

SPRINGDALE FIRST SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES

Introduction:

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and in line with government publications; "Keeping Children safe in Education" September 2016, "Working Together to Safeguard Children" 2015.

The Governing Body of Springdale First School takes seriously its responsibility under Section 175 of the Education Act 2012 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm.

Opportunity will be provided for staff to contribute to, and shape, safeguarding arrangements and the child protection policy.

Safeguarding and promoting the welfare of children is everyone's responsibility. This policy applies to all staff (teaching and non teaching), governors and volunteers, temporary and supply/visiting staff (including peripatetic staff) working in the school. All have a full and active part to play in protecting our pupils from harm and must acknowledge that the child's welfare is our paramount concern.

This is in line with the Teachers' Standards (2012) and the professional duty to safeguard children's welfare and maintain public trust in the teaching profession.

All professionals must have child-centred approach and must consider **what is in the best interests of the child** at all times.

Professionals must share information and work together to get a full picture of need to ensure a child receives the right help at the right time

The policy is reviewed annually by the Governing Body, and is in line with the expectations of Ofsted which inspects safeguarding arrangements as part of the school's Leadership and Management and the Local Safeguarding Children Board.

Governors and school leaders will **ensure** children are taught about safeguarding, including on line safety.

Purpose of this policy:

- To afford protection to our pupils
- To enable staff and volunteers to safeguard and promote the welfare of children
- To promote a culture which makes a safe place to learn
- 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 roles

Principles:

- Governors / Trustees, staff and volunteers in this school recognise their responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe environment in which they can learn and develop.
- The staff and Governors / Trustees of Springdale First School 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 statutory duty to discuss with Social Care 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.
- This school also recognises its 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 or groups of pupils.
- The school recognises the contribution it can make to a co-ordinated offer of early help.
- The school will ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the school prospectus. The school's safeguarding and child protection policy is made available to parents on request and published on the school website.

The school is committed to protect all children equally and to aim to eradicate all discrimination and barriers for children taking into account. The school recognises the needs of SEND children, and the additional barriers that they may face if being harmed. The school will employ strategies appropriate to each child taking advice from the NSPCC and guidance in LSCB information.

We aim to safeguard children and young people by:

- Creating a safe environment
- Contributing to the identification of children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at school.
- This includes to report all concerns, be aware of signs of abuse, be vigilant toward behaviour that might lead to extremism, report suspected FGM to police

Achieving these aims requires systems designed to:

- Prevent unsuitable people working with children and young people;
- Promote safe practice and challenge poor and unsafe practice;
- Identify instances in which there are grounds for concern about a child's welfare, and initiate/take appropriate action to keep them safe;
- Contribute to effective partnership working between all those involved with providing services for children.

Related information

The principles embedded in this policy link into other policies relating to: Health and Safety, PSHCE, Sex and Relationship Education, Anti-bullying, Equal Opportunities, Special Educational Needs, Confidentiality, Attendance, Racism and Homophobia, Educational visits, Digital Well-Being, Combating Extremism, School Security (including evacuation and lock down procedures) and Whistle Blowing. It also related to the staff Code of Conduct and Guidance for Safer Working Practice.

The Designated Safeguarding Officer (DSL)

- The Designated Safeguarding Officer is the Headteacher, Mrs Ruth Leach. This role will be taken by the incoming Headteacher, Mrs Susannah Hill in January 2018. The DSL in the school will always be a member of the Senior Leadership Team.
- Miss Debbie Budden(Deputy Head) is the deputy Designated Safeguarding Officer.

- In the absence of the DSL and the deputy DSL, Mrs Dionne Samways (ELSA Lead and Pastoral Support) who has full safeguarding training, in conjunction with the most senior member of staff in school will assume responsibility for any child protection matters that arise.
- The DSL or a Deputy is always available during school hours.
- Where any roles of the DSL are delegated to trained deputies the DSL retains ultimate responsibility.
- The DSL will co-ordinate action on child protection within the school. This includes ensuring all staff, teaching and non-teaching (including supply staff) know who the Designated Safeguarding Officer is, that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with the DSL. Also that they are aware of what happens once a concern has been raised.
- Where appropriate the DSL will liaise with the DSL of the school(s) attended by the siblings of the child causing concern.
- The DSL will ensure that a written record is kept of any actions taken as a result of concerns raised.
- The DSL will ensure that the school's safeguarding and child protection policy is put on the agenda of the Governing Body once a year for discussion, monitoring, review and renewal.
- The Governing Body authorises the DSL to carry out her responsibilities as outlined in "Keeping Children Safe in Education" 2016.

