

# CHILD PROTECTION AND SAFEGUARDING POLICY



**Styal Primary School**  
Valuing the Individual to Believe and Achieve

September 2022  
To be reviewed September 2023



**Styal Primary School**  
Valuing the Individual to Believe and Achieve

## Schools Safeguarding Policy Framework for Children and Young People

<b>PERSON RESPONSIBLE FOR POLICY:</b>	<i>LOUISE BOARDMAN (HEADTEACHER)</i>
<b>APPROVED:</b>	<i>BY THE GOVERNING BODY SEPTEMBER 2020</i>
<b>SIGNED:</b>	<i>LEE WALSH (CHAIR)</i>
<b>TO BE REVIEWED:</b>	<i>SEP 2023</i>

At Styal Primary School the named personnel with designated responsibility for safeguarding are:

<b>Designated Safeguarding Lead</b>	<b>Deputy Designated Safeguarding Lead</b>	<b>Safeguarding Governor</b>
<i>Louise Boardman</i>	<i>Pippa Jones</i>	<i>Helen D'Urso</i>

The named personnel with Designated Responsibility regarding allegations against staff are:

<b>Designated Senior Manager (normally the Headteacher)</b>	<b>Chair of Governors (in the event of an allegation against the headteacher)</b>
<i>Louise Boardman (Headteacher)</i>	<i>Lee Walsh</i>

<b>Designated Teacher for cared for children</b>
<i>Louise Boardman</i>

## **SAFEGUARDING DEFINITION:**

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes

Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

## **RATIONALE:**

At Styal Primary School we recognise the responsibility we have under Section 175 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Body approve the S175/157 return to the LA on a yearly basis. This policy demonstrates the school's commitment and compliance with safeguarding legislation.

Through their day-to-day contact with pupils and direct work with families, staff at our school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Services (in Cheshire East or neighbouring authorities dependent upon the child's area of residence). This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps.

## **PURPOSE:**

The purpose of the policy is to ensure that:

- The welfare of the child is paramount.
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in safeguarding issues receive appropriate support.
- Staff adhere to a Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, Head teacher or the Governing Body.

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf Styal Primary School including contractors and governors.

They are consistent with Cheshire East Local Safeguarding Children's board (LSCB) child protection procedures.

In addition to our Child Protection and Safeguarding Policy, the school has a responsibility for the health and wellbeing of its pupils, their families and staff. Our Wellbeing Policy shares our aims, how we promote this in our school to deliver the correct level of support within the school community.

## **TERMINOLOGY:**

**Safeguarding and promoting the welfare of children** refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

**Child Protection** refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

**Staff** refers to all those working for or on behalf of the School in either a paid or voluntary capacity.

**Child** refers to all young people who have not yet reached the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role – step-parents, foster parents, carers and adoptive parents.

## **CONTENTS**

There are 4 main elements to the Policy:

- 1 Prevention – through the curriculum and pastoral support offered to pupils and through the creation and maintenance of a whole school protective ethos.
- 2 Procedures – for identifying and reporting cases, or suspected cases of abuse.
- 3 Support to children – who may have been abused.
- 4 Preventing unsuitable people working with children – by following the DfE guidance in 'Keeping Children Safe in Education' 2022 together with the school's individual procedures.

### **1 PREVENTION**

This is at the heart of the Styal Primary School's ethos:

- 1.1 Children feel secure in a safe environment in which they can learn and develop
- 1.2 Children know that there are adults in the school whom they can approach if worried or in difficulty.
- 1.3 Adequate signposting to external sources of support and advice is in place for staff, parents and pupils. Policies can be found on the school's website or paper copies obtained from the school office. The identity of Designated Safeguarding Lead and Deputy together with the Safeguarding Governor can be found on posters around school. (See Appendix A)

