



**THE ST. MARY'S
PARTNERSHIP**



St Mary's Partnership

Safeguarding INSET

September 2025

A reminder:



As ever with safeguarding, you can take time out at any time, with no questions and no judgement



If you're affected by the topics discussed in this session, speak to your line manager or call:

- Education Support on **08000 562 561**
- Samaritans on **116 123**

Why safeguarding is so important



Trigger warning: This video contains reference to child-on-child abuse and sexual abuse, which some members of staff might find upsetting.

Today we'll learn about ...



What safeguarding is

What safeguarding means for you

What can make some pupils more
vulnerable than others

How we can all act in pupils' best interests

The 4 main types of abuse and signs
to look out for

How to spot the signs of poor mental health,
and support pupils who are struggling

Specific forms of abuse and safeguarding
issues you might see in our school



Section 1

What is safeguarding?



Safeguarding means ...

Providing help and support to meet the needs of children as **soon as problems emerge**

Protecting children from maltreatment within or outside the home, including online

Preventing impairment of children's mental and physical health or development

Making sure children receive **safe and effective care**

Taking action to enable all children to have the **best outcomes**

Abuse is more common than you may think

We don't know how many children experience abuse, and we may never know.

However, data suggests that:

1 in **20** children in the UK have been sexually abused

1 in **14** children in the UK have been physically abused

1 in **10** children in the UK have experienced neglect

Around **a third** of child sexual abuse is by other children

Online grooming crimes against children have increased by **89%** in 6 years



Our most common safeguarding issues

- Domestic Violence (SO16, SO19, SO14) typically the perpetrator is a male in the home.
- Gang identity – local culture of violence.
- Child sexual and criminal exploitation (SO14, SO19)

And in our local area

- Increase in misogyny – perpetrator is typically a male.
- Extra familial risk and abuse – not limited to: street victimisation, online abuse, safeguarding risks in public places.
- Parental capacity (to support their child)





Section 2

**What does safeguarding
mean for me?**



Changes to Keeping Children Safe in Education and what they mean for you

- Clarification that misinformation, disinformation and conspiracy theories are safeguarding harms
- Filtering and monitoring and the use of AI



Disinformation, misinformation and conspiracy theories

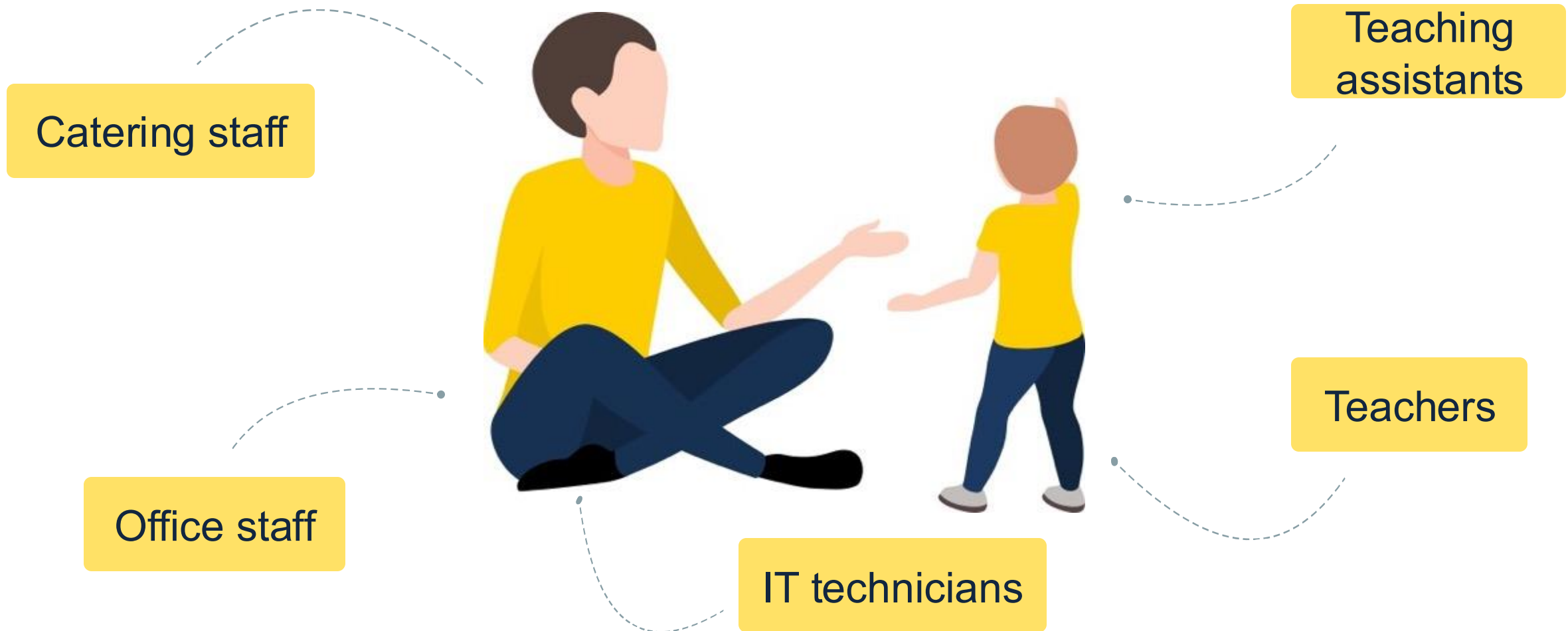
- Disinformation, misinformation and conspiracy theories are **online safety risks for children**
- They refer to the spread of false information or ‘fake news’ online
- Children can be more at risk of taking this content at face value
- Advanced AI tools can be used to present the information as fact, making it appear realistic, including the use of AI-generated images and videos
- As school staff we **all** have a role to play to ensure pupils are kept safe online from this risk
- It’s important that we find opportunities to discuss where pupils get their information from, so they understand the risks



Filtering and monitoring and the use of AI

- As a school, our filtering and monitoring procedures also apply to the use of generative AI
- We need to make sure pupils are using gen-AI safely, and should monitor any use of AI in the classroom closely
- It's important that any AI products pupils are using in school have the highest standards of filtering possible
- We also need to make that if we are asking pupils to use AI in lessons, that they're not accessing harmful or inappropriate content
- If you find that pupils are able to access inappropriate content while using an AI tool, report this to the DSL as soon as possible

