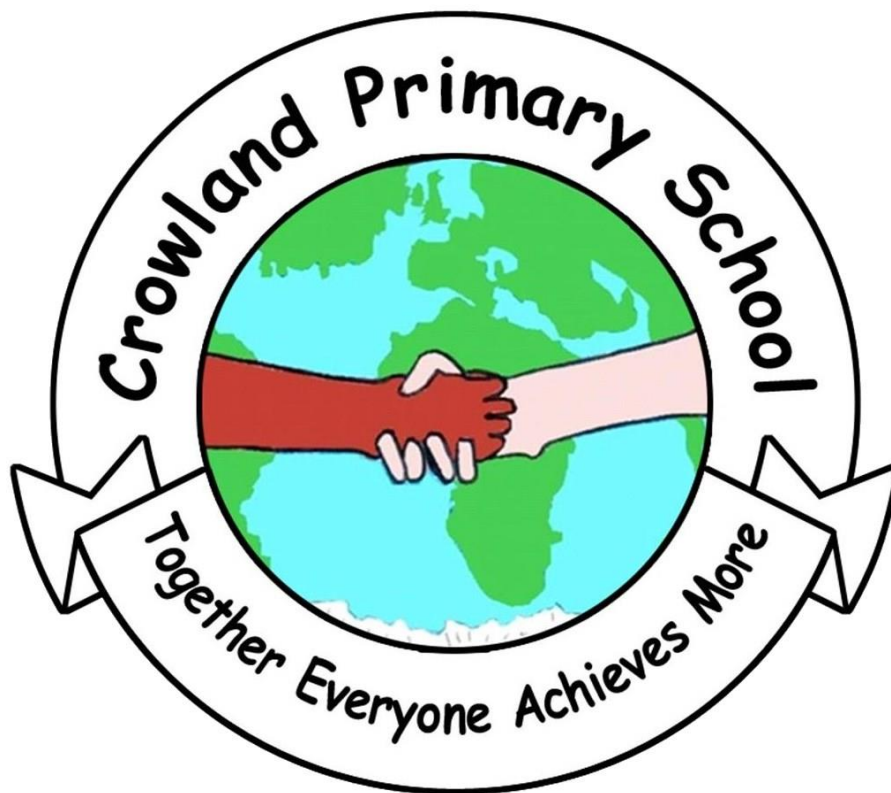


# CROWLAND PRIMARY SCHOOL



## Child Protection Policy 2015

**CROWLAND PRIMARY SCHOOL  
CHILD PROTECTION POLICY AND PROCEDURES 2014**

**Contents**

1. Introduction
  2. Aims of the policy
  3. Principles
  4. The Designated Member of Staff for Child Protection
  5. Responding and Referring
  6. Attendance and the Education Welfare Service
  7. Contact details for a referral
  8. Other Staff's Responsibilities
  9. Visitors
  10. Concerns related to a member of staff
  11. Use of physical intervention
  12. E-safety
  13. Record keeping
  14. Supporting the pupil
  15. The Curriculum
  16. Early Years; Staff/Early Years Ratios
  17. Training
  18. Safer Recruitment of staff and volunteers
- Appendix 1: Child protection categories  
Appendix 2: Child Protection – recognition and hidden harms  
Appendix 3: Listening and talking

*'The biggest barrier to diagnosis is the existence of emotional blocks in the minds of professionals. These can be so powerful that they prevent diagnosis even being considered in quite obvious cases. All those working with children should be warned that their overwhelming impulse on confronting their first case/s is to cover it up.'*

*British Medical Journal 1989*

There has been no reason to change this view.

**Introduction**

This policy sets out how the Governing Body of Crowland School is carrying out its statutory responsibility to safeguard and promote the welfare of children in accordance with Section 175 of the Education Act 2002.

This policy applies to all staff (teaching and non teaching), governors and volunteers, temporary and supply/visiting staff working in the school. It will be reviewed every 2 years by the Governing Body, and is in line with the expectations of Ofsted, which inspects safeguarding policy arrangements as part of the school's Leadership and Management. .

## **Keeping children safe in education is our policy.**

This school works in partnership with the wider school community to ensure Children and their families are safeguarded from radicalisation and extremism.

In line with the Prevent duty we ensure that all staff and governors are trained, informed a, recognise vulnerability and mitigate the risks. We will produce an action plan to mitigate identified risks and ensure the curriculum embeds British Values, teaching our staff, children and visitors to be tolerant and have respect for the faiths within our multi-cultural society.

