

Case Studies for schools

Safeguarding First have created a number of case studies for schools to use across nursery, primary, secondary and college settings as part of senior leadership meetings or as part of whole school training/CPD with staff around managing situations, sharing information and keeping children safe.

**Nursery**

Case study 1

You are alerted that a child was able to get out of nursery and onto a main road, when a member of the public returns them to school. When you discuss with the nursery, staff believed the child’s grandparent had collected them at the door but the member of staff had been distracted speaking to a parent.

Pointers:

Where were all of the staff when the incident occurred?

What processes do you have in place that would prevent this from happening?

What procedures might you change following this incident?

How would the member of staff be managed?

What expectations/responsibilities do staff understand that they have?

Case study 2

Scarlet is 3, when playing outside she has an accident and falls and breaks her arm. Parents are informed immediately and medical attention is sought. The next day parents arrive in nursery and want to make a formal complaint.

Pointers:

Talk through your immediate procedures following this accident.

What procedures/processes would be reviewed?

How would you manage parents?

How would staff be expected to manage this child/parent following this incident?

How would the complaint be managed?

Case study 3

Toby is 4, he was previously the subject of a child protection plan (Neglect) but you have limited information as you are the first formal education he has received. Parents are inconsistent, late to collect him, appear tired and are difficult to engage. They refuse offers of support on a regular basis. Toby discloses that mam drinks ‘water’ out of a glass bottle with a red top and it makes her ‘go all funny’.

Pointers:

How would you manage this?

How would you gain the voice of the child?

What would you need to know before you considered a referral?

What would be the expectations on staff?

**Primary**

Case study 1

Adam is 8 and is part of a big family. The rest of his siblings are older and are now in secondary school. You educated all of the children and had ongoing concerns for years around neglect, poor presentation, unhealthy diet and general lack of care of the children. Despite intervention for years, the family ‘played the system’ and now Adam is so guarded he won’t talk to staff about anything to do with his home life. In the last two weeks things have deteriorated and Adam’s attendance, learning and progress has significantly slowed down.

Pointers:

How would you manage this?

How would you gain the voice of the child?

How would you speak to parents?

What expectations would you have of staff?

Case study 2

Jenny and her three siblings attend your school across year 1, to year 6. They have a child protection plan for emotional abuse for domestic violence between their mother and her partner. Mum will not engage with school for making a referral in the past but has aligned herself with the social worker and the domestic violence agency. Although she is attending her sessions with them and the core group meetings, nothing has changed. Mum has not ended the relationship and the risks are still there but because she is attending with services, social care wish to drop the case to children in need.

Pointers:

How would DSL’s manage this?

What expectations are there on staff?

How would we gain the voice of the children?

What professional challenge might be engaged?

Case study 3

Peter is 7 he is accidently given the wrong dose of the same medication as another child in school.

Pointers:

How would this be managed in school?

Who would be contacted?

What procedures and processes would need to change following the event?

How would the member of staff be managed?

**Secondary**

Case study 1

Melissa is in Year 9. Melissa has had a turbulent upbringing and concerns were raised around her being sexually harmed at the age of 5 by a family member. She can be sexually explicit in her language and behaviour. One lunchtime two young people from year 10 tell you Melissa has been seeing an older male outside of school and she has been posting inappropriate images of herself online. They also inform you that she is trying to get girls in year 7 to be her friends and meet her on weekends.

Pointers:

How would you manage this?

What support would be given to the young people involved?

Who would be informed and how?

What procedures would you put in place following this?

Case study 2

Gemma and Anna are in year 10 and are best friends. They recently had a falling out over a boyfriend and now Gemma is cyberbullying Anna and passing it off as ‘banter’. She used an old photo of Gemma and filtered it to make Anna look silly and posted it on Facebook. She has also been calling Anna a ‘whore and a slag’ for ‘going off with her ex-boyfriend. Anna hasn’t informed school but her parents have and are unsure how to deal with it. It is effecting Anna in school as she is very emotional and struggling with Gemma’s behaviour.

Pointers:

What are your next steps?

How would both children be managed on site?

What support and intervention would be offered?

What work would you do with the wider cohort of year 10 and school?

Case study 3

Mr Thomas is a newly qualified teacher. He has already had one warning about accepting friend requests from student on Facebook. Pupils have told you that he makes sexual comments to ‘all the girls’. Another female member of staff has told you she feels uncomfortable around him and on a staff night out he ‘grabbed her bottom’.

Pointers:

What are your expectations from staff if they were made aware of Mr Thomas’ behaviour?

How would senior leaders be expected to manage Mr Thomas?

How would the voice of the child be gained?

What actions would school take next?

**College**

Case study 1

One lunchtime two young people from year 12 tell you Jamie was in the boys toilets with Sarah in a cubicle ‘having sex’. While you are managing this incident and gaining evidence another young person informs you that a video of the incident has gone viral on Facebook.

Pointers:

How would this situation be managed?

What support would be given to the young people?

Who would be informed?

How would parents be informed?

How would the social media issue be dealt with?

Case study 2

John is in year 13 and studying A-levels there have been recent concerns about his extreme views and links to EDL. John has been overheard in the canteen talking about ‘white supremacy’ and that ‘muslims should not be allowed in our country’ especially now Brexit is happening. A female member of staff who is muslim told you that he spat at her. Previous friends of John don’t want to hang around him because of what he is posting online including making threats to known muslims.

Pointers:

How would this situation be managed?

How would you manage risks to young people and staff including muslim’s?

What procedures and protocols would be implemented?

What expectations are there for staff?

Case study 3

A member of staff resigns from college. You later find out that member of staff is dating a year 13 pupil who is 18 in three months.

Pointers:

How would this situation be managed?

What would the Principal need to do in this case?

How would the voice of the pupil be heard?

What action would be taken regarding the member of staff’s teaching career?