Safeguarding is everyone's responsibility



Look out for changes in a child

Difficulty concentrating
and not doing as well at
school

Becoming withdrawn

Mood or behaviour
changes

Risk-taking behaviour



Mental health needs

Tiredness

Self-harming

Increased absence from
school or lessons

Using drugs or alcohol

Reflection task

- Elijah, a confident and talkative child, has been anxious and quiet, especially since the summer holidays
- Rupal has a group of friends but has recently become increasingly isolated. He usually plays football with his friends at breaktime, but he's been getting into a lot of arguments with them. One argument even turned into a physical fight
- Casey has missed a lot of school and is starting to fall behind. Their mum keeps calling the school to say she's unwell, but it keeps happening and she's missed at least 1 day a week in the last term
- Fabiola has always been a quiet, well-behaved pupil, but recently you've overheard her using more sexualised language with her friends. She's also started wearing make-up to school



Summary: key points about what safeguarding is and what it means for you

- Safeguarding means making sure children **grow up safe, happy and healthy**
- Always assume **'it could happen here'**
- We **all** have a role to play in safeguarding children
- Be alert to **changes** in a child
- The **safeguarding team is here to listen** to any concerns you have



Section 3

Some pupils are more vulnerable than others



Some children are more vulnerable than others

Have a special educational need or disability (SEND), or another health need

Have social, emotional and mental health needs (SEMH)

Are persistently absent from education

Are frequently missing from care or home



Remember: any child can be a victim of abuse, so we need to stay alert to the signs

Are LGBTQ+

Are privately fostered

Have been in care

Have a parent or carer in custody or are affected by parental offending

Some children are more vulnerable than others

Live in challenging family circumstances

Are at risk of abuse linked to faith or belief

Are at risk of radicalisation

Are at risk of modern slavery, trafficking or exploitation

Are misusing drugs or alcohol



Are young carers

Are involved in a gang

Are being drawn into antisocial or criminal behaviour

Are educated at home

Have a family member experiencing poor mental health

Be even more alert to our ...

Children with SEND and SEMH needs

They can be more vulnerable because they might:

- **Rely on others** more, or be **more innocent or trusting**
- Find it **harder to tell someone** about their abuse
- Be **less likely to understand** their experiences as abuse
- Be more prone to **isolation or bullying**
- Find it **harder to communicate their feelings and emotions**

Signs of **abuse might also be missed** or dismissed.

Many forms of SEND are **invisible** – this doesn't mean these children are **less vulnerable**.



Always use professional curiosity: think 'why?' or 'what might be going on here?'

Be even more alert to our ...

Children who are LGBTQ+

They can be more vulnerable because they might:

- Be a **more likely target** for bullying
- Be at **higher risk of** homophobic, biphobic or transphobic hate crimes
- Feel **different and isolated** from their peers
- Not have a **trusted adult** to talk to about their identity



Pupils who may be **perceived** to be LGBTQ+ share the same risk factors as those who **are**

Reflection task

Read the example scenario below.

What factors might make this pupil more at risk of abuse?

Meet Sara. Sara is a pupil in year 4 and has social, emotional and mental health needs (SEMH).

Normally, Sara is chatty and happy in school, but recently she's become more withdrawn. She also hasn't been focusing in lessons as much.

Sara is a looked-after child and has a new carer who she has only known for a few months.



Summary: some pupils are more vulnerable than others

- Remember that all children are vulnerable, but some groups are more vulnerable than others
- Be even more alert to pupils with SEND, SEMH and children who are LGBTQ+ (or perceived to be LGBTQ+)
- Remember, **all** pupils can be victims of abuse, so we need to stay alert to the signs



Section 4

**How we can all act in our
pupils' best interests**



Let's discuss ...

What are some of the key things to remember when taking a disclosure from a pupil?



Listen to Noah's experience



Trigger warning: This video contains reference to physical abuse and domestic violence, which some members of staff might find upsetting.

If a child makes a disclosure ...

Do ...

Find a calm, quiet space to talk

Let the child lead the conversation

Practise 'active listening'

Ask open questions

Reassure them that they're not in trouble and will be kept safe

Reflect on what they're saying

Be clear about what you'll do next

Ask the child if it's OK for you to take notes, or to write down what they've told you afterwards

If you think a child won't feel comfortable if you're taking notes, try to do this immediately after the conversation instead.

If a child makes a disclosure ...

Don't ...

Give the child the impression they're creating a problem

Blame the child for what's happened, in any way

Ask leading questions that suggest an answer


Make promises about keeping things confidential

Make further investigations yourself

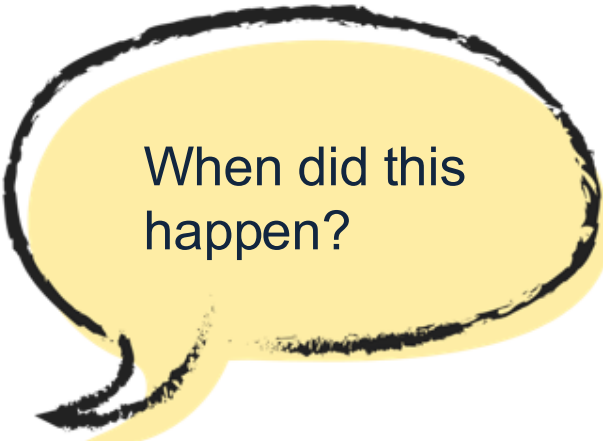
Criticise the alleged perpetrator

Be overly emotional


Things you might say when a child makes a disclosure:




Can you tell me a bit more about that?



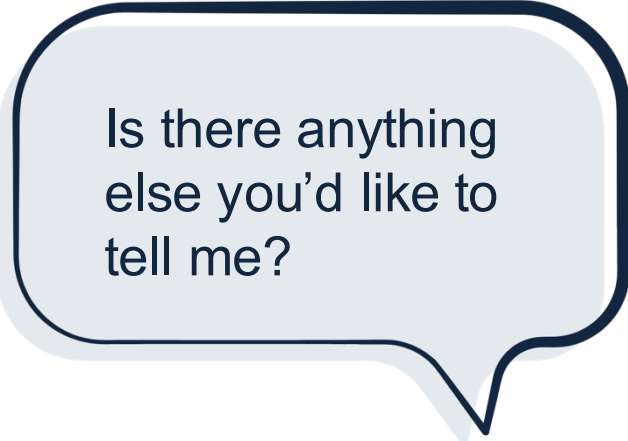
When did this happen?



I'm going to have to tell [DSL], so we can help keep you safe.



I'm so sorry that that's happened to you.



Is there anything else you'd like to tell me?

