



# Safeguarding Key Messages 2024/25

MONDAY 2<sup>ND</sup> SEPTEMBER  
2024

**We may cover potentially sensitive and/or upsetting topics during this session. If needed, please feel free to step outside for a couple of minutes.**

# Aims



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How best to support a child or young person making a disclosure

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Understand the reporting procedure

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Safeguarding scenarios – what signs and indicators are there, and when should you report?

# Safeguarding within ArtForms



- **Designated Safeguarding Leads are:**

- Paula Brookes (Head of Service)
- Megan Hart (Assistant Head)
- Sarah Truscott (Assistant Head)

Safeguarding is everyone's responsibility. All ArtForms staff need to be aware of the policies and procedures in their work.

# How do you report a concern?



- If you are in a school setting, you need to contact their DSL. You will most likely need to write a report about the concern. You also need to make ArtForms DSL aware.
- If you are in a music centre, you need to inform the Head of music centre, who will pass it onto the ArtForms DSL.
- Remember to only report the facts

# *Completing the cause for concern form (schools may have their own versions).*

## Appendix 3 Cause for Concern Form

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Strictly Confidential

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Teacher.

Name of child..... Class / CLYM group .....

Name of staff member completing form.....

Day..... Date..... Time..... Place.....  
(of observed behaviour / discussion / report of abuse)

**Nature of incident / concern including relevant background** (Record child's word verbatim and any wishes and feelings expressed)

Signed: \_\_\_\_\_

Action/passed to \_\_\_\_\_

# How to support when a child/young person makes a disclosure?

## Do

- Take what you are being told seriously.
- Listen carefully.
- Ask open questions – Who? What? When? Where?  
Explain.....Describe.....Tell me more.
- Check that you have understood what they have told you.
- Remain calm.
- Reassure – tell them they have done the right thing.
- Tell them you will have to pass the information on and who you will be telling and why.

## Don't

- Do not investigate.
- Do not look shocked or embarrassed.
- Do not speculate.
- Do not pass an opinion about the alleged perpetrator.
- Do not make negative comments.
- Do not take photographs of injuries.
- Do not promise to keep a secret.
- Do not delay getting help.
- Do not share information inappropriately.

## **1. Actively Listen**

Create a safe, trusting space for the child.

Accept what the child says without judgement.

Listen to the child's words and phrases they use.

Recognise signs of abuse and non-verbal clues.

Give the child time to share.

Show you care – focus on the child and use open body language.

Be aware of your own emotional reaction and stay calm.

Resist the urge to speculate, jump to conclusions or solve the problem yourself.

## **2. Find out and Support**

Communicate in a way that is appropriate to the child's age and level of understanding.

Ask non-leading questions to find out more. The acronym 'TED' can help you to structure this:

**T – Tell me more.....**

**E – Explain.....**

**D – Describe.....**

Validate the child's emotions by offering support, e.g. reassuring them that they've done nothing wrong, acknowledging how hard it must have been to talk about this.

Explain you will need to tell the member of staff who is in charge of keeping children safe. Don't ask them to repeat the information themselves.

Reassure the child that it's your job to support them and keep them safe.

## **3. Act immediately**

Record the cause for concern and report it to the relevant DSL.



# Barriers to Effective Active Listening

## Personal

Own experiences, personal views, values, attitudes, beliefs

## Feelings

Pity, horror, shame, distress, embarrassment, anger, disgust, uncertainty

## Doubts

Will I cope? Will I make it worse? Is it true? What happens next? Am I saying the right things?

## Professional

Practicalities (time, other responsibilities), knowledge, skills, confidence, language, what support is available, possible repercussions

# Scenarios

**Are these definite safeguarding issues, potential safeguarding issues or no concern?**

**What signs and risks are there?**



# Scenario A Beth

Beth is known for being a chatty member of your group. Recently, however, you have noticed a complete change in her behaviour. For the last couple of weeks, Beth has been much quieter and withdrawn. You also notice that although it is a very hot summer and Beth wore dresses a few weeks ago, she has recently been consistently wearing clothes that cover her whole body.

***This has the potential to be a safeguarding issue.***



# Scenario B Adam

Adam is five years old. Today, he has arrived at school late when he is usually on time so is late to your lesson. Adam seems upset and does not want to engage in your lesson. He is normally happy and engages well. After the lesson, you see Adam playing with two figures at the back of the class. He is bashing them together and repeating "you dirty cow". The child sees you watching, stops playing and bursts into tears.

***This has the potential to be a safeguarding issue.***

# Scenario C

## Rakesh

Rakesh (6 years old) starts giggling during your lesson and tells the rest of the group that last night he saw something rude on mummy's iPad. When you ask what he saw, he said that he saw someone's privates. Rakesh says that he uses the iPad a lot when he's at home and that mummy lets him go on there where he talks to his friends. He says this is where he talks to his special friend Joanna who often shows him the naughty pictures of her privates. Rakesh says he talks to Joanna a lot when he gets back from school. Sometimes she asks him to show his privates and he says they all find it funny.

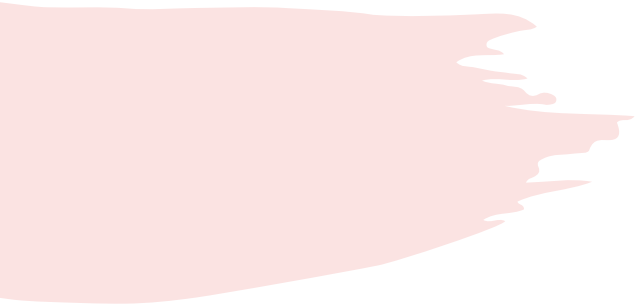
***This is a safeguarding issue.***



# Scenario D Danika

Danika is 10 years old. She always wants to speak to you and tell you about her day, although sometimes she makes stories up about her life – telling you and the group that she has been on trips out or family events that have not happened. She is also very keen to help do jobs for you – putting the stands away or collecting the next group and you often have to encourage her to go back to class. School also say that she loves to help the staff out all the time. You are helping her with a tricky passage when she tells you that she is useless, will never get it right and her mum tells her not to even bother trying.