This is under pinned by a range of other school policies including 'e' safety, curriculum, staffing and safer recruitment.

Our school statement of values respects learner and staff diversity, encourages freedom and openness and promotes the learner voice

At Crowland, we want to ensure that the internet and other digital technologies is used appropriately by all therefore this policy should be read in conjunction with the E safety policy, which is on our website. All families have received a separate leaflet about this key policy.

### **Aims**

- To ensure that all necessary internal and inter-agency child protection procedures are in place as required
- To give guidance to staff to ensure best practice
- To demonstrate the links with other relevant policies to safeguard the general welfare of children
- To provide a clear statement of the school's responsibilities in the event of a concern about the conduct of a member of staff
- To identify key individuals and their specific role

### **Principles**

- At Crowland we recognise our responsibility to protect and safeguard the welfare of the children and young people entrusted to our care by establishing a safe environment in which children can learn and develop. The policy applies to all children between the ages of 0-18 whose care and education comes within the remit of this school.
- The staff and Governing Body of Crowland are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued.

- We recognise that because of the day-to-day contact with children, staff in school are well placed to observe the signs of possible abuse and therefore need to be constantly vigilant.
- This school recognises its responsibility to discuss with Children's Services any significant concerns about a child or young person which may indicate physical abuse, emotional abuse, sexual abuse or neglect, in accordance with the Local Safeguarding Children Board Child Protection Procedures and to attend any Child Protection conferences, initial and review, and core group meetings and Child in Need conferences that may be called. All staff will receive appropriate training to ensure that these procedures are followed as required.
- At Crowland we also recognise our duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, Child and Adolescent Mental Health Services (CAMHS), Education Welfare Service, Educational Psychology Service and other agencies/services coming into school to support individual pupils/groups of pupils.
- The school will ensure that families have an understanding of the responsibility placed on staff for child protection by setting out its obligations on the school website. Our child protection policy is made available to families on request and published on the school website.
- Family's needs are kept at the centre of Crowland's practices regarding Child Protection.
- Staff who work with children in this school will read this policy within the framework of:
  - London Child Protection Procedures, 4<sup>th</sup> Edn. (2010)
  - Working Together to Safeguard Children (2010)
  - Safeguarding Children and Safer Recruitment in Education (2007)
  - Information Sharing (2008)
  - Children Act 1989
  - Children Act 2004
  - Education Act 2002
  - Equalities Act 2010
  - Physical Restraint Policy 2012

### **The Designated Child Protection Officer**

- The Designated Child Protection Officer for Child Protection is a member of the Senior Leadership Team and in this school it is: Maureen Dyer Head-Inclusion and the deputy DCPO is Melisha Trotman –Headteacher.
- The Designated Governor for Child Protection is the Chair and is currently Roger Knight
- In the absence of the DCPOs, the most senior member of staff in school will assume responsibility for any child protection matters that arise.

- The Designated Child Protection Officer will ensure that all staff, teaching and non-teaching (including supply staff) know who the DCPO is and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with the DCPO. Also that they are aware of what happens once a concern has been raised.
- Where appropriate the DCPO will liaise with the school(s) attended by the siblings of the child causing concern.
- The DCPO will keep a written record of any actions taken as a result of concerns raised.
- The DCPO will keep the Head informed about any issues that arise.
- The DCPO will ensure that a child's child protection file is transferred securely and separately from the main pupil file when a child transfers to a new educational setting.
- The DCPO will ensure that the school's Child Protection Policy is put on the agenda of the Governing Body once a year for discussion, monitoring, review and renewal.
- Overall responsibility for the Child Protection lies with the head teacher, Melisha Trotman.

### **Responding and Referring**

- Any member of staff who has concerns about the safety or potential abuse of a child must report their concerns to the Designated Child Protection Officer or a senior member of staff, without delay.
- The DCPO will refer suspected abuse and neglect to Haringey's First Response Service. First Response is a multi-disciplinary team, although mainly social workers who offer advice when there is a concern and deals with any child protection referrals that are made. They will visit families or children in schools or at home as needed as part of their investigation.
- In accordance with the Local Safeguarding Children Board procedures, the agreement of the family for an external referral e.g. to First Response, should normally be sought where possible. However, if it is felt that seeking any such agreement would increase the level of significant risk of harm to the child, the matter should be discussed with Haringey's First Response Service and their advice sought. This must not contribute to a delay in making a referral.
- The DCPO will normally share any child protection concerns raised by school with families in the first instance unless First Response has advised not to. Concerns do not always lead to a referral to First Response but the DCPO will meet with any families as needed to share concerns and discuss if any help is needed.