Children might try to communicate abuse in different ways:

Self-harm

“I don’t want the holidays to start”



Writes stories featuring abusive families

Acting inappropriately for their age

Changes in behaviour

Noah's experience: what can you remember now?



Time for activity: 2 minutes



What to do: write down what you remember about what Noah said in section 1 of your activity pack

Let's discuss ...

- > What would you include in a safeguarding report?
- > What would you focus on?



Can you spot a 'good' safeguarding report?

Report 1

Date: 8 September 2025

Time: 1.30pm

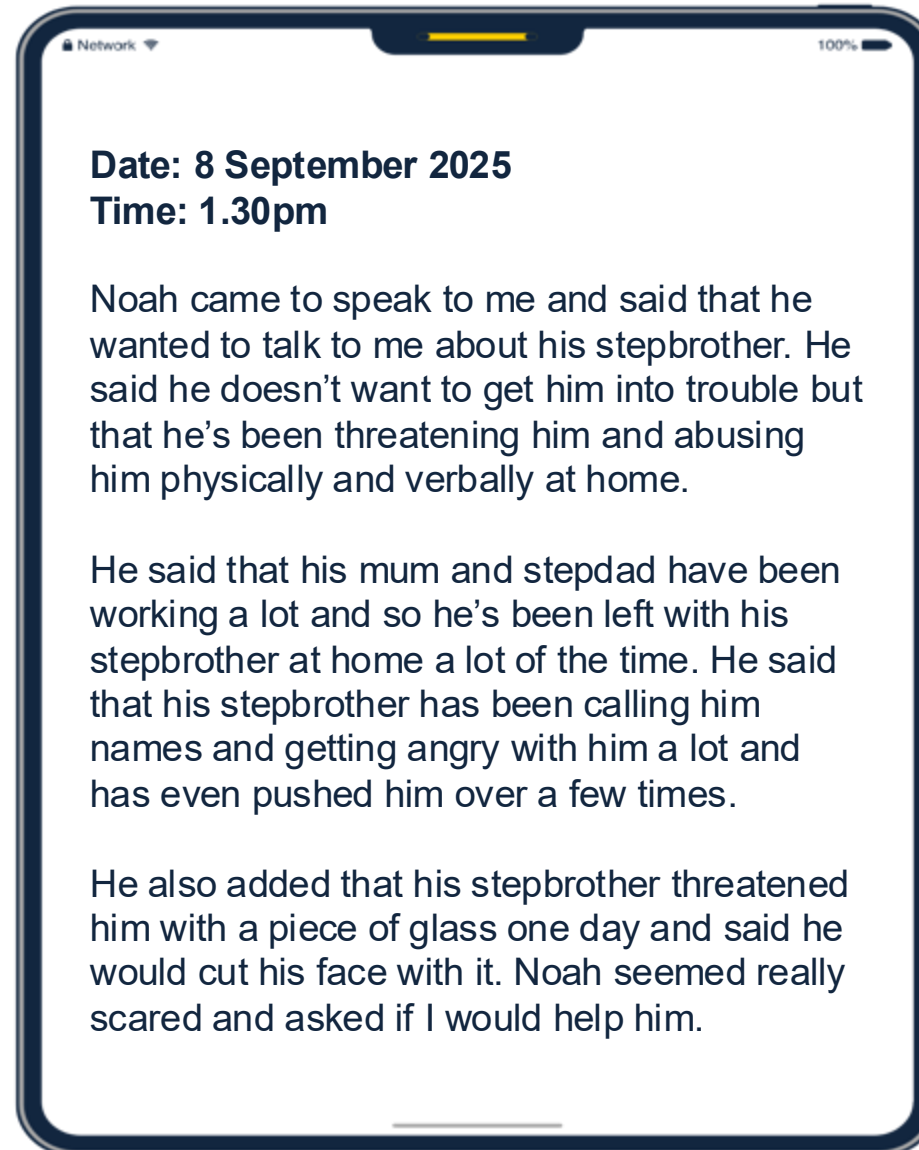
Noah came to speak to me in the classroom at lunchtime and said that he wanted to talk to me about his stepbrother, Ash. He said he doesn't want him to get into trouble, but he wants him to "stop being horrible" to him.

He said that his stepbrother calls him a "stupid kid". He also said that his mum and stepdad are working a lot at the moment, so he is left on his own with his stepbrother.

Noah told me that his stepbrother had shoved him out of the way and gets really angry and breaks things. He then said that his stepbrother has hit him a few times and that it's "getting worse". He said the other day he accidentally broke a glass when he was washing up and his stepbrother threatened him with the broken glass and said he was going to slash his face with it. He asked me to help him and seemed very scared.

Can you spot a 'good' safeguarding report?

Report 2



How to write a robust safeguarding report every time

- ✓ Think **who, what, where** and **when**
- ✓ Include as much detail as possible, including the **child's own words**
- ✓ Stick to the **facts**
- ✓ Make the report **as soon as possible**

At home, over the last few weeks.

Noah's brother called him a "stupid kid" and threatened him with some glass.

Noah said his stepbrother has shoved him a few times and threatened him with some glass.

