

Hi children!

Keeping happy & safe

Buddy, NSPCC, Working Together to
Safeguard children

June 2025

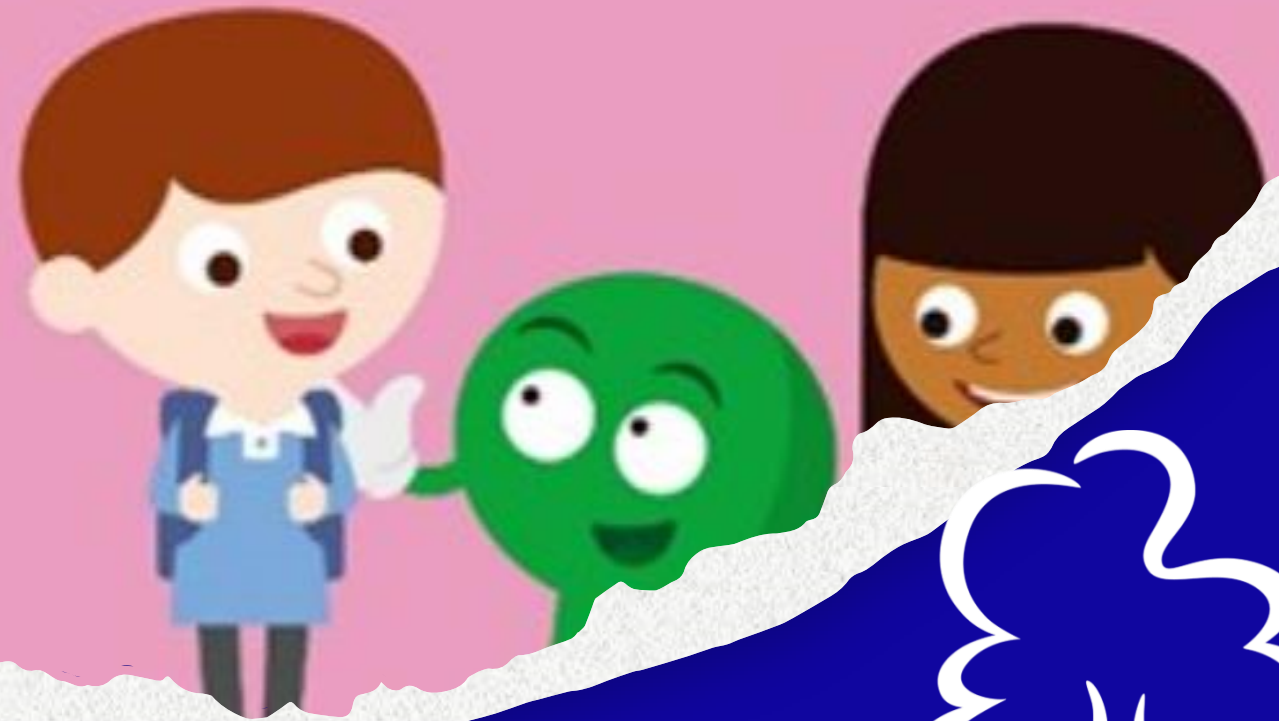


of WORRIES



All children have the right to:

- ✓ speak out and be heard
- ✓ be safe
- ✓ get help when they need it.





Working together to safeguard children

An illustrated guide to explain how different people and organisations work together to help, support and protect you.

Children

means anyone who is under the age of 18 years old. It might seem strange to call young people or teenagers children, but we've used it here because that's how it's used by lawyers, judges and other people in the legal profession.

Help

can mean lots of different things depending on what you and your family need. It might mean help with getting to school on time, or help with getting involved with activities. It might also mean help for your parents or carers if they are struggling with something in their life that makes it harder for them to care for you.

Safeguarding

means protecting you from being treated badly, whether that is in or outside your home, including online. It's also about making sure that you are provided with safe and effective care.

Safeguarding partners

are your local council, the police, and integrated care boards who are organisations responsible for local health services. These partners work together to plan how people should be helped, supported and protected in their local area.

Practitioners

means the people working with you and your family, getting to know you and providing support. These could include social workers, family support workers, police officers, nurses and teachers.


Child protection

means doing things to help and keep safe children who are being hurt or might get hurt.


You can find out what some other words in this guide mean in the difficult words section at the end of this guide.