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 DSL without delay.
- In accordance with local inter-agency procedures, the agreement of the child's parent for an external referral should normally be sought where possible. **However**, if it is felt that seeking an agreement would increase the level of significant risk of harm to the child, the matter will be discussed with Social Care and their advice sought. This must not contribute to a delay in making a referral.
- If necessary to protect a child ANY person may make a referral to social services.
- 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.

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 must be brought to the attention of the headteacher immediately who will act in accordance with procedures in Keeping Children Safe in Education (Sept 16) Part 4. If the suspicion involves the headteacher, advice should be sought from the Local Authority Designated Officer (LADO) and the Chair of the Governing Body is to be informed immediately. Other school staff should assist parents to do this if required.
- A member of the Governing Body / Trustees is nominated to liaise with the LA regarding child protection and allegations against the Headteacher.
- The Head, Deputy Head or Chair of Governors will attend any meetings facilitated by the (LADO) relating to allegations against staff. This is the forum for deciding what action may be necessary.
- The Sexual Offences Act 2003 established a criminal offence of 'abuse of trust' affecting teachers and others who work with children and young people. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken. This legislation is intended to protect young people in education who are over the age of consent but under 18 years of age, as well as those under 16. 'Grooming' a child or 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.
- Staff are made aware of the NSPCC whistle blowing helpline (help@nspcc.org.uk or 0800 028 0285)

- Records of allegations against staff will be retained for 25 years.

Role of the LADO

The LADO is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

Use of physical interventions:

- There is an absolute ban on the use by any member of staff of any form of corporal punishment. This includes any physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain, injury or humiliation.
- It is important to allow children to do what they can for themselves, but depending on age and circumstances it may be necessary for some physical contact to take place; (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.)
- 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.
- School staff may also be empowered to carry out physical searches for weapons, illegal drugs, pornography etc. Actions by school staff must at all times be in accordance with guidance and procedures. In the event of searches or physical restraint being needed, parents will be informed the same day.

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. (School "pink slip" system).
- If a child makes a disclosure staff must not probe or ask any leading questions. All staff have been made aware of the TED model (tell, explain describe) and this must be used. In addition, staff must not promise confidentiality.
- Where a concern is related to digital well-being the school "green slip" will used; this is completed in the same way as the pink slip.
- Children will not be asked to make a written statement themselves or to sign any records.
- All records of a child protection nature will be given to the DSL 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 will be securely held, separate from the main pupil file, and in a secure place (locked metal cabinets in the Pastoral Care Worker's Office).

- When a child who has had a child protection plan or there are other significant concerns e.g. Child in Need (CIN), Domestic Abuse (DA) leaves the school and/or transfers to another school, the DSL will inform the child's new school immediately and will ensure the transfer of ALL records. Where there will be a sibling still attending Springdale, a copy of all records will be kept by Springdale in addition to passing records to the receiving school.
- When pupils transfer between schools or move school part way through an academic year, all information about any past or current concerns will, if possible, be passed on to the DSL of the receiving school/college.
- The final school that a child attends is responsible for keeping records confidentially until the child's 25th birthday. If it has not been possible to pass records on they will be kept in the same way by Springdale School.

Supporting the Pupil:

- The school will support pupils in accordance with any agreed plans that are in place e.g. child protection plan, CIN plan, targeted support plan.
- 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.
- When Service children move schools there will be liaison with the receiving school and or the welfare service of the appropriate armed force to ensure that all necessary documentation is passed on.
- Advice will be sought from relevant professionals as appropriate to individual needs.
- We recognise that children who are abused or who witness violence may experience difficulties which 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 curriculum, staff will raise pupils' awareness and build their confidence and resilience so they have a range of contacts and strategies to ensure their own protection and that of others. In this way the school seeks to give pupils opportunities to develop the skills they need to stay safe from abuse.
- Children will be taught that they have a right to be safe.
- Children are taught how to be safe in a range of situations and how to avoid harming themselves. This includes safety at home and road safety.
- Children will be made aware of who they should turn to for help through the curriculum, displays and assemblies.
- There is a strong focus on digital well-being in the Computing curriculum.