Date: 8 September 2025
Time: 1.30pm

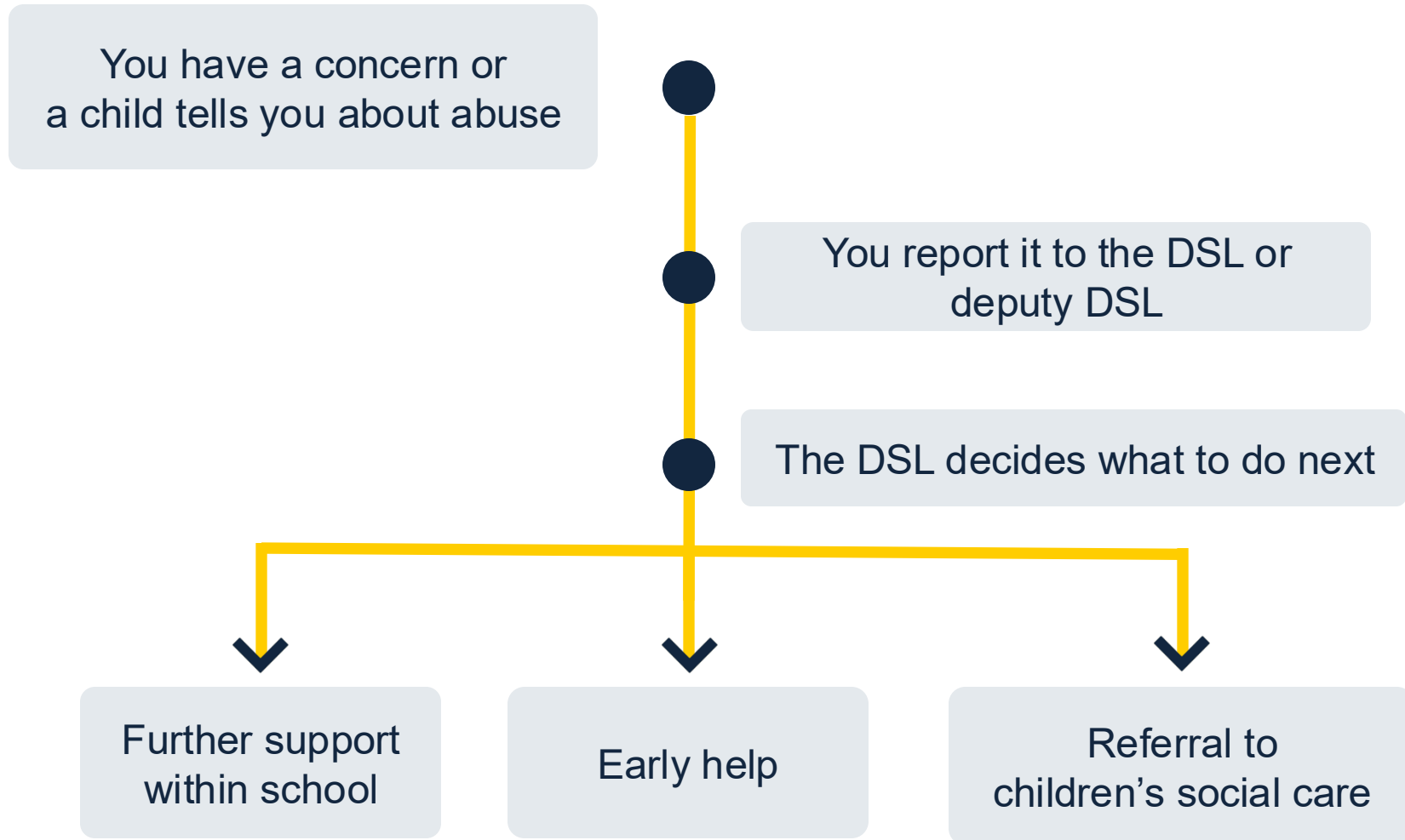
Record keeping

Records should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome



What happens after you make a report



If the child is in **immediate danger** and the **DSL/deputy DSL isn't available**:

- Make a referral to Southampton CRS
- Call the police if appropriate

Share any concerns about other members of staff

If you have concerns about ...	Speak to ...	How ...
A member of staff	Headteacher	SLT office head@
A volunteer	Headteacher	
The headteacher	Chair of governors	chair@

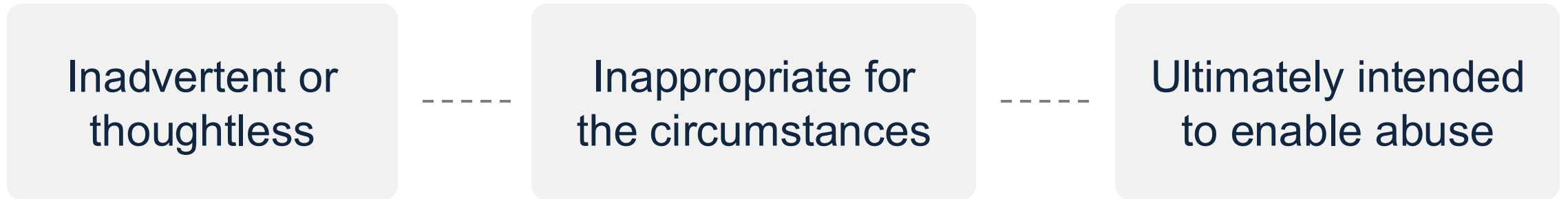
If there's a conflict of interest in reporting to the headteacher, go to the LADO



**Remember:
think the
unthinkable**

Act on 'nagging doubts', too

Low-level concerns include behaviour that's:



See Employee Handbook

Low-level concern: yes or no?

- | | |
|--|------------|
| Working 1-to-1 with a pupil in a private room with a closed door | Yes |
| Allowing a pupil to connect with them on social media | Yes |
| Chatting to a group of pupils about their hobbies at lunchtime | No |
| Failing to report pupils trying to access inappropriate websites | Yes |
| Allowing pupils to work in a classroom without adult supervision | Yes |

Key points about how we can all act in our pupils' best interests

- Take a child seriously if they tell you about abuse they've experienced
- Reassure them they'll be kept safe
- Be alert to children trying to communicate abuse in other, more indirect ways
- Always report any concern you have – no matter how small – immediately
- A good report:
 - Includes much detail as possible about **what** happened, **when** and **where**
 - Uses the child's own words, as far as possible





Section 5

**The 4 main types of abuse
and signs to look out for**



Let's discuss ...

What do we mean by 'abuse'?

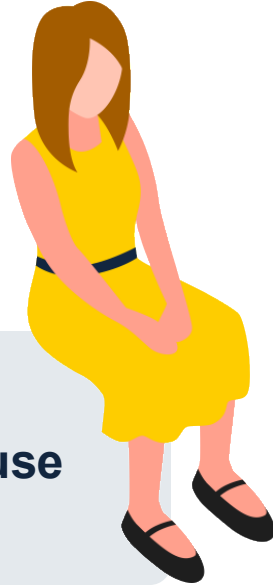
- What would you define it as?
- Where can abuse take place?



Let's take a look ...

- Abuse is a form of maltreatment of a child, where someone inflicts harm on a child, or fails to act to prevent harm
- 'Harm' can include ill treatment that isn't physical, as well as the impact of witnessing the ill treatment of others
- Children can be at risk of abuse in situations both outside and within their families
- It can happen online and offline

Physical abuse



Neglect



Sexual abuse



**Emotional
abuse**



This is Ade ...