What you said you need


When we've asked children what they need most when it comes to help and support, you said:




Noticing: adults should notice when something is wrong or upsetting you.



Listening and helping: you want adults to listen to you, understand what's happening, and do something to help.




Trust: it's important to have a strong relationship with someone you can rely on.




Respect: your thoughts and feelings are important and you want to be treated well.




Being informed and involved: you want to know what's happening, be part of decisions about your life, and understand any plans that affect you.




Clear explanations: you want to be told about decisions, why they were made, and what will happen next—especially if things don't go the way you hoped.



Support: you need help as an individual, as well as being part of a family.



Someone to speak up for you: sometimes you might need someone to help you share your thoughts and make sure your voice is heard.



Protection: you should always be kept safe from harm, abuse, and poor treatment by anyone, whether that happens inside or outside of your home.

**Which grown-ups might
be good to talk to...**



Talk to someone you trust



In school

- friend, who can tell an adult for you
- teacher
- teaching assistant
- play worker
- Office team
- mentor
- Mrs Reehal, Learning Mentor
- Mr Dunmall, Mrs Haines,
- any adult in school



Neglect



Physical abuse



A large green speech bubble with a sad face (two large white eyes with black pupils and a downward-curving black line for a mouth) is centered on a black background. The words "Emotional abuse" are written in white, bold, sans-serif font inside the bubble, positioned below the eyes.

Emotional
abuse



Bullying at
home?



Alfie's story

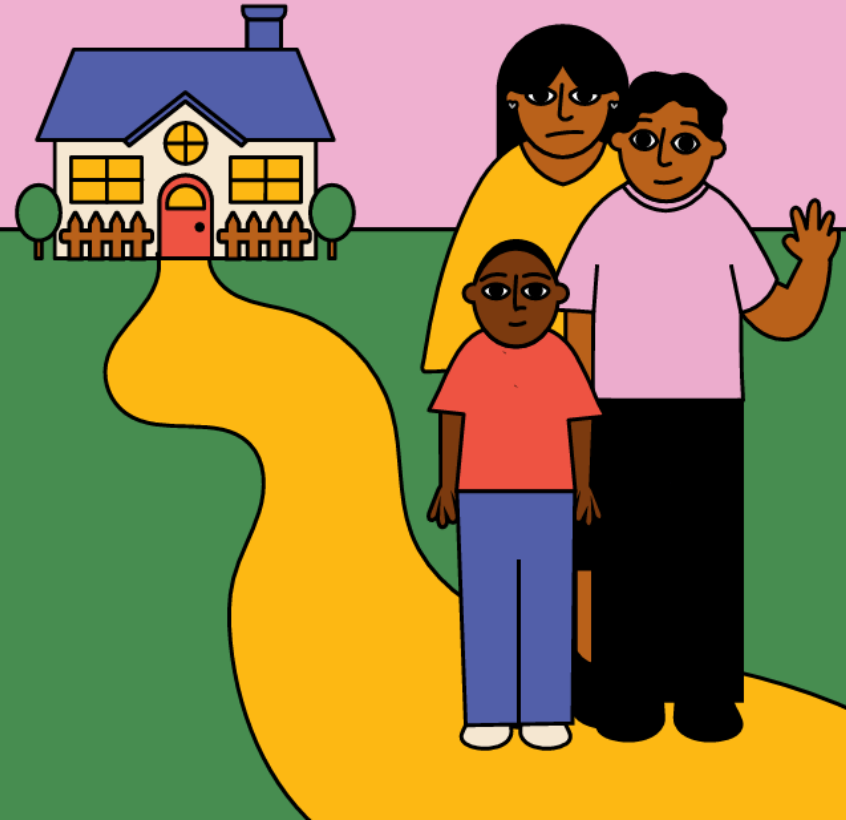


Alfie is 12 and lives with his mum and little brother, Leo. Recently, things have been tough at home. Alfie's mum is struggling with her mental health and isn't able to go to work. Alfie has been helping a lot by looking after Leo and taking care of the house. He's now finding it hard to keep up with his homework and he feels stressed.

Alfie's teacher notices that he has been looking tired, getting upset easily and not handing in his homework. His teacher talks to Alfie and learns a bit more about what's going on at home.

One day after school, Alfie and his mum have a meeting with the teacher so she can get a better idea of what's happening and to find out how best to support Alfie.