- 1.4 Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for SRE throughout the curriculum.
- 1.5 Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available
- 1.6 Children are supported in recognising and managing risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure. Children are taught about safeguarding and on-line safety and this is integrated, aligned and considered as part of the whole school safeguarding approach.
- 1.7 All adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with “respectful uncertainty” as part of their shared responsibility to safeguard children ‘Think the unthinkable’ Keeping Children Safe, 2022.
- 1.8 Emerging themes are proactively addressed and fed back to the local authority and LSCB to ensure a coherent approach so that multi-agency awareness and strategies are developed.
- 1.9 There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the school and curriculum
- 1.10 Support and planning for young people in custody and their resettlement back into the school community is undertaken, where necessary, as part of our inclusive approach
- 1.11 It works in accordance with ‘Working Together to Safeguard Children’ Dec 2020 and supports the **Cheshire East Local Safeguarding Children Board (LSCB)** Continuum of Need to ensure children and young people receive the most appropriate referral and access provision; actively supporting multi agency planning for those children and, in doing so, providing information about the ‘voice of the child’ and the child’s lived experience as evidenced by observations or information provided.
- 1.12 Our school’s arrangements for consulting with, listening and responding to pupils are dealt with by in the first instance the Designated safeguarding Lead, followed then by the Deputy Safeguarding Lead who will complete a detailed account and then seek further advice from ChECS without delay.
- 1.13 There is a commitment to the continuous development of staff with regard to safeguarding training.
  - All staff undertake LSCB ‘endorsed’ Basic Awareness in Safeguarding training within the first term of their employment/placement; refreshed every 3 years, to

enable them to understand and fulfil their safeguarding responsibilities effectively.

- The Designated Lead attends the LSCB multi agency Safeguarding training on an annual basis.
- The Designated Safeguarding Lead, and/or Deputy attend the Designated Safeguarding Lead Meetings held each term coordinated by the SCiES Team, therefore enabling them to remain up to date with Safeguarding practices and be aware of any emerging concerns/themes emerging with Cheshire East.

## 2 PROCEDURES AND RECORD-KEEPING

Styal Primary School will follow Cheshire East's safeguarding procedures with reference to Cheshire East LSCB "Recording and reporting Guidance." September 2014.

The school will ensure that:

- 2.1 Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 1998 ensuring that information is:
  - used fairly and lawfully
  - for limited, specifically stated purposes
  - used in a way that is adequate, relevant and not excessive
  - accurate
  - kept for no longer than necessary
  - handled according to people's data protection rights
  - kept safe and secure.
- 2.2 Any concerns about a child will be recorded in writing within 24 hours on the school's **Child Concern Form**. These should be emailed to the DSL and DDSL. If the member of staff does not have access to email, a paper copy of this form can be found in the staff room on the notice board. This document should be completed and handed directly to the DSL or DDSL. If the child concern is an emergency and the DSL and DDSL are out of the school building, the staff member should ring the DSL. All records will provide a factual, evidence-based account.

Timely, accurate recording of every episode/incident/concern/activity/actions will be made including telephone calls to other professionals. Records will be signed, dated and where appropriate, witnessed. Support and advice will be sought from Children's Social Care or the Local Area Designated Officer, whenever necessary.
- 2.3 Hard copies of records or reports relating to Safeguarding and Child Protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these electronic records will be controlled by the Headteacher and Designated Safeguarding Lead.

- 2.4 There is always a Designated Safeguarding Lead (DSL) on hand who has the necessary seniority and skills, undertakes appropriate Safeguarding training, and is given the time to carry out this important role.
- 2.5 The Policy is updated annually and that changes are made in line with any new DfE guidance.
- 2.6 In the case of child protection referral or serious injury the DSL will contact Cheshire East Consultation Service (ChECS) when dealing without delay.
- 2.7 Where an allegation of abuse is against the deputy safeguarding person, the Head teacher will speak with the LADO to discuss the next steps. If the allegation is against the Head, the Chair of Governors should be contacted immediately and advice from the LADO sought. If the allegation is against both Head and Chair the LADO will be contacted. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator. In all allegations the LADO will advise on the action to take. The Emergency Duty Team should be contacted outside normal working hours 0300 123 5022.
- 2.8 In the case of poorly explained serious injuries or where behaviour or concerns arouse suspicion if in any doubt the Designated Safeguarding Lead should consult with Cheshire East Consultation Service (ChECS)
- 2.9 The DSL will keep written, signed and dated records detailing any allegation and action taken as near to the time of disclosure as possible even when no investigation is undertaken; following up any verbal referral in writing within 24 hours.
- 2.10 Conversations with a child who discloses abuse should follow the basic principles:
- listen rather than directly question, remain calm
  - never stop a child who is recalling significant events
  - make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
  - advise you will have to pass the information on
  - avoid coaching/prompting
  - never take photographs of any injury
  - allow time and provide a safe haven / quiet area for future support meetings
  - At no time promise confidentiality to a child or adult.

