

UNDERSTANDING
SAFEGUARDING FOR CHILDREN
AND THEIR EDUCATIONAL
EXPERIENCES

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UNDERSTANDING SAFEGUARDING FOR CHILDREN AND THEIR EDUCATIONAL EXPERIENCES

A Guide for Students, ECTs and
School Support Staff

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INVESTOR IN PEOPLE

For my children, Demi, Riley, Oscar and Henry, for their love and inspiration

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ABOUT THE EDITORS

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Dr Tom Disney is a Social Geographer and Senior Lecturer in Childhood Studies at Northumbria University in the Department of Social Work, Education & Community Wellbeing. His research centres on families and children experiencing interventions of the state, exploring how these interventions break or facilitate cycles of marginalisation. He has conducted research on residential care settings for children, child protection practice and

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Catherine Fenwick is a Primary Teacher currently working at Yohden Primary School, Horden. She has over 15 years of teaching experience gained in primary schools across the North East of England based predominantly in areas of low socioeconomic status.

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Dr Ralph Leighton is now semi-retired, currently an Associate Lecturer at both Canterbury Christ Church University and Glasgow University. He was previously principal lecturer at Canterbury, where he established the PGCE in

Citizenship and had been programme director of the secondary PGCE. His background is in sociology and politics, both of which he taught in Kent schools for 22 years before his 20-year involvement in higher education. He has published widely regarding both citizenship and initial teacher education, concerned primarily with the lack of attention paid to the real experiences of young people as they themselves perceive them. Much of his research addresses the potential – and the urgent need – for citizenship education to be an empowering force for change and social justice.

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Neil Ventress comes from a background of almost 30 years of work with children and their families as a social worker, manager and inter-agency trainer. He has qualifications in teaching, management, a Master's Degree in Social Work Studies, and the GSCC Advanced Award in Social Work. After leaving local authority children's services Neil enjoyed five years as a Senior Lecturer at Teesside University, where he led and taught on various undergraduate and postgraduate programmes. Neil has retired from his subsequent career as an independent trainer and consultant but has continued to research and write about safeguarding children. His specific interest is helping children and young people to overcome the inevitable and frequently underestimated consequences resulting from any form of abuse, exploitation or neglect.

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FOREWORD

Teachers, school management teams and school support staff have a duty and moral obligation to identify and respond to Safeguarding concerns and to support and protect children in their care. Reading about Safeguarding, what it is, what it entails and how it should be responded to in educational contexts is a relatively easy concern. Understanding how children end up in positions of vulnerability in the first place, the nature of Safeguarding risks and concerns and how to enhance pupil engagement and teaching practice in relation to Safeguarding is far more difficult. In developing and organising this edited collection we seek to provide a resource that supports you in learning about these latter types of concerns but also complements the wider endeavours of schools, universities, trainee teachers/ECTs and school support staff in relation to understanding and meeting the needs of pupils who may be vulnerable or at risk of safeguarding concerns. In preparing this collection we have made no assumptions about your prior knowledge, but we do recognise that if you are new to this subject area or teaching, then you may feel a little overwhelmed by the volume of concerns that are contained in this collection and the implications of them. Please do not be! If you are simply ‘visiting’ the ‘collection’, then you will quickly realise that each and every chapter has something to offer in terms of increasing your knowledge and understanding of Safeguarding. If you are stopping with us and reading the ‘collection’ in an ‘in-depth’ way (we hope this is the case), then you will undoubtedly have a far more comprehensive insight. All we ask you to do from here is to reflect on what you read and issues raised here in relation to your role, how you teach and how you engage with children. We also encourage you to go find ‘space’ in your practice to have conversations with your colleagues and children when relevant about your practice, your perspectives and the ways in which your understanding informs your practice and the quality of your teaching in relation to Safeguarding.

William, Aidan and Helen