



“Everyone who comes into contact with children and their families has a role to play in safeguarding children.

School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

Schools and colleges and their staff form part of the wider safeguarding system for children.”

*Keeping Children Safe in Education
DfE April 2014*

What we know

- Child abuse can take place in the home, at school or in any setting where children spend their time
- Children can be abused regardless of their age, gender, culture, disability, racial origin or sexual identity
- Children with special needs are especially vulnerable and more likely to be abused
- In almost **all** cases the abuser is someone known and often trusted by the child
- 1 or 2 children die each week as a result of abuse and neglect (NSPCC)
- At least half of the abuse goes undisclosed at the time it occurs - sometimes over lengthy periods of time
- 18.6% of secondary school children have been severely abused or neglected during childhood – equivalent to 973,000 children across the UK
- An estimated 2.6 million children live with parents who are “hazardous” drinkers
- 90% of domestic violence incidents children are in the same room. (Home Office Statistics).

Four categories of abuse

Physical Abuse - Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Neglect - Neglect is 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. 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 and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-givers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Emotional Abuse - Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. 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. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse - Sexual abuse involves forcing or enticing a child or young person 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. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, or 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.

Staff responsibilities in child protection

Schools and further education institutions have a duty to safeguard and promote the welfare of pupils under the Education Act 2002. They should have a culture of listening to children and taking account of their wishes and feelings....

Staff should be given a mandatory induction, which includes familiarization with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare.

Working Together 2013

Section 175 of the Education Act 2002 (Section 157 Academies, FE Colleges and Independent Schools) makes it a duty for all Local Authorities and schools to make arrangements to **safeguard and promote the welfare of all children**.

Schools must:

- Provide a safe environment for children and young people in their care
- Be able to identify those who are suffering, or likely to suffer, abuse or neglect
- Take appropriate action to make sure those children and young people are safe
- Refer concerns and play their part in multi-agency work to protect them

Governors as employers have a responsibility to ensure schools carry out these duties effectively.

If you have any concern about a pupil who may be being abused you must record your concern and pass it on to the designated person for child protection without delay. **It is always better to say something than say nothing at all.**

What to do if a child tells you they are the victim of abuse

- It is important that you listen and appear to have time.
- Stay calm and show that you are taking this seriously.
- You do not have to make any decision as to whether or not the child is telling the truth.
- You should reassure the child and tell him/her that he/she has done the right thing in telling you, that it is not his/her fault and that it has happened to other children.
- Let the child talk. Never ask leading or closed questions
- Never judge or condemn the alleged abuser.
- Explain the information will have to be passed on.
- Don't promise to keep the abuse secret or make any other promise you can't keep.
- If a child says they will only tell you if you promise not to pass the information on explain that this is not possible, even if this means they refuse to say anything more.
- Tell them what will happen next and what you intend to do

Pass your concern on to the Designated Person immediately and record the conversation promptly and accurately on a logging concern sheet, date and sign it

If it's not written down it didn't happen

You need to know:

The designated person is **JOSEPH MCCROSSAN (headteacher)**

If the designated person is unavailable I can go to **RACHEL SWINDELL (Year 2)**

Logging concern forms are kept in the **OFFICE**

The inter-agency procedures can be found in the **OFFICE**

The child protection policy is kept on the **WEBSITE**

The whistle-blowing policy is kept on the **WEBSITE**

The designated governor for Child Protection is **JO WAGER**

Useful Contacts

Education Child Protection Service Advice Line Tel: 01223 703800

Cambridgeshire Direct Contact Centre (Social Care) Tel: 0345 045 5203

Emergency Duty Team (out of hours) Tel: 01733 234724

Further information

- Cambridgeshire Local Safeguarding Children Board – Safeguarding Inter-Agency Procedures www.cambslscb.org.uk

Available from: <http://publications.education.gov.uk>

- DfE statutory guidance – Keeping Children Safe in Education. April 2014
- Working Together to Safeguard Children 2013

Remember □ - the most protective way to manage child protection concerns is to work together with others to discuss and refer concerns and to update and extend your training

Safer working practices

Basic principles

- Welfare of the child is paramount
- All staff are responsible for their own actions and behaviour
- Avoid conduct which could lead to questions being asked about motivation and intention
- Work, and be seen to work in an open and transparent way
- Discuss and/or take advice promptly about concerns
- Follow the **Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings** (March 2009) – clear boundaries and expectations
- All staff have a duty to keep children safe and protect them from physical and emotional harm
- All staff need to accept that their role involves responsibility and trust
- Safeguard young people and reduce risk of false allegations
- Employers should ensure there is a safe working environment for it's employees