

Facilitator Notes

Autumn Safeguarding INSET Pack

These notes are designed to assist you as the facilitator. Feel free to shorten the training if necessary; we've included suggestions on where you can do this.

Please review the slides in advance and tailor them to fit the specific needs and context of your school where appropriate.

Date: Sep 2024

	<p>Slide 1 – Title Slide</p> <p>You will need to add your name and the date to the slide before the presentation.</p>
	<p>Slide 2 – Outcomes for the whole slide set</p> <p>If you are presenting the sections separately there are outcome slides at the beginning of each.</p>
	<p>Slide 3 – Taking care of ourselves</p> <p>You should use this slide at the beginning of each presentation if you are splitting the power point into separate training.</p> <p>Remind attendees that safeguarding can potentially be challenging and signpost them to support if they are triggered by any of the content.</p>
	<p>Slide 4 – Reminder section introduction</p> <p>You should provide this reminder at the beginning of each section if you think that it is helpful for your staff. It should definitely be used at the beginning of the academic year. If you think your staff need a full reminder Veema can provide these resources.</p>

<p>What is safeguarding?</p> <ul style="list-style-type: none"> Safeguarding comes from the UN Convention on the Rights of the Child https://www.unicef.org.uk/what-we-do/un-convention-child-rights/ <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid green; padding: 5px; width: 45%;"> <p>Safeguarding</p> <p>The proactive work that takes place to prevent children being harmed and promote their welfare.</p> </div> <div style="border: 1px solid green; padding: 5px; width: 45%;"> <p>Child Protection</p> <p>Reactive measures to keep children safe from harm when they are at risk or are experiencing harm.</p> </div> </div> <p style="text-align: right;">veema EXCELLENCE IN EDUCATION</p> <p><small>© Copyright 2024 by Veema Limited. All Rights Reserved.</small></p>	<p>Slide 5 - What is safeguarding</p> <p>Let staff know that although the terms are used interchangeably that they are different in the Safeguarding is proactive – everything that you do in school to prevent children coming to harm and Child protection is reactive i.e. what you do once you know that a child has been harmed. This should be detailed in your policy. An exemplar policy is available from Veema.</p>
<p>Categories of Abuse</p> <div style="display: flex; justify-content: center; gap: 20px;"> <div style="border: 1px solid green; padding: 5px; text-align: center;">Physical Abuse</div> <div style="border: 1px solid green; padding: 5px; text-align: center;">Sexual Abuse</div> </div> <div style="display: flex; justify-content: center; gap: 20px; margin-top: 10px;"> <div style="border: 1px solid green; padding: 5px; text-align: center;">Emotional Abuse</div> <div style="border: 1px solid green; padding: 5px; text-align: center;">Neglect</div> </div> <p style="text-align: right;">veema EXCELLENCE IN EDUCATION</p> <p><small>© Copyright 2024 by Veema Limited. All Rights Reserved.</small></p>	<p>Slide 6 – Categories of abuse</p> <p>Ask attendees if they can remember the 4 categories before revealing them.</p> <p>Check that your staff know what these mean by asking them to give examples of each – if they don't you need to quickly go over what each are and schedule further training to explore these:</p> <p>This might help in the first instance https://www.who.int/news-room/fact-sheets/detail/child-maltreatment</p> <p>The NSPCC website also has some useful information https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/</p>
<p>What should we do?</p> <ul style="list-style-type: none"> Stay calm Ask the child to tell you what has happened Reassure the child that they have done the right thing Tell the child that you need to pass the information on so that they can be helped Refer your concerns to the Designated Safeguarding Lead (DSL) Record what has been said according to the policy Do not speak to the parents unless you are asked to by the DSL Do not look at any images on a child's mobile phone <p style="text-align: right;">veema EXCELLENCE IN EDUCATION</p> <p><small>© Copyright 2024 by Veema Limited. All Rights Reserved.</small></p>	<p>Slide 7 – What do we do about child protection and safeguarding</p> <p>Take your staff through this slide – you will need to adapt it to ensure that it reflects your school safeguarding policy.</p>
<p>Domestic Abuse Objectives</p> <ul style="list-style-type: none"> What is Domestic Abuse? How does it affect children and young people? What might we see? What should we do? <p style="text-align: right;">veema EXCELLENCE IN EDUCATION</p> <p><small>© Copyright 2024 by Veema Limited. All Rights Reserved.</small></p>	<p>Slide 8 – Outcomes for section 1: Domestic Abuse</p> <p>Make sure that you remind staff that this is really sensitive issue with up to 30% of the population experiencing Domestic Abuse. In England and Wales means 1.8 women a week – or 8 a month – are killed by a current or ex-partner – this means that there may be members of staff attending this training who are experiencing or have experienced domestic abuse as well as the possible number of your pupils who might be experiencing the issue.</p>
<p>Domestic Abuse</p> <p>Domestic abuse is an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in the majority of cases by a partner or ex-partner, but also by a family member or carer.</p> <p>https://www.womensaid.org.uk/information-support/what-is-domestic-abuse</p> <p style="text-align: right;">veema EXCELLENCE IN EDUCATION</p> <p><small>© Copyright 2024 by Veema Limited. All Rights Reserved.</small></p>	<p>Slide 9 – Definition of Domestic Abuse</p> <p>Explain that this term is a better one than Domestic Violence because behaviour does not always result in physical violence. Emotional abuse and coercive control are prevalent forms of abuse.</p>

How does Domestic Abuse affect Children?