### **3 ROLES AND RESPONSIBILITIES**

The school will ensure that every member of staff and person working on behalf of the School:

- 3.1 Knows the name of the Designated Safeguarding Lead (DSL) and his/her role and responsibility.
- 3.2 Has an individual responsibility to refer Safeguarding (Child Protection) concerns.
- 3.3 Will receive training at the point of induction so that they know:

- their personal responsibility / code of conduct / teaching standards
  - LSCB child protection procedures and how to access them
  - the need to be vigilant in identifying cases of abuse at the earliest opportunity
  - how to support and respond to a child who discloses significant harm
- 3.4 Knows their duty concerning unsafe practices in regard to children by a colleague.
- 3.5 The Designated Safeguarding Lead (DSL) will disclose any information about a pupil to other members of staff on a need to know basis.
- 3.6 The school will undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances preclude this.
- 3.7 The school will ensure that parents have an understanding of their obligations re: Child Protection by intervention as and when appropriate.
- 3.8 Work to develop effective links with relevant agencies in relation to Safeguarding (Child Protection).
- 3.9 Ensure that, where there are unmet needs, a CAF is initiated.
- 3.10 Send representatives to case conferences, core groups and Child Protection review meetings.
- 3.11 Notify any allocated Social Worker if:
- a pupil subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
  - there is an unexplained absence of a pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP.
- 3.12 Follow Cheshire East's policy and statutory guidance on Children Missing Education (CME).

#### **4 SUPPORTING PUPILS AT RISK**

The school will endeavour to support vulnerable pupils through:

- 4.1 Its ethos which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.
- 4.2 Its behaviour policy aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach which focuses on the behaviour of the offence committed by the child; working to support children in developing positive behaviour.
- 4.3 Liaison with other appropriate agencies which support the pupil.
- 4.4 Developing supportive relationships.
- 4.5 Recognition that children living in difficult home environments are vulnerable and are in need of support and protection.
- 4.6 Monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary.



- 4.7 Allowing designated staff opportunity to attend face to face SCiES/ LSCB multi-agency training. (For example, child sexual exploitation, domestic violence, drugs / alcohol substance misuse etc).
- 4.8 Ensuring information is transferred safely and securely when a pupil with a Safeguarding Record transfers to another school – within 5 days. Also notifying Key workers or social workers where a child leaves the school (as appropriate)

## 5 **EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS**

- 5.1 The school acknowledges serious case review findings and shares lessons learned with all staff to ensure no child falls through the gap.
- 5.2 All staff understand the Cheshire East LCSB 'Continuum of Need' and know how to pass on any concerns no matter how trivial they seem. They are consistent with Cheshire East Local Safeguarding Children's (LSCB) child protection procedures.
- 5.2 The school knows how to identify and respond to:
  - Neglect
  - Drug/substance/alcohol misuse (both pupil and parent)
  - Child Sexual Exploitation / trafficked children
  - Child Criminal Exploitation
  - Contextual safeguarding – risk outside the home / extra familial abuse
  - Safeguarding children on-line
  - Children who already have a social worker or are subject to a CP plan
  - Children missing education
  - Domestic abuse
  - Child on child abuse – including abuse in intimate personal relationships between peers
  - Risky behaviours
  - Children and the court system including where parents in prison
  - County lines
  - Homelessness
  - Preventing radicalisation
  - Sexual violence and sexual harassment – sexting redefined as 'sharing nude or semi nude images or videos)
  - Sexual health needs
  - Obesity/malnutrition
  - On line grooming
  - Inappropriate behaviour of staff towards children
  - Bullying including cyber-bullying, including homophobic, racist, gender and disability. Breaches of the Equality Act 2010.
  - Self-harm
  - Female Genital Mutilation
  - Forced Marriage
  - Honour Based Abuse
  - Unaccompanied asylum-seeking children