- He often comes into school with dirty clothes that smell and look unwashed
- He's missed quite a few days of school recently
- He has 3 younger siblings, who he talks about looking after at home
- Recently, he seems tired and when you ask him if he's OK, he says he hasn't had any breakfast that day
- You ask him what he's doing on the weekend, and he says he's looking after his siblings, as his mum will be at work



Neglect: what to look out for

Severe and persistent illnesses and infections

Missing school, or consistently being collected late

Being a carer for siblings or other family members

Signs of malnutrition

Not having appropriate clothes, shoes or equipment for school

Affluent neglect

Poor medical and dental care

Being hungry, stealing or hiding food

Issues with hygiene – regular cases of head lice, long fingernails, dirty skin



Neglect and material poverty

- More than 1 in 4 children are living in poverty
- Families are still struggling to afford food, heating and electricity
- Poverty can cause children's mental and physical health to worsen, and they are more likely to be exposed to crime and violence



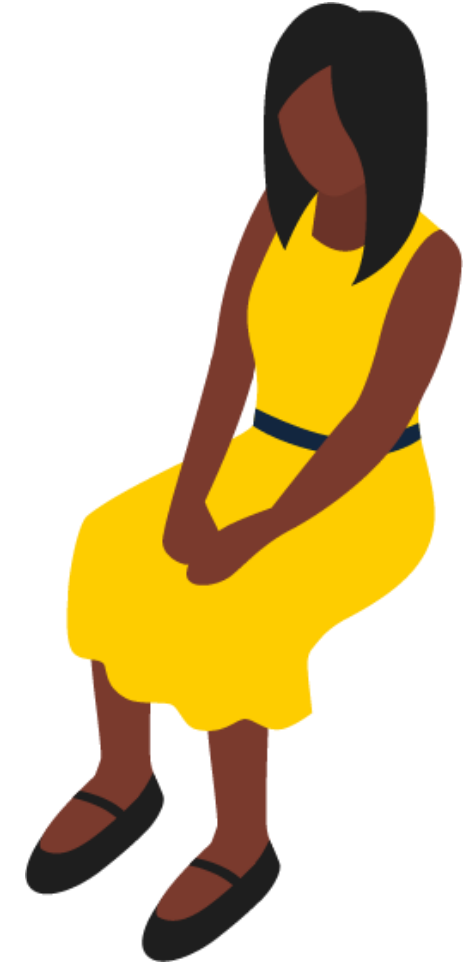
Poverty and financial hardship are not the same as neglect – but they do increase the risk of experiencing neglect



Lots of children have odd bumps and bruises, so it can be tricky to tell when something is wrong.

One day in PE, I noticed Adam had some large bruises on his arms and one on his face. When I asked him about them, he said he got the bruises from playfighting with his brother.

The bruises seemed quite big, so I reported it to my DSL anyway.”



Physical abuse: what to look out for



Bruises, cuts,
scratches or scars

Fractures

Bite marks

Burns or scalds

Vomiting,
drowsiness or
seizures

Breathing
problems

Suspicious
illnesses

This is Amara ...

- Recently, Amara has had some emotional outbursts at school, including an argument with her group of friends
- During the argument, Amara used swear words and other language that wasn't appropriate for her age
- Amara has also been confrontational with a member of staff at school
- When you call home to talk about Amara's behaviour with her mum, you hear Amara's mum shouting and swearing at her when she tells her off



Emotional abuse: what to look out for

Behaviour, language or knowledge you wouldn't expect for their age

Low self-esteem or self-confidence

Language delay

Negative interactions with parents or carers

Lacking social skills or friends

Struggling to control their emotions, such as having outbursts

Trying to make people dislike them, or bullying other children

Issues with mental health



This is Emilia ...

- You've overheard Emilia using sexual language with her friends and talking about wanting to "look sexy"
- She's had her phone confiscated recently, and seemed nervous and anxious about getting it back
- She's come into school with a new school bag and has a new pair of expensive trainers for PE
- When you ask her about her new bag and trainers, she says they were a gift from her mum's friend



Sexual abuse: what to look out for

Changes in behaviour

Avoiding a particular person

Sexually inappropriate behaviour

Difficulty concentrating at school

Needing the toilet a lot

Difficulty sitting

Dropping hints or mentioning 'secrets'

Pregnancy and STIs

Secretive online behaviour



Remember: abuse happens online, too

Social media (e.g. Snapchat, TikTok)

Online chatrooms

Online gaming



AI (e.g. text-to-image systems)

Texts and messaging apps (e.g. WhatsApp)

Email

Streaming sites (e.g. Twitch)

Emotional abuse online

Being excluded
from online games



Cyber-bullying

Being made fun of on social
media (e.g. fake accounts,
hurtful videos)

Receiving constant
messages from parents
or carers while at school

Sexual abuse online

Being forced to make or look at indecent images



Being forced to take part in sexual activity to be put online

Grooming

AI-generated sexual abuse imagery

'Sextortion'

Look out for ...

Spending more time online or offline

More emotional responses to being online

Signs of sexual abuse

Unsupervised times on devices

Being secretive about their phone or what they do online



Let's put it into practice



Time for activity: 5 minutes



What to do:

- Read your group's scenario (in section 3 of your activity pack)
- Discuss whether there are signs of abuse and, if so, what kind
- Write down your thoughts in section 2 of your activity pack
- If you have time, look at the other scenario too



Let's put it into practice



Jannik:
Signs of **emotional**
and **physical**
abuse

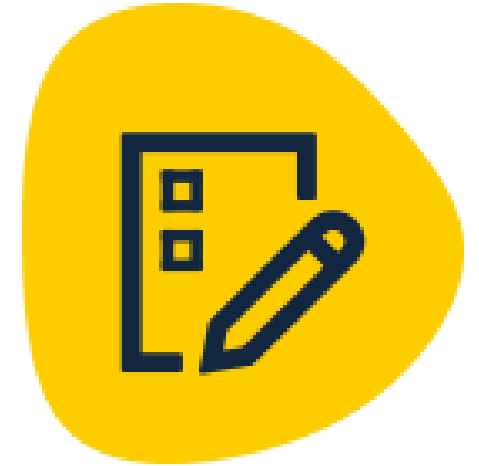


Sofi:
Signs of **neglect**

We can all spot possible signs of abuse. You should always report these

Key points about the 4 main types of abuse

- The 4 main types of abuse are **neglect, physical, emotional** and **sexual**
- In most cases, multiple **issues will overlap** with each other
- Abuse also takes place online, in multiple different ways, with new platforms and tools (such as AI) being used
- The crucial thing is to be able to spot that something might be wrong – and **act on it** by reporting your concerns





Section 6

How to spot the signs of poor mental health and support pupils who are struggling



Why pupil mental health matters

Video



Trigger warning: this video contains reference to mental health conditions and self-harm, which some people might find upsetting.