Mental health problems, such as becoming anxious or depressed. Low mental health can also lead to big impacts on physical health, including self-harm or developing an eating disorder

Having a lowered sense of self-worth

Using alcohol and other drugs as unhealthy coping mechanisms

Repeating behaviours seen in their domestic setting

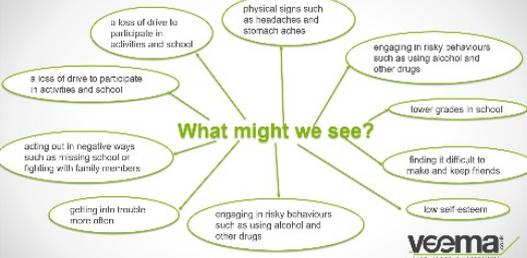


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Slide 10 – How does domestic abuse affect children

Introduce these so that attendees are familiar with some of the ways in which children experience domestic abuse. Ask attendees to think of any other effects.

What might we see?




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Slide 11 – What might we see?

Ask attendees in their groups to think about what you might see if there is domestic abuse at home. When they have had a short period of time to discuss in small groups or pairs have people suggest ideas.

When you have collated these – run through the ideas on the slide and see if they have all be covered and whether you have come up with additional signs that there is domestic abuse at home.

What should we do?




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Slide 12 – What should we do?

Again before bringing up these ideas ask attendees in their groups to think about what they should do if they suspect domestic abuse.

When they have had a short period of time to discuss in small groups or pairs have people suggest ideas.

When you have collated these – run through the ideas on the slide and see if they have all be covered and whether you have come up with additional ideas.

Make sure that attendees know how to refer to the DSL.

Case Study

A pupil arrives at school wearing a hoodie that they won't take off. They sit at the back of the classroom and refused to talk to anyone – when the teacher asked them to remove the hoodie they stood up, shouted at the teacher and pushed out of the classroom – What do you think? What would you do next?

When the class teacher followed and asked what was wrong he noticed that the pupil looked like they had been crying. He calmly asked what was wrong – What do you think? What would you do next?

The pupil said that they had not slept well because their parents had been shouting at each other for a long time during the night. The pupil said they thought they had heard their dad hit their mum and this morning she had a bruise on her face but said that everything was O.K. What do you think? What would you do next?



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Slide 13 – Case Study

In their groups or pairs ask attendees to think about the first part of the case study guided by the questions.

When they have had a short time to discuss add the next part of the case study – ask if it changes what they had thought initially?

Again when they have had a short time to discuss add the final part of the case study – again ask if it changes what they had thought after part 2?

Is there anything else they think?

Make sure that you reinforce how this is managed in your school.

Helicopter Parenting Objectives

What is Helicopter Parenting?

How does helicopter parenting affect children and young people – when does it become abusive?

What might we see?

What should we do?



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Slide 14 – Outcomes for section 2: Helicopter Parenting

Introduce that this can be an issue for that has ongoing effects on the children who experience it (see the article in the document bank for more detail).

Helicopter Parenting

Helicopter parenting is a style of parenting that involves excessive hovering and over involvement, which can have unintended consequences and be harmful to children. While the intentions of helicopter parents are often good, such as keeping their children safe and helping them succeed, their actions can lead to neglect and other negative outcomes



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Slide 15 – Definition of Helicopter Parenting
 Make sure that you know what this looks like in your setting.

How does helicopter parenting affect children?

- Delayed development
- Strained family relationships
- Mental health conditions
- Perceived violation of freedom and competence



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Slide 16 – How does parental Helicopter Parenting affect children?
 Introduce these so that attendees are familiar with some of how children experience parental Helicopter Parenting. Ask attendees to think of any other effects.

What might we see?

- Hovering
- Correcting
- Overly involved
- Protecting
- Making decisions
- Stepping in
- Taking on responsibilities



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Slide 17 – What might we see?
 Ask attendees in their groups to think about what you might see if there is Helicopter Parenting. When they have had a short period of time to discuss in small groups or pairs have people suggest ideas.
 When you have collated these – run through the ideas on the slide and see if they have all been covered and whether you have come up with additional signs that there is Helicopter Parenting at home.

How might it affect our pupils?