***This has the potential to be a safeguarding issue.***



# Scenario E

## Lucy

Lucy is 14 years old. She has long hair that she normally wears tied back, but today it is down. You notice that there is a bruise behind her ear, and she isn't using her right arm as much as she normally does and seems to be holding it as still as possible. When you ask her to play a two-octave scale with her right hand on the piano, she is hesitant, getting upset as she tentatively plays it. She does not want to tell you what has happened; she says it needs to stay a secret and telling will make it worse.

***This is a safeguarding issue.***

# To do (before you go into schools).....

- Read the ArtForms Child Protection and Safeguarding Policy.
- Read the Keeping Children Safe in Education Part 1 and Annex B
- Respond to [educ.artforms@leeds.gov.uk](mailto:educ.artforms@leeds.gov.uk) that you have read and understood the documents by the deadline given.
- Find out who the DSL is in the schools you visit and make sure you are aware of their Safeguarding policy.



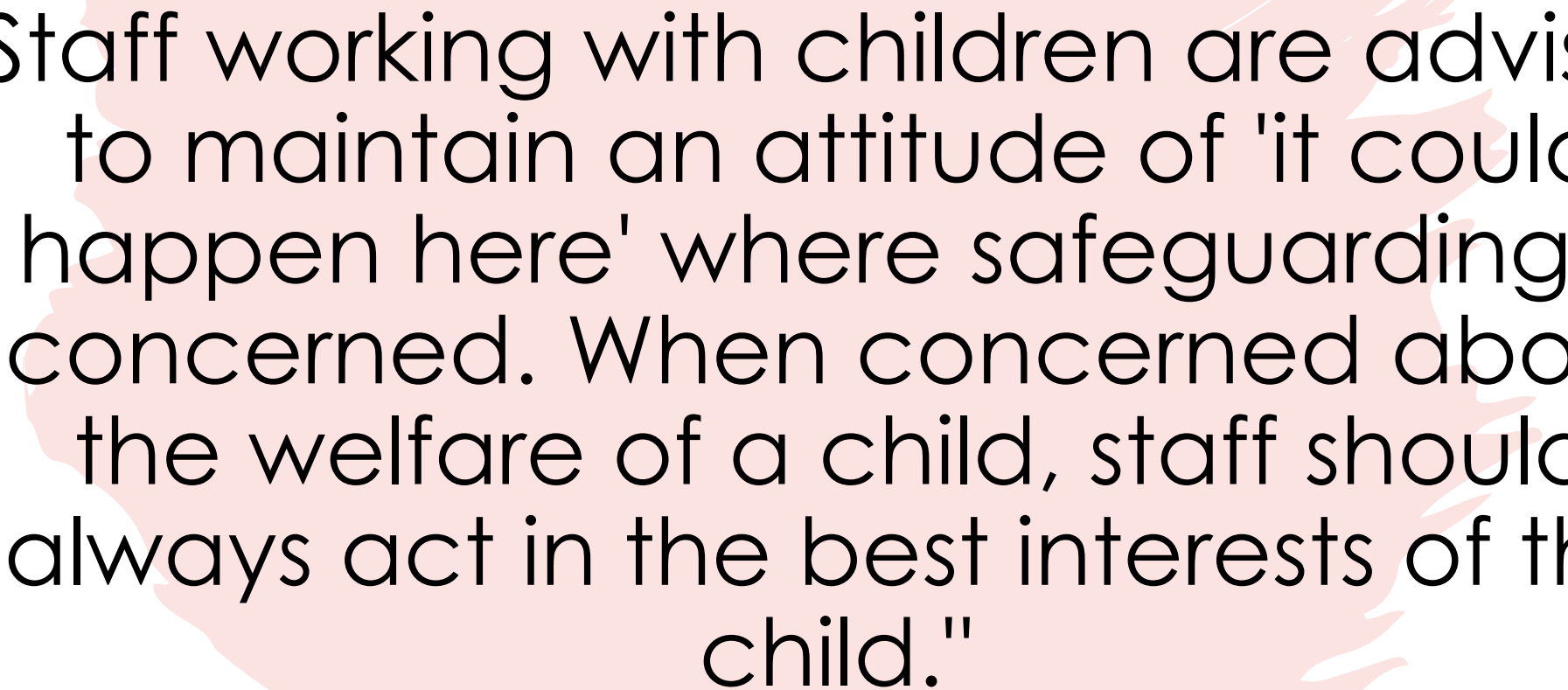
# Working together to improve attendance

- Statutory guidance from DfE August 2024 requires all schools and local authorities to work together to improve attendance. (*Working together to improve school attendance, August 2024*).
- As part of Leeds City Council, we have a duty of care to be aware of any attendance issues as part of our wider safeguarding responsibilities.

# Safeguarding and other adults



- Being aware of other adults and their behaviours
- Raise any concerns with the DSL
- LCC Whistleblowing process [Whistleblowing policy \(leeds.gov.uk\)](https://www.leeds.gov.uk/whistleblowing-policy)



"Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child."

KCSIE, part one, paragraph 51