What is mental health?

- Everyone has mental health, just like we all have physical health
- Mental health is a state of mental wellbeing that lets people:



Cope with the stresses of life



Realise their abilities



Learn well and work well



Contribute to their communities

Mental health is everyone's responsibility

- We all have a responsibility to safeguard children, as explained in KCSIE. This includes:
 - Preventing impairment of children's mental and physical health or development
 - Taking action to enable all children to have the best outcomes
- The quicker we spot the signs of poor mental health, and then act on them, the quicker pupils can get the help and support they need

Signs that a child might be struggling

Excessive fears
and worries

Being hyperactive

Changes in sleep
habits

Emotional changes

Decline in school
attendance,
performance
or behaviour

Loss of interest in friends
or favourite activities

Loss of appetite and
weight changes

Being withdrawn

Being angry or irritable

Physical changes, such
as feeling sick, sweating
or shaking

Self-harm

Michael's story



Time for activity: 4 minutes



What to do: read Michael's story (in section 4 of your activity pack) and answer the questions:

1. What are some of the signs Michael might be struggling with his mental health?
2. What should you do now?



Michael's story

Signs Michael might be struggling with his mental health:

- He seems withdrawn
- He has cut marks on his arms
- He's lost weight over a short period of time
- He looks very tired
- He says he feels sad "all the time"



Michael's story

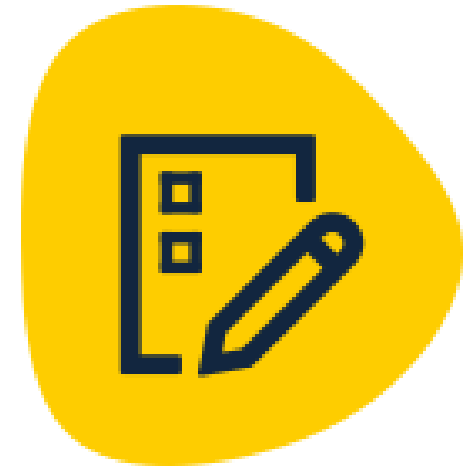
What should you do now?

- If you know Michael well, you can find a quiet space to talk to him about the marks on his arms and how he's feeling
- Reassure Michael that you're going to talk to someone at school, so he can get the help he needs
- Report the cut marks immediately
- If a child is in immediate danger, stay with them and report immediately
- If a DSL is not available and a child is in immediate danger, you can make a referral to CAMHS, the child's GP or call 999 if appropriate

Remember: some signs might not be linked to mental health and might be signs of abuse. The most important thing is to report any signs as soon as possible.

Key points about pupil mental health

- Supporting pupil mental health is everyone's responsibility, as part of our safeguarding duties outlined in KCSIE
- The quicker we report a concern the quicker pupils can get the right support
- **Always report concerns**
- If a child is in immediate danger, stay with the child
- If the DSL/deputy DSL isn't available, you can make a referral to CAMHS, the child's GP or call 999 if appropriate





Section 7

Specific forms of abuse and safeguarding issues you might see in our school



Missing school can be a vital warning sign of a safeguarding issue



Our unauthorised absence procedures are:

- Attendance Officers will call home to seek to understand the absence.
- If we cannot get through, a home visit will be initiated.

Our children who are absent from education procedures are:

- An appointed contact from SLT.
- A weekly check in – including online if applicable
- Discussion with parents over home visits (eyes on the child)

There's no 1 path to radicalisation, or 1 type of person who can be radicalised

Understand who might be susceptible

Look out for changes in behaviour, mood or appearance

Know where and how to report concerns

Issues which affect our school/local area are:

- Fanatical and misinformed discussions of recent media news that create disinformation.

➤ Female genital mutilation (FGM)

- FGM involves the deliberate partial or total removal of female genitals for non-medical reasons
- It is a criminal offence in the UK and a form of child abuse
- FGM is typically carried out on girls aged between the ages of 0 and 15, often during school holidays to allow time for to heal

Teachers have a legal duty to report FGM

For known cases of FGM, teachers must:

- Call **101**
- Say you're **making a report** under the FGM mandatory reporting duty
- Have our **DSL's contact details** and the **girl's age** and **address** to hand, as well as **your contact information**
- Take note of the **reference number** you're given



Remember: girls might use terms like 'cut' to tell you what's happened

FGM

Signs a child might be at risk:

Requests for extended holidays

Talking about a special ceremony or trip abroad

Mentioning 'becoming a woman' or a secret procedure

Signs that FGM may have already taken place:

Changes in behaviour

Obvious discomfort

Reluctance to go to the toilet

This is Amina ...

Amina is a bright, sociable and well-behaved child who has attended your school since reception, and lives with her parents and younger siblings. In the summer term, Amina talks about an overseas trip she's going on, in the school holidays. She tells her classmates and teacher:

- “We’re going to visit my grandmother for a big celebration”
- “I’m going to be away for a few weeks. This trip is just for girls and Mum says I’ll be a ‘proper woman’ when I get back”
- “Mum said I need to be brave, but it’ll be worth it”
- Amina also requested to miss swimming lessons for the rest of the term. When you ask why, she says: “Mum says I shouldn’t be doing that before our trip”

Amina has also become quieter in class. She appears anxious when talking about the trip and you hear her asking her friend if injections hurt. During art, she drew a picture of a plane and a sad-looking girl with the word ‘brave’ next to it.



More safeguarding issues you should be aware of

Child abduction and community safety incidents

Children and the court system

Children missing from home or care

Drugs

Fabricated or induced illness

Faith-based abuse

Homelessness

Honour-based abuse

Modern slavery

Children with a parent or carer in custody or prison

Forced marriage

Private fostering



Online grooming: what to look out for ...



Unexplained gifts, or having more money than usual

Spending less time with friends

Spending more or less time online than usual

Signs of sexual abuse

Being secretive about their devices, or what they do online

“He was really nice to me when no one else was. I thought he was my friend ... I didn’t think I needed to tell anyone because I didn’t think he was doing anything wrong, at first anyway.

“I didn’t tell anyone because I thought I’d get in trouble. He said no one would believe me, and I didn’t want my mum to be angry with me.”

> Misinformation online and toxic masculinity



Be alert to key vocabulary, including:

Incel

80/20 rule

Red pill/redpilled

Chad and Stacey

Pickup artists
(PUA)



100



What signs of radicalisation should I be alert to?