The teacher tells Alfie's mum about the Early Help team and explains that they are there to support families when things aren't going as well as they could be. The teacher suggests that Early Help could be beneficial, and Alfie's mum agrees to take the next step.



What happens next?



Talking to the family

Sophie, from the Early Help team, visits Alfie's family, listens to their problems and then helps them figure out what kind of support they need.



Making a plan

Sophie creates a plan with the help of Alfie's family. The plan includes:

- encouraging Alfie to attend after school homework and revision clubs to help him stay focused on his school work, while also giving him more time with his friends
- support for Alfie's mum to get counselling so she can get back on track too
- a volunteer to help with Leo a few afternoons a week so Alfie can focus on school, hobbies and spending time with friends
- arranging for a social worker to visit Alfie's family to see if they need support with anything else



Getting support

Over the next few weeks, the plan starts to work:

- Alfie enjoys the after school clubs and has been getting his homework done on time
- his mum is starting to feel better with the counselling and has applied for a training course
- Leo loves spending time with the volunteer, and Alfie gets some time for himself



Checking in

Sophie checks in with Alfie's family every couple of weeks. She makes sure they're happy with the help they're getting and updates the plan if anything changes.



How Alfie feels now

After a few months, Alfie feels much better. He's doing well in school again and doesn't feel as overwhelmed. His mum is also feeling more positive and their home life has improved.