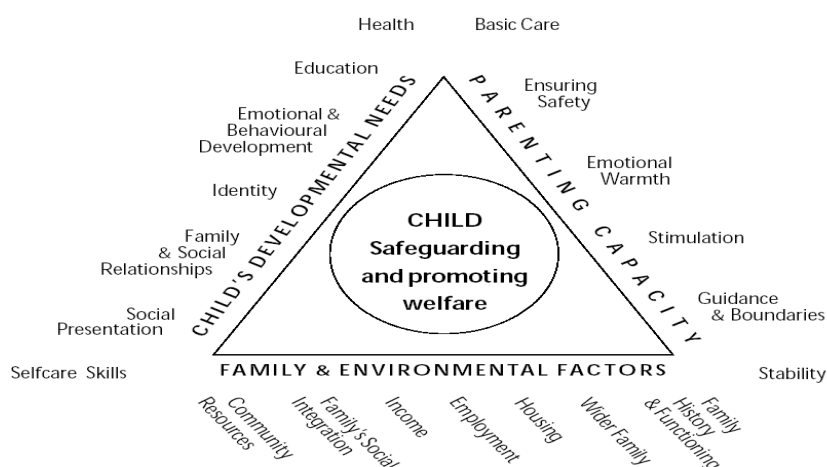
- 5.3 School staff contribute to assessments along the '**Continuum of Need**' and actively support multi agency planning for those children. Staff have an understanding of the Framework of Assessment of Need and make decisions based on a child's development needs, parenting capacity and family & environmental factors.
- 5.4 In contributing to meetings, the school provides information about the 'voice of the child' and the child's lived experience as evidenced by observations or information provided through the multi-agency forum.

## 6 EXTREMISM AND RADICALISATION

Styal Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Styal Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Prevention work and reductions of risks will include the RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, Anti-bullying Policy and other issues specific to the school's profile, community and philosophy.



## 7 SAFER RECRUITMENT AND PROFESSIONAL BOUNDARIES

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2022 and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in

relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult. We do this by:

- 7.1 Operating safe recruitment practices including appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. **School will also complete an on-line search for any shortlisted candidates.** It also includes undertaking interviews and checking the Children's List and right to work in England checks in accordance with DBS and Department for Education procedures.
- 7.2 Ensuring that staff and volunteers adhere to a published code of conduct and other professional standards at all times, including after school activities. Staff are aware of social media/ on-line conduct.
- 7.3 Ensuring any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance "Keeping Children Safe in Education 2022 and LSCB, LADO and HR Policy, procedures and guidance.
- 7.4 Ensuring that all staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct.
- 7.5 Establishing adequate risk assessments are in place including for extended school, volunteer and holiday activities.
- 7.6 Supporting staff confidence to report misconduct.

## **8 GOVERNING BODY RESPONSIBILITIES**

The Governing Body fully recognises its responsibilities with regard to Safeguarding and promoting the welfare of children in accordance with Government guidance.

The Governing Body have agreed processes which allow them to monitor and ensure that the school:

- 8.1 Has robust Safeguarding procedures in place.
- 8.2 Operates safe recruitment procedures and appropriate checks are carried out on new staff and adults working on the school site.
- 8.3 Has procedures for dealing with allegations of abuse against any member of staff or adult on site.
- 8.4 Has a member of the Leadership Team who is designated to take lead responsibility for dealing with Safeguarding and Child Protection issues
- 8.5 Takes steps to remedy any deficiencies or weaknesses with regard to Safeguarding arrangements.

- 8.6 Is supported by the Governing Body nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headteacher; this is the Chair.
- 8.7 Carries out an annual review of the Safeguarding policy and procedures.
- 8.8 Carries out an annual Safeguarding Audit in consultation with the Governing body, sharing this with the LSCB on request.

## OTHER RELATED POLICIES

The school takes safeguarding seriously and understands this policy is over- arching. The school also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this school. Additional information can be found in the following -

**Attendance Policy**

**General Data Protection Policy**

**Staff Code of Conduct Handbook**

**Volunteers in School Handbook**


**Safer Recruitment Policy**

**Positive Behaviour Policy** – includes measures to prevent bullying and cyber bullying.

## Styal Primary School



## Designated Safeguarding Personnel

<b>Designated Safeguarding Lead</b>	Louise Boardman (Headteacher)	
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<b>Deputy Designated Safeguarding Lead</b>	Mrs Pippa Jones	
<b>Safeguarding Governor (Chair)</b>	Mr Lee Walsh	
<b>Safeguarding Governor</b>	Mrs Helen D'Urso	

