

## Safeguarding vs Wellbeing

### and how to respond to each

#### Reporting concerns about Young Pirates

**High level: alert a staff member immediately so we can intervene before the child leaves.**

- A direct disclosure – the child tells you about harm to themselves or another child.
- You see or hear something that makes you concerned about their safety today. For example, a detailed description of realistic violence in the home in their writing.

**Medium level: report a safeguarding concern at the end of session.**

- You see or hear something that worries you and could be a sign of abuse. For example, dirty clothing or non-specifically violent writing.

**Low level: report a wellbeing concern at the end of session.**

- You see or hear something that is not a sign of abuse but could affect their general wellbeing.

**If in doubt, always report.** We will never tell you that you shouldn't have shared if you are worried. The following advice helps you distinguish between immediate concerns and wellbeing concerns.

#### Safeguarding

Safeguarding is concerned with preventing harm and ensuring safety. It involves taking actions to protect individuals from abuse, neglect or exploitation.

Below you can find an overview of the four categories of abuse and some examples of what these could look like in our sessions:

<p><b>Physical abuse</b></p> <p>This is abuse that causes physical harm to a young person as well as fabrication of symptoms of or deliberately causing ill health to a young person.</p> <p><b>Examples from sessions</b></p> <ul style="list-style-type: none"> <li>• responding in reading</li> <li>• violent writing – graphic, realistic</li> </ul>	<p><b>Emotional abuse</b></p> <p>Emotional abuse is an element of all forms of abuse. It is abuse that causes adverse effects on the young person's emotional development, particularly from emotional ill treatment of a young person.</p> <p><b>Examples from sessions</b></p> <ul style="list-style-type: none"> <li>• distress at contact home</li> </ul>
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	<ul style="list-style-type: none"><li>• withdrawn/overly attached</li><li>• influence on writing</li></ul>
<p><b>Sexual abuse</b> Involves forcing or enticing a child or young person to take part in or witness sexual activities, whether or not the young person is aware of what is happening.</p> <p><b>Examples from session</b></p> <ul style="list-style-type: none"><li>• sexual language or noises</li><li>• discussion about "girlfriends and boyfriends"</li></ul>	<p><b>Neglect</b> Neglect can occur when children do not have, for example, adequate food, health care or education. They could suffer neglect when any of their basic needs are not being met.</p> <p><b>Examples from sessions</b></p> <ul style="list-style-type: none"><li>• behaviour at snack time</li><li>• tiredness</li><li>• dirty clothes, stale body odour</li></ul>

## Wellbeing

We class anything that isn't related to signs of abuse or neglect as a wellbeing concern. Some common wellbeing concerns that might come up could be an argument with a friend at school, worries about world events or reference to past bullying which has been resolved.

