual exploitation (CSE): ask yourself what might be behind what you're seeing

“I was just treated like I was disgusting for doing it, not that there was a reason behind me doing it”

“They gave me somewhere where I felt like I belonged and somewhere where I felt I was wanted”

“They took the view that I was making my own choices when, in reality, I was trapped in a horrendous situation and needed help”



Child-on-child abuse

Bullying

Abuse in intimate
personal relationships
between children

Physical abuse

Initiation/hazing type
violence



Sexual violence

Sexual harassment

Causing someone to
engage in sexual activity
without consent

Upskirting

Sharing of nudes and
semi-nudes

Child-on-child abuse



Act immediately on any concerns or reports



Reassure the child they'll be supported and kept safe



Don't dismiss or downplay any reports

FOLLOW YOUR SAFEGUARDING PROCEDURES



Domestic abuse: children are victims too



Parental conflict: different from domestic abuse

Unresolved arguing

Silence

Lack of respect

Lack of resolution

Look out for pupils who:

- Seem less ready to learn when they come to school
- Have poor attention or concentration due to lack of sleep
- Struggle with their emotions, mental health or behaviour, including social difficulties with their peers



Mental health concerns can be safeguarding concerns



Mental health: what does good mental wellbeing look like?

This is Elijah. Normally:

- He concentrates well in class and receives positive feedback
- He spends lunch time with his friends running around
- He can struggle with his work in some lessons, which he finds frustrating – but he perseveres and keeps trying

One day last week, he was a bit nervous about going to the dentist that evening, but it didn't distract from his day at school.



Mental health can be one barrier to attendance



**Be aware of
adjustments**



Report concerns



Follow policies



**Consider what
the behaviour
could be a sign of**

Your duty to report female genital mutilation

For **known cases** of female genital mutilation (FGM):

- Call **101**
- Say you're **making a report** under the FGM mandatory reporting duty
- Have information about the **DSL's contact details** and the **girl's age** and **address** to hand, as well as **your own contact information** and **available hours**
- Take note of the **reference number** you're given



Remember: girls might use terms like 'cut' to tell you what's happened

There's no 1 path to radicalisation, or 1 type of person who can be radicalised

Understand who might be susceptible



Look out for changes in behaviour, mood or appearance



Know where and how to report concerns



More safeguarding issues you should be aware of

Child abduction and
community safety
incidents

Children and the court
system

Children missing from
home or care

Drugs

Fabricated or induced
illness

Faith-based abuse

Homelessness

Honour-based abuse

Modern slavery

Children with a parent
or carer in custody or
prison

Forced marriage

Private fostering



Let's practise spotting safeguarding issues



Time: 5 minutes



What to do:

- Read your group's scenario – see section 5 of your activity pack
- Discuss what the signs of safeguarding concerns could be, and what you'd do after this situation
- Write down your thoughts in section 5 of your activity pack
- If you have time, look at the other scenarios too

Let's practise spotting safeguarding issues

Scenario 1: Tom

Online safeguarding issues – for example, bullying or sextortion

Follow safeguarding procedures and report to your DSL

Scenario 2: Mia

Underage vaping, with potential grooming involved

Follow safeguarding procedures and report to your DSL

Scenario 3: Ananya

Potential criminal or sexual exploitation

Follow safeguarding procedures and report to your DSL

Scenario 4: Caleb

Child-on-child abuse

Follow safeguarding procedures and report to your DSL

Let's practise spotting safeguarding issues

Scenario 5: Isabella

Potential abuse at home, domestic abuse or parental conflict

Follow safeguarding procedures and report to your DSL

Scenario 6: Mateo

Mental health concern

Follow safeguarding procedures and report to your DSL

Scenario 7: Rose

Absent from education

Follow absence and safeguarding procedures and report to your DSL

Scenario 8: Leo

Radicalisation

Follow safeguarding procedures and report to your DSL

Key points about specific forms of abuse and safeguarding issues you might see in our school

- To effectively safeguard children, you need to know about safeguarding issues **beyond** the **4 main types of abuse**
- Make sure you understand the issues in **Annex B of KCSIE**
- Remember your duties related to **FGM** and **Prevent**
- You don't need to identify exactly what the issue is, just **spot signs** that something might be wrong



Key takeaways from today's training

- Always assume **'it could happen here'** and be **professionally curious**
- Always **act in the child's best interests**, including alleged perpetrators
- 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** too



Sources

With thanks to our experts Aaron King, Anne Marie Christian, Sara Alston and Elizabeth Rose for their input in this pack.

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The Association for IEMT Practitioners

Safeguarding and Child Protection Training

Shazia Sarwar – Azim (Author)
FCCT, NPQH, AST, B'ED Hons