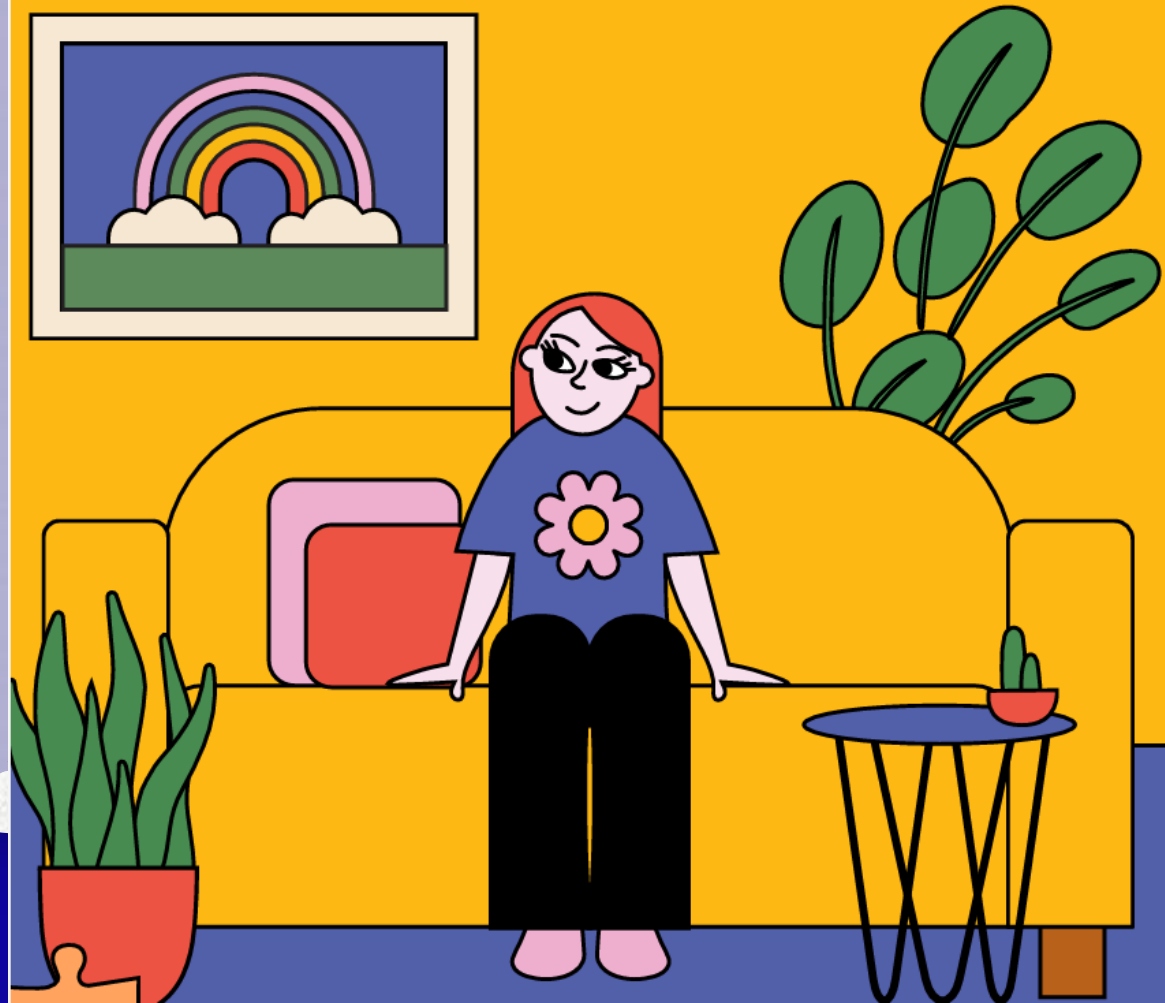
**Privates
are private**



Privates are private



Zara's story

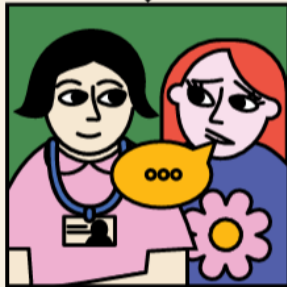


Zara is 13 years old and loves spending time with her friends at the park and playing basketball at the local sports centre. Recently, she has started receiving messages on social media from a friend of a friend. The messages are friendly to begin with but soon the person is asking Zara to share private information and pictures of her body without her clothes. At first Zara replies to the messages, but soon she starts to feel uncomfortable and unsafe.



Involving the school

Zara doesn't know what to do, so she tells her older sister, Aaliyah. Together, they report the messages to a trusted teacher at school who had asked Zara if everything was ok after the teacher noticed Zara wasn't her usual self. The teacher listens to Zara and reassures her that they will work it out together. The teacher also explains what steps they can take to support her and stop the person from contacting her again.



Talking to the designated safeguarding lead

The teacher agrees with Zara that they will speak to the school's Designated Safeguarding Lead, sometimes called a 'DSL', who is responsible for how everyone at school keeps children safe. The DSL has a chat with Zara to understand what's been happening and how she's feeling so they can work out how to protect her and any other children who might be going through the same thing.

They suggest practical steps, such as reporting the messages to the social media platform and blocking the sender. They also suggest telling Zara's parents so they can get support from the school to protect Zara as well. Finally, they suggest contacting the police to help find out who is sending the messages so they can be stopped.

The DSL also speaks with Zara about what they can do at school to support her, such as checking in with a pastoral team member. They explain that they can refer her to other services, but Zara will be involved in any decisions.

The DSL tells the other teachers that a pupil is receiving messages asking for private information and pictures of their body with no clothes on. The DSL finds out that several other pupils have mentioned the same thing happening to them. Through speaking to them individually, the DSL finds out more and thinks the messages might be coming from the same person.



The DSL reports this to the police who work with other people so that they can look into what is happening and who is sending the messages. They will plan what they need to do next.

The police may need to look at Zara's phone to help them find out who is sending the messages and stop them.

The police will also offer online safety advice and support Zara and her family.



Getting more help from school

Zara can talk to a school nurse or counsellor if she chooses - she may have to wait a while to receive counselling support.

Her family receives advice on supporting Zara's emotional wellbeing at home.

Zara is told about Childline which she can call any time, 24 hours a day, if she is worried about anything.

They offer to run a session for parents to help them understand how they can help to protect their children from similar things happening to them.



Getting help from people in Zara's community

A local charity runs a workshop at school on online safety for all pupils.

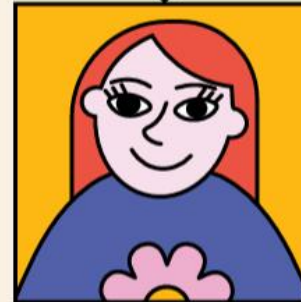
With Zara's permission, her parents talk to her basketball coach about what's been happening, and he checks in to ensure Zara feels supported.

Privates are private



Getting help from other services

Zara's family feels reassured, knowing that help is available if they need it again. While some support is available straight away, Zara and her family are made aware that certain services, such as counselling, may have waiting times. The professionals involved keep them updated so they know what to expect.



