



forum for SEND School DSLs

Share challenges, solutions and good practice related to safeguarding children with SEND

LGfL SafeguardED IncludED

Please provide some feedback to help plan future sessions:





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This forum

- ✓ NOT training. This is about networking & sharing.
- ✓ The quality of the sessions depend on you – please have cameras and audio on and participate
- ✓ Thematic
- ✓ Half termly
- ✓ Please look after yourselves
- ✓ Notes/Slides – <https://sendforum.lgfl.net>

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Bruising and Injuries

1. In terms of **location** on the body, which areas cause more concern?
2. What else can you **observe** in terms of the bruise/injury, that helps you to determine level of concern?
3. What else do you take into consideration when assessing bruising/injuries re: **context**?

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Bruising and Injuries – Level of concern

Accidental Vs non-accidental areas of body

- The **head** is by far the commonest site of bruising in child abuse.
- **Face, back, abdomen, arms, buttocks, genitalia, ears, neck, and hands**
- Defence bruising = **forearm, upper arm, back of the leg, hands or feet.**
- **Clusters** of bruises are a common feature in abused children. These are often on the **upper arm, outside of the thigh**, or on the body.
- Severe bruising to the **scalp, with swelling around the eyes** and no skull fracture

<https://www.londonsafeguardingchildrenprocedures.co.uk/bruising.html>
<https://childprotection.rcpch.ac.uk/child-protection-evidence/bruising-systematic-review/>

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Bruising and Injuries – Professional Curiosity



- Shape/size/type bruising/injury
- ~~Colour~~
- Petechiae
- Patterns
- Care plans and other expertise
- What do you know about the family?
 - Domestic abuse
 - Substance use
 - New adult in family/home
 - Sibling issues
 - Physical environment concerns e.g. lack of adaptations
- What is the child telling us?
- What do you know about the child?
 - Age
 - Developmental stage
 - Level of physical mobility
 - Skin tone
 - Behaviour
 - Medication / Medical conditions
 - Moving and handling
 - Self injury
 - Pain threshold
- Is anything inconsistent?

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Additional notes form B/O rooms



Challenges for schools:

- Less visibility of family situation due to transport pick up
- Possible optimism bias because of understanding and empathy of family situation
- Need to avoid making assumptions e.g. ringworm could be interpreted as a bite mark
- Children may go to respite or attend care service so may be tricky to know where a bruise/injury occurred

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Additional notes form B/O rooms



Look for:

- Changes in behaviour
- Flinching (although some ch. do so anyway)
- Not usually physically active and suddenly getting bruises
- Equipment e.g. wheelchair/standing frame could be the cause
- Patterns – fingerprints
- Self injurious behaviours- bite mark, head banging, hitting limbs etc.
- Understanding Personal care requirements e.g. moving & handling
- Records of physical interventions

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Bruising and Injuries – Reporting & Recording

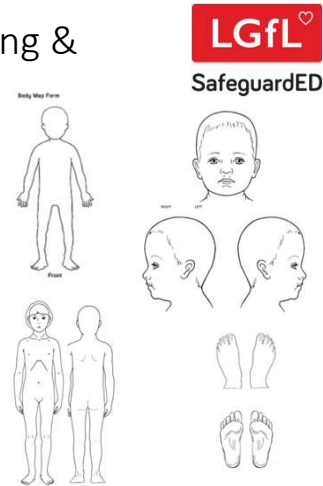


What does good practice look like with **reporting and recording** bruising and injuries in school?

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Bruising and Injuries – Reporting & Recording

- First Aid /Treatment
- Reporting to
- Body maps
- ~~Photos~~
- Accurate descriptions
- Ask parents/carers for explanation



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Additional notes form B/O rooms



Reporting and Recording:

- Reporting to DSLs promptly and clearly so no ambiguity and can respond quickly
- Using correct anatomical terminology and accurate descriptions of where bruising/injuries are
- Robust recording of accidents as well as safeguarding concerns
- Half termly, taxi drivers and escorts get picture of DSL and direct contact number to ensure they follow correct recording procedure
- Looking at chronologies
- Asking DSLs from other schools where siblings attend if there are concerns
- Always ask staff to come to speak to us when logging a concern. so that we can ask clarifying questions

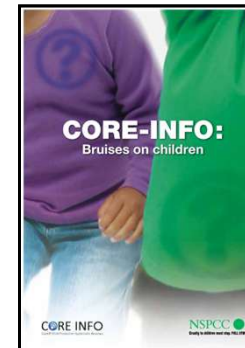
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New Resource

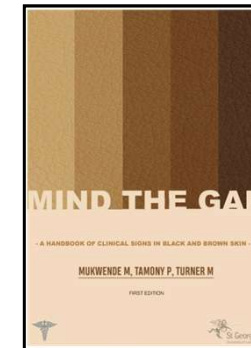
bruising.lgfl.net

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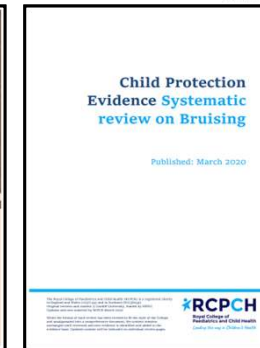
Resources



<https://learning.nspcc.org.uk/media/1046/core-info-bruises-children.pdf>



<https://www.blackandbrownskin.co.uk/mindthegap>



<https://childprotection.rcpch.ac.uk/child-protection-evidence/bruising-systematic-review/>

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