- The school will ensure that the relevant social worker is notified if there is an unexplained absence of more than two days of a pupil who is currently subject to a child protection plan. When discussing concerns in respect of a child who is Looked After by the Local Authority the child's named social worker must be informed.
- The DCPO will cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004

### **Attendance and the Education Welfare Service**

- Any attendance of a child that is 85% and over is monitored by the school and families will be talked with particularly if attendance falls below 90%. Reasons for absences will be discussed and support offered or advice given.
- When attendance falls below 85% school will make a referral to the Education Welfare Service. This service regularly comes into Crowland and monitors the attendance with the school. Once a referral is made EWS will send a series of 3 letters with monitoring visits to the school and meetings with the families. Support is offered during this time to the families. This input can lead to court action if it doesn't improve.
- When a child does not attend school and school has not been given any reason and home cannot be contacted, school will carry out a home visit. If school's concerns are of a child protection nature then First Response can be contacted, advice sought and a referral made if necessary.
- If a child has not returned after a holiday or after an illness the school has been told about school can refer to the EWS after 10 days.
- When a family informs us they are leaving the school, the office asks for all forwarding details and name of the new school. If any child suddenly leaves the school a referral should be made after 10 days and a referral made to First Response if there are child protection concerns. If a family says they are leaving the country and we have concerns we can contact EWS who may be able to do a home visit. First Response can be contacted as needed.

### **Contact details for a referral**

- First Response Service: 020 8489 4592 / 5652 / 5762 / 2110
- Emergency Out of Hours Duty Team (5pm - 9am weekdays and weekends): 020 8348 3148
- Child Protection Advisors: 020 8489 5426 / 7976 / 5462 / 1061
- Local Authority Designated Officer (LADO): 020 8489 1406
- Private Fostering: 0800 634 0480
- Disabled Children's Team : 020 8489 3672 / 3675
- Children in Care Services
- Looked After Children (Fostering): 020 8489 3754
- Adoption Service: 0208 489 4610
- Leaving care: 020 8489 5800
- Education for Children in Care: 020 8489 3767

If any member of the school community has a child protection concern they are also encouraged to refer directly to First Response. It does not have to be only a member of staff that refers.

### **Other Staff's Responsibilities**

It is the responsibility of all other members of staff to ensure that all safeguarding concerns, both minor and serious, are reported to the DCPO as soon as reasonably possible.

The DCPO may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the DCPO may have.

### **Concerns relating to a member of the school staff or other person in a Position of Trust**

- If the suspicions in any way involve a member of staff, the matter needs to be brought to the attention of the Headteacher immediately who will act in accordance with procedures issued to all schools by the Local Authority Designated Officer (LADO). If the suspicion involves the Headteacher, advice needs to be sought from the LADO and the Chair of the Governing Body is to be informed immediately. If anyone has concerns regarding child protection and the Head teacher they should contact the Chair of the governing body immediately.
- The Headteacher or Deputy Headteacher will attend any Position of Trust/Strategy Meetings relating to allegations against staff.
- The legislation is intended to protect young people in education who are over the age of consent but under 18 years of age. 'Grooming' a child or young person under 18 with a view to a future sexual relationship may also be an offence in this context.
- The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously.

### **Visitors**

- No visitors, including trades people, should be allowed to wander around the premises unaccompanied when children and young people are present
- All visitors to school must sign in and out via the main reception and wear the school's a visitor's badge from the office. Work experience students will sign in each time they come in and trainee teachers will use the electronic log in system.
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose and report this.
- It is the responsibility of the whole staff to challenge any visitor seen walking around the school without a visitors badge or who looks suspicious.
- Children should not be collected by people other than their parents unless written notification has been received in advance.

- If a child is not collected after school, they will be placed in the After school Club and if no contact has been received by school from the family regarding collection a referral to First Response will be made it is reasonable to wait approximately half an hour for a parent or carer to arrive. If the parent or carer cannot be contacted, staff should contact the First Response Service.