**ChECS 0300 123 5012 (Out of Hours 0300 123 5022)**

# Staying Safe



<b>Designated Safeguarding Lead</b>	Mrs Louise Boardman
<b>Deputy Designated Safeguarding Lead</b>	Mrs Pippa Jones
<b>Our local contact numbers are:</b>	
<b>Safeguarding of children concerns</b> <i>(Children living in Cheshire East)</i>	<b>0300 123 5012</b> option 2 <b>Cheshire East Consultation Service</b> (Mon–Thurs 8:30am–5:00pm Friday 8:30–4:30pm) <b>0300 123 5022</b> <b>Emergency Duty Team</b>
<b>Safeguarding of children concerns</b> <i>(Children living in other Authorities)</i>	<b>0161 234 5001</b> <b>Manchester Children's Services</b> <b>0161 217 6028 Option 1</b> <b>MASSH</b> <b>Stockport Children's Services</b>
<b>Allegations against an adult working with children</b>	<b>01270 685904/ 01606 288931</b> <i>Local Authority Designated Officer (LADO)</i>
<b>Police</b> <i>(Emergency)</i> <b>Police</b> <i>(Non Emergency)</i>	<b>999</b> <b>101</b>





<p style="text-align: center;"><b>UNIVERSAL</b></p> <p>Children and young people whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health visiting, GP, schools)</p> <ul style="list-style-type: none"> <li>• <b>RESPONSE:</b> - Continue meeting child or young person's needs as a universal service in a safe environment. Universal services will remain at all levels of need.</li> </ul>	<p style="text-align: center;"><b>TARGETED</b></p> <p>Children and young people who would benefit from additional help with moderate difficulties in order to make the best of their life chances.</p> <ul style="list-style-type: none"> <li>• <b>RESPONSE:</b> - A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Common Assessment Framework (CAF) can help to identify and plan to meet needs and involve others where necessary.</li> </ul>
<p style="text-align: center;"><b>COMPLEX</b></p> <p>Children and young people who have a range of additional needs affecting different areas of their life.</p> <ul style="list-style-type: none"> <li>• <b>RESPONSE:</b> Request support from other agencies such as family support, commissioned services Youth Crime Prevention Team and Education Welfare. Agencies work together to provide a network of support to the child or young person and their family.</li> <li>• Identify a lead professional to co-ordinate support and be primary link with the family.</li> <li>• Hold a multi-agency meeting and use the Common Assessment Framework (CAF) with child and family to assess their needs. Develop and implement an Action Plan and review progress.</li> </ul>	<p style="text-align: center;"><b>SPECIALIST</b></p> <p>Children and young people who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children's Social Care, or Youth Offending Service.</p> <ul style="list-style-type: none"> <li>• Children's Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Children's Social Care.</li> <li>• Youth Offending Team lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.</li> </ul>

If at any point you are concerned about the safety of a child or young person, contact Cheshire East Consultation Service (ChECS)

**Tel: 0300 123 5012 (Select option 2)**

**Tel: 0300 123 5022 (Emergency Duty Team for out of hours)**

## DEFINITIONS OF ABUSE

### Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It 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 care-givers)
- ensure access to appropriate medical care or treatment.

It may also include unresponsiveness to, or neglect of a child's basic emotional needs.

### Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:

- conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving them opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- developmentally inappropriate expectations being imposed; interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing the child participating in normal social interaction.
- seeing / hearing the ill-treatment of another.
- serious bullying causing them frequently to feel frightened or in danger
- exploitation or corruption of them.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

### Sexual Abuse

- forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing & touching outside of clothing
- Non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse

