**1. Safeguarding exercise**

There are many ways that you can evidence this knowledge, ranging from notes of discussions with key personnel in the schools to lesson plans, observations or evaluations where you have demonstrated that you adapted your teaching to support the learning of individual pupils in line with the school policies.

Using your knowledge of the various legislation, consider the following scenario:

Stephanie (PGCE student) was letting her Year 10 drama class out of the lesson at the beginning of lunchtime when she noticed that one of the pupils, Matthew, was hanging back. She had noticed that he had been a little distracted during the lesson, which was unusual as he normally really enjoyed the class and had recently joined the school production that she was helping to produce.

‘Is everything alright Matthew?’ she asked.

Matthew replied by asking her if he could talk to her, and she said of course he could and pulled out a chair, sitting herself down. Matthew sat down and asked, ‘Miss, can I tell you something and will you promise not to tell anyone?’

‘Of course you can talk to me and I won’t say anything to anyone at all,’ Stephanie replied. Watching her face closely, Matthew pulled up the sleeves of his shirt to reveal scores of red angry knife cuts on his forearms. ‘My dad did this,’ he quietly murmured.

What should Stephanie have replied to Matthew’s request not to tell anyone? What should Stephanie do now? Can you, using the relevant guidance, draw up a plan for yourself on how to respond to this and similar situations? Talk to the school’s Child Protection Officer and ask them to advise you on your plan. This could form part of your portfolio of evidence towards this standard.