### **Use of physical intervention**

- It is important to allow children to do what they can for themselves, but depending on age and circumstances (e.g. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.), it may be necessary for some physical contact to take place.
- Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:
  - a. Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil) ;
  - b. Causing personal injury to , or damage to the property of, any person  
(Including the pupil himself); or
  - c. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

### **E-safety**

- Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate, or possibly illegal.
- We as a school have a major responsibility to educate our pupils; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, particularly social networking sites. It is also important to include families as much as possible in this process given that children often have access to computers at home. All families are asked when they join the school to sign a specific undertaking which outlines everybody's responsibility to safeguard children.
- It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents/carers. Staff must not however use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.
- Staff should not communicate with pupils through private email accounts, social networking sites, even on educational matters, but must use official email and networking sites sanctioned by the school. Staff should be extremely careful in their personal use of



social networking sites and must not discuss school business or any issues relating to pupils.

- All staff should use their professional Lgfl mail account when conducting school business.
- All staff need to be aware of how they present themselves professionally and should refer to Crowland's Code of Conduct for further guidance.

### **Record keeping**

- Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (within the hour), writing down as exactly as possible using the child's own words, what was said or seen, putting the scene into context, and giving the time and location. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly. Children will not be asked to make written a statement themselves or to sign any records.
- All records of a child protection nature (handwritten or typed) will be given to the DCPO for safekeeping. This includes child protection conference minutes and written records of any concerns. Access to any records will be on a 'need to know' basis. All records must be securely held, separate from the main pupil file, and in a secure place (the Inclusion Manager's office).

Child protection concern forms are available in the staff room. You may want to talk to a Designated Child Protection Officer before you write anything down although it is usually best to write it down as soon as you see or hear something. CP concern forms should be given to the DCPO or a message left with the office to say a concern form has been left there for them. The concern will be addressed as soon as possible and you will receive feedback, as appropriate. If you haven't heard anything, please ask.

- When a child who has had a Child Protection Plan leaves the school and/or transfers to another school, the DCPO will inform the child's new school immediately and discuss with the child's social worker the transfer of any confidential information the school may hold.
- When pupils who have been the subject of some concern in school transfer from primary to secondary school and/or move school part way through an academic year, any current concerns that are being monitored need to be passed on to the DCPO of the receiving school. Any other historic information that is not part of either an ongoing child protection case or an active monitoring situation will be shredded.

### **Supporting the Pupil**

- The school will support pupils in accordance with his/her agreed child protection plan as required

- The school will notify any concerns about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team
- We recognise that children who are abused or who witness violence may experience difficulties that impact on their sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through the content of the curriculum and the school ethos of valuing the pupil.

### **The Curriculum**

- Through the Crowland Curriculum, staff will raise pupils' awareness and build their confidence and resilience so that they have a range of contacts and strategies to ensure their own protection and that of others, recognising that pupils need opportunities to develop the skills they need to stay safe from abuse.
- The Inclusion Manager / will ensure that appropriate learning opportunities are planned and that they support the children in their understanding of issues related to keeping safe.

### **Early Years: Staff/Child Ratios**

- School will ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met. Children must be within sight *and* hearing of staff.
- Only those aged 17 or over may be included in ratios (and staff under 17 should be supervised at all times). Students on long term placements and volunteers (aged 17 or over) may be included if the provider is satisfied that they are competent and responsible.
- In Early Years Foundation Stage there must be at least one member of staff for every 13 children. At least one member of staff must be a qualified school teacher and at least one other member of staff must hold a full and relevant level 3 qualification.
- Reception classes in maintained schools are subject to infant class size legislation. The School Standards and Framework Act 1998 (as amended by the Education Act 2002) limits the size of infant classes to 30 pupils per school teacher.

### **Training**

- This school is committed to supporting and training all staff in matters of child protection.
- The Governing Body will ensure that all staff receive appropriate induction and training to equip them to carry out their responsibilities for child protection effectively as prescribed in government guidance (Section 175 Education Act 2002) and in accordance with the standards set by the Local Safeguarding Children Board. Staff should receive training every year and those staff who join the school in the intervening years will be

made aware of the basics of child protection awareness and procedures as part of their induction. The induction briefing will be carried out by a Designated Teacher or member of SLT.

- The Governing Body will ensure that the Designated Child Protection Officer and other members of the Team attend appropriate multi agency safeguarding training organised through the LSCB as required under local procedures.
- The school will ensure that all interview panels have at least one panel member trained in safer recruitment and that training for this is updated every three years.