- Poor coping skills
- Increased anxiety
- Low self-esteem
- Underdeveloped life skills
- Difficulties dealing with failure
- Poor self confidence
- Lower academic performance
- Difficulties dealing with disappointment



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Slide 18 – What might we see?
 Ask attendees in their groups to think about what you might see if there is Helicopter Parenting. When they have had a short period of time to discuss in small groups or pairs have people suggest ideas.
 When you have collated these – run through the ideas on the slide and see if they have all been covered and whether you have come up with additional signs that there is Helicopter Parenting.

What should we do?

- Build self esteem
- Teach and give responsibilities
- Offer choices
- Teach how to make their own decisions and give opportunities to do this
- Give opportunities to talk about and understand experiences
- Teach about and model healthy relationships
- Discuss with the DSL



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Slide 19 – What should we do?
 Again before bringing up these ideas ask attendees in their groups to think about what they should do if they suspect Helicopter Parenting.
 When they have had a short period of time to discuss in small groups or pairs have people suggest ideas.
 When you have collated these – run through the ideas on the slide and see if they have all been covered and whether you have come up with additional ideas.
 Make sure that attendees when and know how to refer to the DSL.

Case Study

A parent regularly arrives at school and helps their child out of their coat and suggests that they come into the classroom and help them unpack their bag. The pupil is old enough to manage this for themselves.?

After a while you notice that the pupil has difficulty getting started with learning and often asks for support with the tasks that they should be able to manage independently.

The class teacher asks the child how they can build their ability to do things for themselves in learning and as part of the conversation inquires about what they do for themselves at home – the pupil says that their parent does everything for them at home. What do you think? What would you do next?

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Slide 20 – Case Study

In their groups or pairs ask attendees to think about the first part of the case study.

When they have had a short time to discuss add the next part of the case study – ask if it changes what they had thought initially?

Again when they have had a short time to discuss add the final part of the case study – again ask if it changes what they had thought after part 2?

Is there anything else they think?

Make sure that you reinforce how this is managed in your school.

Bullying

- What is Bullying?
- How does it affect children and young people?
- What might we see?
- What should we do?

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Slide 21:

Introduce the slide on different types of bullying, and ask attendees to discuss:

- What types of bullying do we commonly see in our schools?
- What forms of bullying might be happening that we don't always notice?

This discussion will encourage attendees to think critically about visible and hidden forms of bullying in their school environment.

Bullying

Bullying can be summed up by a combination of the following: Occurring when an individual is repeatedly exposed to intentional negative actions by another person(s), creating an imbalance in power between the perpetrator and victim. (attr. Olweus)

Repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability. (BullyingUK, 2021)

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Slide 22

Bullying can be....

- physical assault
- social bullying
- threatening behaviour
- name calling
- cyberbullying

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Slide 23

How does Bullying affect Children?

- School phobia
- Low self-esteem
- Anxiety
- Self-harm
- Suicide
- Substance misuse
- Depression
- Isolation

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Slide 24: Before showing this slide, ask attendees to discuss the following:

- How does bullying impact young people?
- What forms of bullying typically occur in schools?
- How do we currently address bullying in our school?

Encourage them to consider:

- What might we be overlooking?
- What more could we be doing to prevent and address bullying?

This discussion will help set the stage for the information on the slide.

What should we do?

- Be a trusted adult for pupils to talk to
- Make sure any bullying behaviour is challenged and pupils are supported to make changes
- Help victims to understand that it is not their fault
- Ensure school culture is strongly anti-bullying
- Help pupils to build positive relationships with each other
- Support restorative justice so that pupils can continue to co-exist in school
- Follow the Safeguarding policy and refer to the DSL if needed
- Build self-esteem

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Slide 25 – What should we do?

Again before bringing up these ideas ask attendees in their groups to think about what they should do if they suspect domestic abuse.

When they have had a short period of time to discuss in small groups or pairs have people suggest ideas.

When you have collated these – run through the ideas on the slide and see if they have all be covered and whether you have come up with additional ideas.

Make sure that attendees know how to refer to the DSL.

Case Study

Cyberbullying and physical bullying at the hands of her peers led to Megan self-harming, suffering from anxiety and not eating properly.

So when she moved secondary schools at the end of Year 9, aged 13, she thought it was a chance to start over again. She quickly made friends and was added to people's social media accounts. But her whole world was turned upside down after a boy she had been messaging asked her to send a naked image of herself. Within 24 hours of sending the photo on Snapchat most of the school had seen it and she was being bullied as a result.

How was Megan bullied and what do you think could have been done to prevent the bullying?

<https://mwb.gov.wales/api/storage/14228567-8b0a-414b-9802-d1e54e9a0f51/mspcc-case-studies.pdf>

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Slide 26 – Case Study

In their groups or pairs ask attendees to think about this real life case study guided by the questions.

Think about how this could be prevented in your school – what can you do to protect potential victims? Is there anything else they think?

Make sure that you reinforce how this is managed in your school.