Hidden Harm – Hide and Seek, ….

Schools and the teachers in them are the key people who can make a key difference to disadvantaged children and young people. Those young people who hide their needs can benefit hugely from vital support and care in the simplest of ways. Here is a few reminders please add your own ideas and share it with your colleagues. The list has been produced by participants on safeguarding training and children and young people who have been affected by someone else’s drug or alcohol use, may be a parent, carer, grandparent or sibling. These actions may seem small and simple but they have the potential to make a massive difference to vulnerable children and young people

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| **See** | **Talk and Listen** | **Think** | **Do** |
| See me | Listen to me | Recognise and acknowledge I am in need | Take an interest in the my weekend |
| Don’t let me get lost in your busy day – don’t give up on me | If I shout please don’t shout back at me | Think about and find out why I am late before you decide the punishment | Give me warnings about changes – I don’t cope well with change |
| Notice that I never get a Christmas or Birthday card from class mates | I can talk to teachers who are nice and kind, won’t talk to the strict teachers! | Identify barriers that block me from accessing additional interests | Spot when I am under performing and help me address it quickly |
| Please notice I am alone and have no class mates | I need to be able to trust the teacher before I can talk to them | Take time to find out what their world looks like | I don’t want special treatment – but please understand if I have issues with things like homework, uniform, PE kit, hair bobbels etc. |
| Please notice I don’t get invited to other children’s homes for sleepovers, parties or tea – and I never invites anyone to mine | You don’t need to ask me all the time about it – I come to school to forget, but just check in on me | My parents avoid you and anything to do with school? Do you know why? | Eat with the students and listen and watch – you’ll learn a lot |
| Notice I am first to school and last leave? Do you know why? | Find out about me. Talk to other teachers | Why don’t I talk about home? | Give me a task or responsibility and praise me. |
| Notice I am last to school and first to leave? Do you know why? | Ask me if I have had breakfast. Observe me at lunch time. Do you know why food is so important to me? | Why do you think I am quiet and keeping my head down | Offer me extra clubs, before and after school and during breaks. |
| Does my uniform fit? Am I appropriately dressed? | Tell me ‘I can’ | Who is the best person to be my ‘safe’ person (key worker)? Do I like and trust them? | Build my sense of what I can do in the future |
| Help me understand my emotions so I can start to learn to express them | Ask me about my weekend, holiday, birthday, Christmas etc | Be curious if I don’t come to school | Please don’t let me slip in to the background just because I seem to be achieving my goals |
| Watch where I fit in the class. I might need you to allocate a buddies to help me fit in | Please make time in your busy day to talk to me | Think about the impact it has on me when you highlighting my failures in front of the class | Start every day in positive way - Meet and Greet with a smile |
|  | One kind comment a day would be amazing | Remember the wall I have put up is there for a reason. Help me to take it down. I know it’s hard but please help me | The class could have a worry box so the whole class can talk about worries – if they out their name on it the teacher will help them |
|  |  |  | Give me a weekly time to talk – I could help you with lesson preparation or tidying |