### **Safer Recruitment of staff and volunteers and maintaining Disclosure and Barring Service (DBS) checks**

- Good practice guidance as outlined in 'Safeguarding Children and Safer Recruitment in Education' (January 2007) and by the local authority's Human Resources Section should always be followed in respect of creating a safe working environment in school.
- The school will ensure that safer recruitment practices are in place and followed in checking the suitability of all staff and volunteers to work with children, including relevant members of the Governing Body. Evidence of these checks (the Single Central Record) will be maintained by the current Guidance.
- The CRB and Independent Safeguarding Authority (ISA) were replaced by the Disclosure and Barring Service (DBS) on 1 December 2012. As a result, CRB checks are now known as DBS checks. List 99 has been replaced by the Children's Barred List (or children's list), which is a list of individuals who are barred from working with children. The list is maintained by the DBS.

## **Appendix 1**

### **CHILD PROTECTION CATEGORIES**

In the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached their 18th birthday.

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2010) as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely,

by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

**Emotional Abuse** is the persistent or severe emotional ill-treatment of a child which has a severe adverse effect on the behaviour and emotional development of that child.

- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.
- It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home.
- It may involve serious bullying (including via electronic media), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. (Note: All abuse involves some emotional ill-treatment; this category should only be used when it is the main or sole form of abuse).

**Neglect** is the persistent or severe neglect of a child which results in serious impairment of that child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
  - protect a child from physical and emotional harm or danger;
  - ensure adequate supervision (including the use of inadequate caregivers); or
  - ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Physical Abuse** is a physical injury to a child, where there is a definite knowledge or reasonable suspicion that the injury was inflicted or knowingly not prevented.

This includes striking, shaking, swinging, throwing, burning, scalding, biting and attempted drowning or smothering.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

- **Sexual Abuse** is the involvement of dependent, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent, that violate the social taboos of family life or which have been knowingly not prevented by the carer.

This includes actual or attempted fondling, masturbation, exhibitionism, attempted or actual penetration, voyeurism and any involvement in pornographic activity.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Special Circumstances**

The London Child Protection Procedures, 4<sup>th</sup> Edn (2010) outlines response to special circumstances in child protection cases, including issues such as:

- Bullying
- Domestic violence
- Fabricated or induced illness
- Female genital mutilation (FGM)
- Foreign exchange visits
- Gangs, serious youth violence and violent extremism
- 'Honour'-based violence
- Information and communication technology (ICT)-based forms of abuse
- Missing from care and home
- Not attending school
- Parental lack of control
- Parental mental illness
- Parents with learning disabilities
- Parents who misuse substances
- Pregnancy
- Private fostering
- Self-harming and suicidal behaviour
- Sexually active children
- Sexually exploited children
- Spirit possession or witchcraft
- Trafficked and exploited children
- Young carers

## **Appendix 2**

### **CHILD PROTECTION – RECOGNITION AND HIDDEN HARMS**

How to tell if it is happening

Unless the child tells, it is sometimes difficult to know. Children who have been abused usually show the effects in some way. Below is a list a signs that have been know to characterise abuse. Although these signs do not necessarily indicate that a child has been abused, the possibility should be investigated if a child is exhibiting a number of these or any of them to a marked degree.

It is important to note that these lists are possible indicators of abuse. Many of the signs could have further explanations.

### 1. Signs of physical abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to disclose injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parent being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards each other
- Running away

### 2. Signs of emotional abuse

- Physical, mental and emotional development lags
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-depreciation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional response to painful situations
- Neurotic behaviour (e.g. Rocking, hair twisting and thumbsucking)
- Fear of parent being contacted
- Extremes of passivity or aggression
- Compulsive stealing, scavenging

### 3. Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems

- Destructive tendencies
- Low self-esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing, scavenging

#### 4. Sexual Abuse

- Sudden changes in behaviour or school performance
- Displays of affection in a sexual way inappropriate to age
- Tendency to need constant reassurance
- Tendency to cry easily
- Regression to younger behaviour e.g. Acting like a baby, thumbsucking
- Complaints of genital itching or pain
- Distrust of a familiar adult, or anxiety about being left with a relative, baby sitter or lodger
- Unexplained gifts of money
- Depression and withdrawal
- Apparent secrecy
- Wetting day or night
- Sleep disturbances of nightmares
- Chronic illness especially throat infections and venereal diseases

Not all sexually abused children will exhibit clear signs of disturbance. Some will be model pupils, displaying none of the characteristic effects of sexual abuse.

The different kinds of abuse can be interrelated. A sexually abused child may be emotionally abused and neglected or physically abused as well. Almost by definition any child who has been physically or sexually abused or neglected has also been emotionally abused.