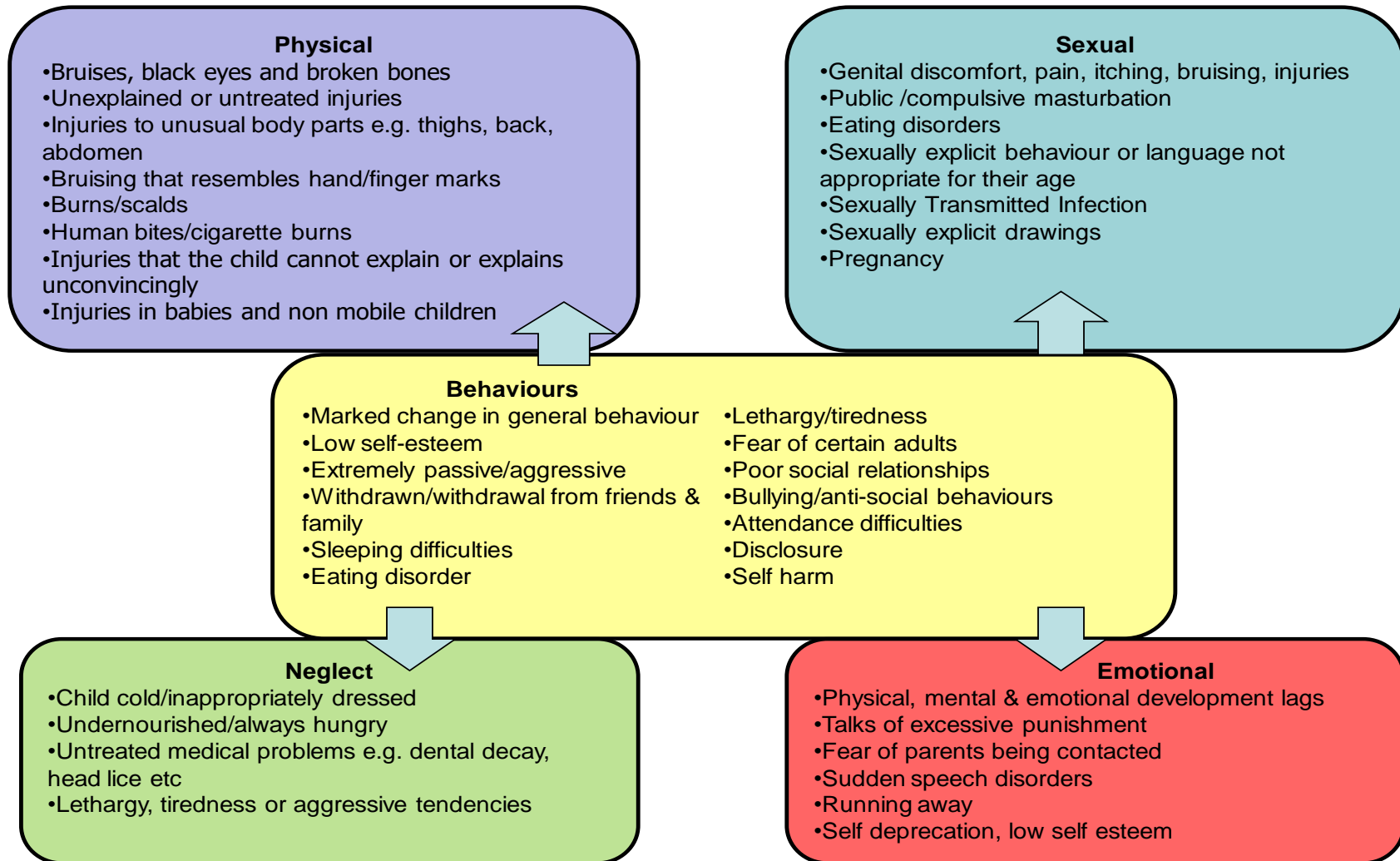
### Physical Abuse

A form of abuse which may involve:

- Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.
- Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child.
- Injuries in babies and non mobile children



# Symptoms of Abuse



## Receiving Disclosures:



### **Receive**

- Listen, try not to look shocked or be judgmental
- Believe what they say 'take it seriously'.
- Accept what the young person says.
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Use the young person's own words
- Don't criticise the perpetrator
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)



Tell me what you mean by that?

Explain that to me

Describe that....



### **Reassure**

- Stay calm, tell the young person they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do



### **Report and Record**

- Make a Brief, accurate, timely and factual record
  - Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
  - The Designated Safeguarding Lead will assess the situation and decide on the next steps
- Things to include:**
- Time and full date of disclosure/incident and the time and full date the record was made
  - An accurate record of what was said or seen
  - Whether it is 1<sup>st</sup> or 2<sup>nd</sup> hand information
  - Whether the child was seen/spoken to
  - Whether information is fact/ professional judgement
  - Full names and roles/status of anyone identified in the report
  - Avoid acronyms/jargon/abbreviations
  - Sign the record with a legible signature.
  - Record actions agreed with/by the Designated Lead (SMART)

*Records should be reviewed regularly and any new concerns should be added and responded to immediately.*