How Zara feels now

With the right support in place, Zara feels more confident about using social media and knows that she can talk to the adults she trusts if anything similar happens again. She enjoys her time at school and playing basketball.

Zara feels relieved and supported. She knows she can trust the people whose job it is to help, support and protect her and she knows that she's at the centre of the decisions about her wellbeing. Most importantly, she's back to enjoying time with her friends and doing the things she loves.



TALK

P

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N

T

S

AND STAY SAFE

EVERY CHILD



P RIVATES
ARE PRIVATE

A LWAYS REMEMBER YOUR
BODY BELONGS TO YOU

N O MEANS NO

T ALK ABOUT SECRETS
THAT UPSET YOU

S PEAK UP, SOMEONE
CAN HELP





Your body, your choice

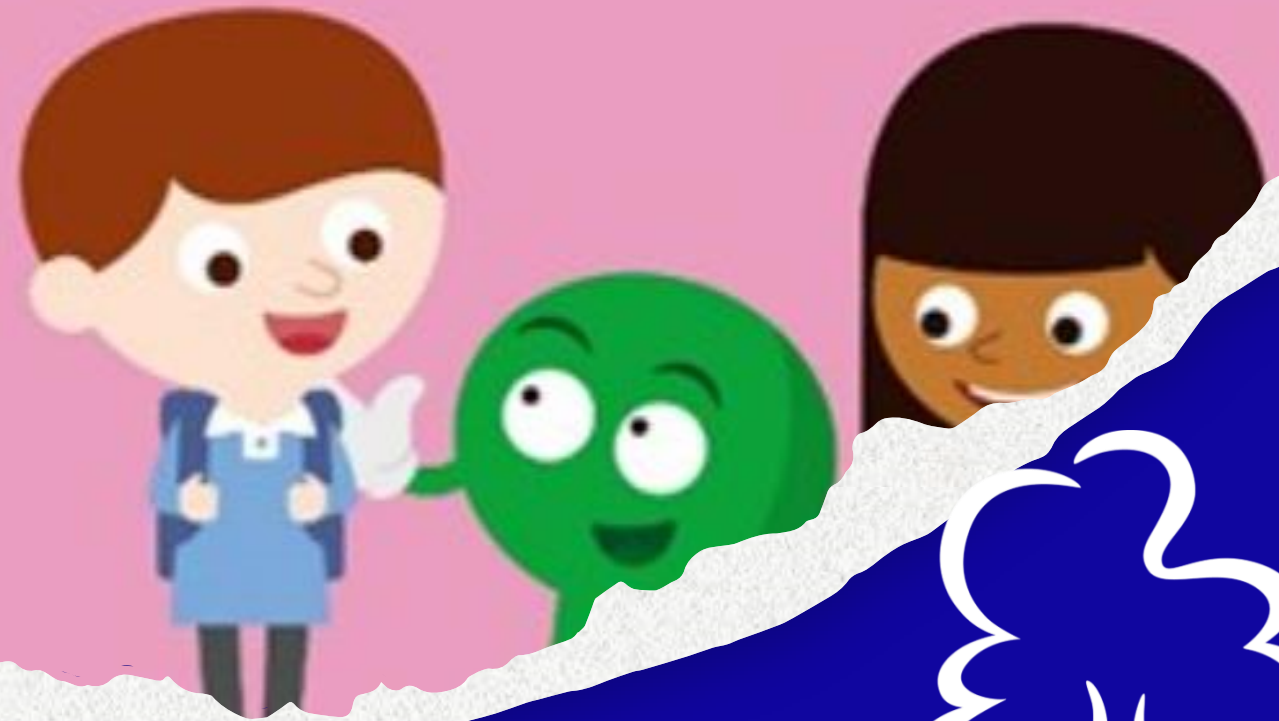
- Who would you
 - hug?
 - link arms with?
 - hold hands with?
 - kiss?

I don't want
to be
tickled!

I don't like it
when you
cuddle me.

All children have the right to:

- ✓ speak out and be heard
- ✓ be safe
- ✓ get help when they need it.



0800 1111
all the time
every day
24/7

www.childline.org.uk



Getting help

Worrybox in your classroom

Online worrybox. worrybox@fielding.ealing.sch.uk

Mrs Reehal

Teacher

Teaching assistant, play worker, mentor

Childline

Anti Bullying Ambassadors, playground friends and peer mediators