- Becoming more isolated from friends and family
- Not being willing or able to talk about their views
- Becoming more angry
- Talking as if from a script, or using new phrases
- A sudden disrespectful attitude towards women and girls
- Being more secretive, especially about their internet use





Artificial intelligence (AI): concerns to be aware of

Hacking and scams

AI-generated child sexual abuse images

'Deepfake' pornography

'Catfishing' and sextortion

Fake news and misinformation

Relationships with chatbots



Deepfake images and videos

Can be used for bullying, pranks or spreading misinformation

Can convincingly imitate the faces, movements and voices of 'real' people



Children may encounter or share deepfakes without realising they're fake

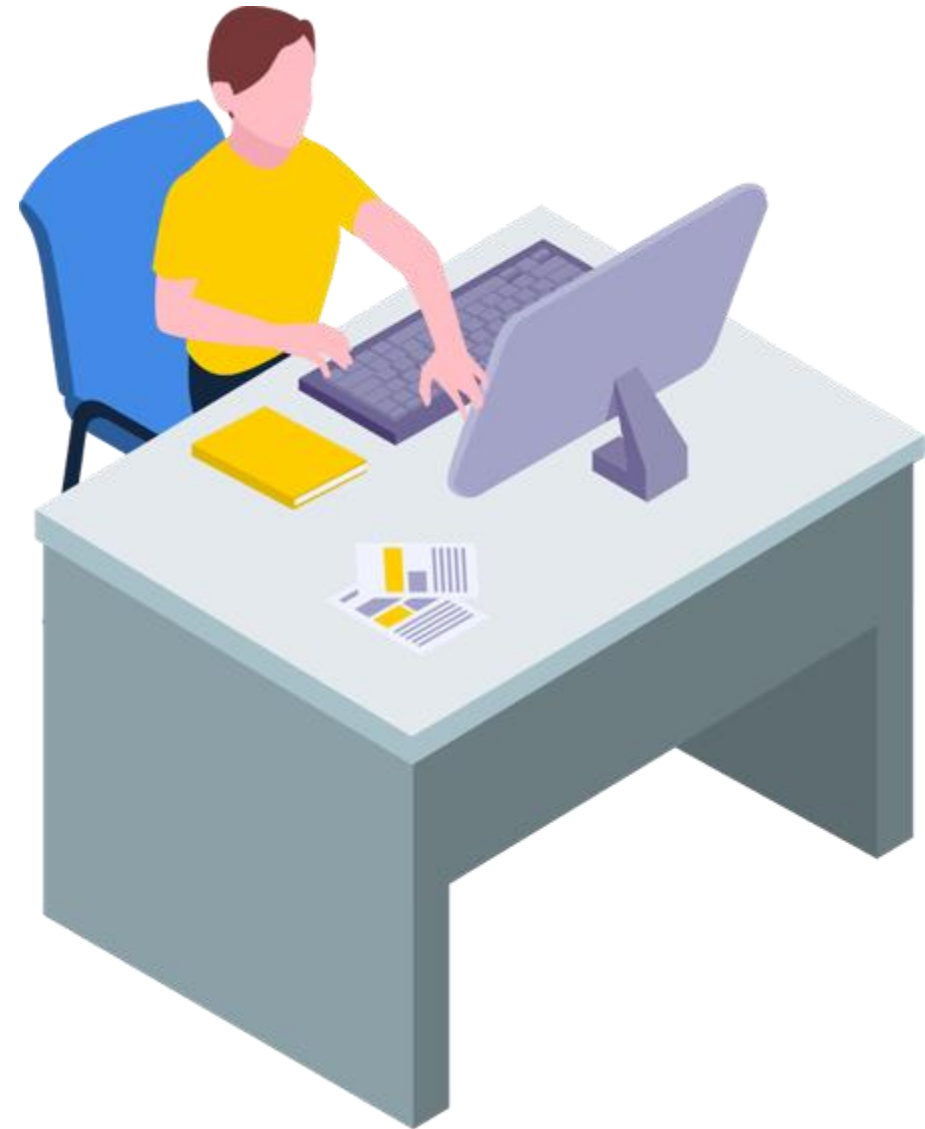
Are easy to create and share via the use of apps and websites

> Sextortion

What is it?

Sextortion is a form of online blackmail where someone threatens to share sexual images or information unless the victim complies with their demands.

It might begin with grooming, where an offender has built up a relationship of trust with the victim first.





I don't really know why, but I sent some pictures of myself to this man online ... Looking back it seems obvious, but at the time I felt I had to. He then said I had to buy him all these online gift cards, or he'd share the photos. I had no clue what to do.”



Sextortion: what are the warning signs?



Sudden changes
in mood



Excessive
secrecy about
online activity



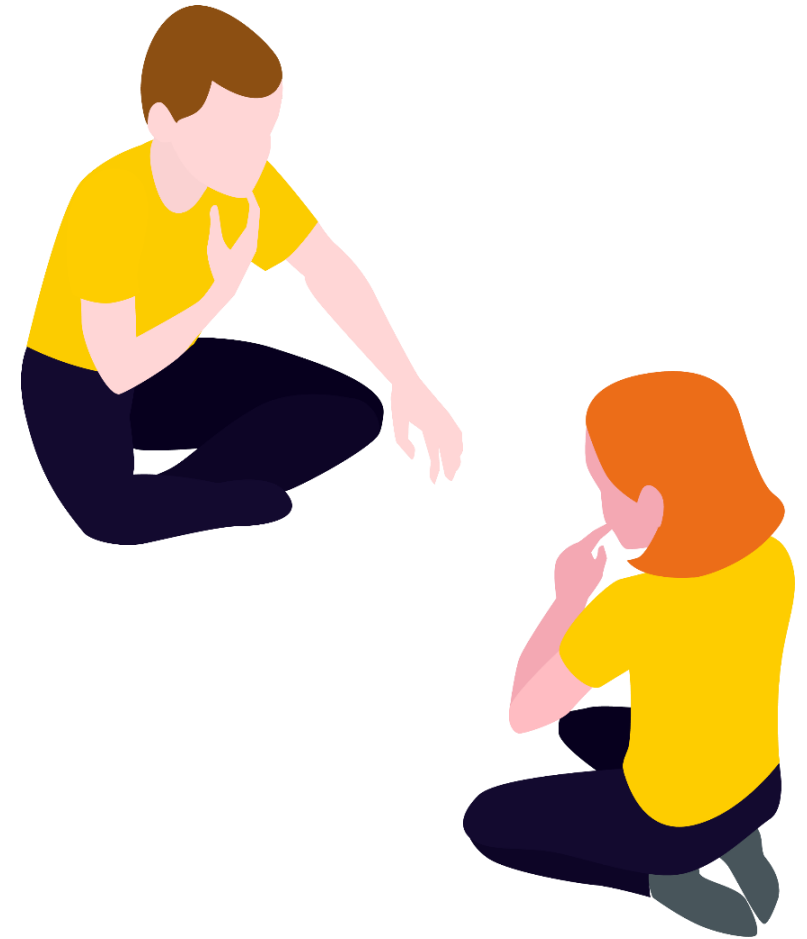
Signs of being distracted,
upset or afraid after being
online

Report concerns to **[insert name of DSL/deputy DSL here]**

> Child-on-child abuse

Child-on-child abuse is abuse between children.