See also:

- Diagrams for common sites for accidental and non-accidental injury – *available in the safeguarding and child protection resources in the staff room and school office*

#### Hidden Harms

There are sometimes circumstances within a child's home/community environment which, although not 'abusive' in themselves, may be potentially dangerous/abusive, or cause a child to be fearful or worried or carry heavy responsibilities. These may well be acting as a barrier to learning at school, and need to be known about and noted to ensure that they do not develop, or simply drift into an abusive situation; and to give the child (and possible the family), support and understanding.

Possible hidden harms include:

- Drug problems – medical or recreational

- Alcohol problems
- Living with a bully in the household
- Being a carer
- Terrible housing and/or overcrowding
- Racism, homophobia, and/or violence in the close neighbourhood
- Mental health problems
- Very anxious parents who are barely able to cope
- Medication problems

### Appendix 3

#### LISTENING AND TALKING

There are several reasons why you might listen/talk with a child about something which causes you concern and/or might indicate possible abuse. It may be because of a comment they make, or a drawing, or some play activity, or something you notice. It might also be because a child tells you something directly.

It is very important that you know what **NOT** to say or do as well as what kind of things **TO** say or do.

<b>What NOT to say or do</b>
------------------------------

**It is very important that you do not:**

***Make any assumptions or leap to any conclusions***

If you do either of these you will not really hear what the person is saying, you will ask the wrong questions, and generally react inappropriately.

***Ask the child leading, closed or directed questions***

Do not try and find out exactly what happened so it makes sense to you. You are meant to be listening – not interrogating. Be quiet and let it come out as it may. Cases which have later gone to Court have been dismissed because somebody has questioned the child inappropriately – do not let it be you. This leaves the child in a more vulnerable position than ever.

***Make promises you cannot keep***

You cannot offer complete confidentiality on anything that is potentially abusive. Do not pretend that you will and then have to betray the child later: be honest. Say that you would need to tell someone so we can think about how to keep you safe.

***Dismiss what they say or contradict their understanding or experience***

E.g. “Your Mum? She wouldn’t do a thing like that, it must have been an accident.” “Oh, I’m sure he doesn’t mean it, he was probably joking.”

***Indicate that the child is to blame***

E.g. “My dad really belted me on Sunday.”

‘You must have made him very angry, what had you done?’



### *Let your own emotions get in the way*

This is not about you – it is about the child. So whatever your emotions might be – scepticism, outrage, disgust, general upset etc. deal with them later. Do not let them be part of your communication with the child: do not let them be part of your communication with the child: remember you are the adult. Do not say Oh how dreadful / I can't believe it / you poor thing / are you sure?

### **What TO do and say**

Basically you just need to listen, and actually say very little. Sounds easy, but in general we do not do this very well. Instead of listening we:

- Interrupt
- Finish other's sentences
- Ask leading, closed or directed questions
- Make assumptions about their feelings and react accordingly
- Do not allow the speaker to pause for more than 3 seconds before jumping in
- Speak about ourselves and how we feel about what they are saying
- Give advice/tell them what to do
- Tell them our opinions of the subject and other people involved
- Do not allow the speaker to be upset/cry – but tell them everything will be alright/it's not that bad/ and basically, please stop crying.

### Proper Listening

- Pay total attention to the speaker
- Be very calm and patient
- Look at the speaker directly / good eye contact
- Allow silences and long pauses
- Pay total attention to the speaker
- Your whole attitude is 'you are my only priority right now'

### Questions you can use:

- Do you want to/can you say what happened next?
- Is there anything else you want to say? Are you sure?
- Ask open questions

### Things you could/would say after a disclosure

- I'm glad you have told me this
- Thank you for telling me this
- I take what you have told me very seriously
- You've been very brave to talk about this
- It isn't your fault you know
- I will help you as much as I can

### Remember

- That the child may fear reprisals from having told
- Stay with the child if at all possible

- It has been an act of courage, as well as desperation, for them to have spoken

**Reviewed Maureen Dyer head of Inclusion  
June 2015**

**Date to be reviewed: June 2017**

**Appendix 4: Staff acknowledgement form**

Name	<input type="text"/>
Job Title	<input type="text"/>
I have read this Child Protection Policy and I understand my role with regards to Child Protection in this setting	<input type="checkbox"/>
Signature	<input type="text"/>
Date	<input type="text"/>