It can happen in and outside of school, and online.



Child-on-child abuse can include:

Bullying

Abuse in intimate personal relationships

Physical abuse

Sexual violence

Sexual harassment

Sexual activity without consent

Upskirting

Sharing nudes or semi-nude images

Initiating or hazing-type violence and rituals

Gender violence

Where a child shows harmful sexual behaviours towards another child, it could be a sign that they themselves have been abused and need support, too.

Child-on-child abuse



Act immediately on any concerns or disclosures



Reassure the child they'll be supported and kept safe



Don't dismiss or downplay any reports



Callum has been seen hanging around with a group of new, older friends.

He:

- Seems more anxious and worried at school
- Misses school more
- Struggles more at school than he used to
- Shows signs of self-harm
- Has unexplained injuries



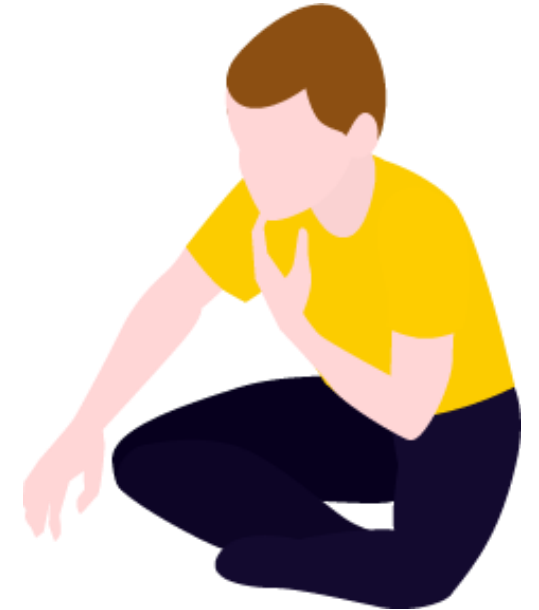
➤ Child criminal exploitation (CCE)

What is it?

Child criminal exploitation (CCE) is a form of abuse where a child is coerced, manipulated or deceived into taking part in criminal activity.

It's often linked with serious violence, such as knife or gun crime. The exploitation could be:

- In exchange for something the child needs or wants (like money)
- For the financial gain of the perpetrator(s)
- Through violence, or the threat of violence, to children or their families



County lines: in more detail



What is it?

A form of criminal exploitation where children are coerced and forced into moving, storing and selling drugs and drug money

Who is involved?

Children are groomed in person or online (for example, through social media gang 'influencers') and then threatened into staying

Signs to look out for

- Going missing and being found in areas away from their home
- A decline in school attendance, results or performance
- Signs of unexplained wealth such as new clothes or devices
- Receiving lots of texts, phone calls or having a 'burner phone' – these are often older phones with unregistered SIM cards
- Spending time with older children or groups

> Eating disorders

What are eating disorders?

- > Eating disorders can be serious mental health conditions
- > They're characterised by disturbances in behaviours, thoughts and feelings around body weight, appetite and/or food
- > It takes an expert to decide whether somebody meets the diagnostic criteria for an eating disorder
- > There are different types of eating disorders, and they don't all manifest in the same way, but there are some common factors



Different types of eating disorders

Anorexia
nervosa

Bulimia
nervosa

Avoidant/
restrictive food
intake disorder
(ARFID)

Binge-eating
disorder

Pica

Other specified
feeding or
eating disorder
(OSFED)

Signs that a pupil may have some form of disordered eating:

Changes in weight

Changes in eating habits

Exercising more

Lying about their eating or weight

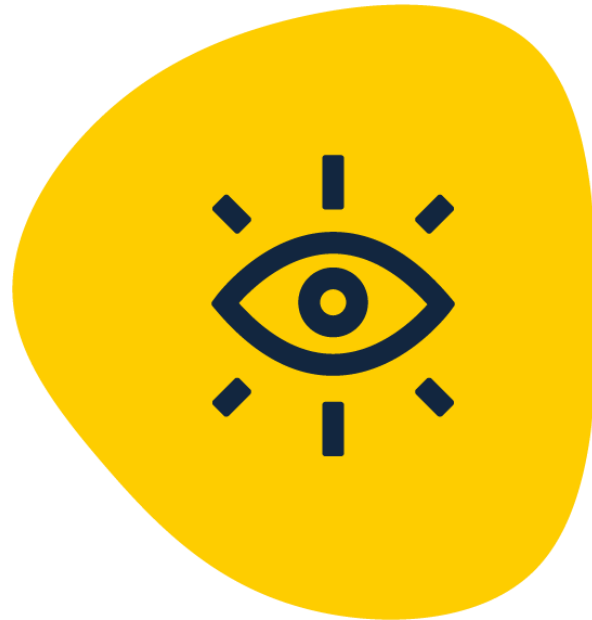
Absence from school or lessons

General changes in behaviour

Refusing to change their clothes in front of others

Wearing loose-fitting clothes

Going to the toilet a lot after eating



Let's put this into practice

Meet Emil ...

- Emil is a pupil in your school. He's 11
- He plays football a lot, in and outside of school
- It looks like he's lost some weight, but he doesn't look unhealthy
- For the past week or so, he's been late to class after lunch. He blames it on football practice

Do you think there are signs for concern?

Take a few minutes to discuss this in smalls group and jot down any concerns you may have.



Report your concerns

You should always report any concerns you have, even if you're not sure what the problem is.

Spotting any of the signs we've just discussed doesn't mean a pupil has a potential eating disorder.

But, it's important you still report your concerns and any signs you notice, so that children can get help early if they need it.

This is especially important with eating disorders, as the child may be much sicker than they appear.