Training:

- This school is committed to supporting and training all staff in matters of child protection and follows information and guidance from the LSCB.
- The Governing Body will ensure that all staff receive appropriate induction and training to equip them to carry out their responsibilities for safeguarding and child protection effectively as prescribed in government guidance (Section 175 Education Act 2002) and in accordance with the expectations of the Local Safeguarding Children Board.
- Staff will receive formal safeguarding training by a suitably qualified person (an external trainer) at least every 3 years with regular and at least annual updates as part of Staff Professional Development

meetings or INSET. Updates will be more frequent if there are specific matters to address. Updates will be given by the DSL or an external provider.

- Induction of new staff will be carried out by the DSL (or a Deputy if the DSL is unavailable. This will be prior to, or on the day of, joining the school.
- Relevant information e.g. Serious Case Reviews will be shared with all staff as
- Effectiveness of training will be evaluated by:
 - Monitoring the implementation of policies and adherence to procedures by the Head and the Pastoral Committee of the Governing Body
 - Including tasks / questions in training sessions which allow understanding to be evaluated.
- The Governing Body will ensure that the DSL and deputies attend Level 3 safeguarding training at least once every two years, attend termly safeguarding forums and keep up to date with recommendations from serious case reviews, and changes to national and local guidance.
- Supply and peripatetic staff are invited to attend school safeguarding training. They are made aware of the safeguarding policy and the procedures to follow through induction led by the DSL.
- Staff are required to sign record sheets to show that they have attended training and / or have received updates.

Safer Recruitment of staff/volunteers and maintaining appropriate Disclosure & Barring Service checks:

- Recruitment will be in line with guidance in KCSiE 2016 part 3.
- Good practice guidance as outlined in relevant guidance and by the HAMWIC Trust Human Resources Section will 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 as required by the current Guidance.
- SLT and Governors / Trustees who may be involved in recruitment will be appropriately trained.

Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges.

Early help will be kept under constant review and consideration will be given to a referral to Children's Social Care if the child's situation does not appear to be improving. (KCSiE 2016).

In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help.

- Undertake an assessment of the need for early help
- Provide early help services e.g. school nurse, Pastoral Worker, SEND Leader, Family Outreach Worker, targeted youth, breakfast club.
- Refer to appropriate services e.g. CAMHS, YADAS.

The school will ensure that the child has a choice of staff to listen to their concerns either about themselves or their peers.

Discussions may take place between relevant professionals to gain information and advice as needed.

Staff will be trained to support children's emotional issues and will receive supervision as appropriate.

Prevent Duty – Counter Terrorism & Security Act 2015

- The Prevent lead is the DSL.
- Senior / Pastoral staff have undertaken accredited training relating to Prevent duties which must be regularly updated.
- All staff will receive training regarding the school's duty under the Prevent agenda and will be alert to signs of radicalisation.

- The school will engage effectively with the family as this is key way of spotting signs of radicalisation. The school will discuss any concerns with the family unless this is likely to put the child at risk.
- Concerns will be reported to the Prevent Lead or the DSL so that appropriate action, e.g. referral to the safeguarding referral unit (police) sru@dorset.pnn.police.uk – 01202 222229, can be taken.
- The school will work in partnership with other agencies.
- IT policies and suitable filtering is in place to ensure that children are safe from terrorist and extremist material when accessing the internet on the school site.
- British values are promoted through the curriculum.
- The school website will be used to give information to families e.g. Education Against Hate <http://educateagainsthate.com/>

Children at risk of CSE (Child Sexual Exploitation)

The school will adhere to LSCB guidance and practice.

Children will be taught about keeping themselves safe and CSE at an age appropriate level through PSHCE, assemblies and other curriculum opportunities.

Children Missing from Education

- The school will keep its admission register accurate and up to date. This is the responsibility of the Pupil Administration Officer (Mrs N Stafford).
- A child going missing from education is a potential indicator of abuse or neglect including sexual exploitation or risk of radicalisation. After reasonable attempts to contact the family the school will inform the Local Authority so that informed and swift action can be taken.
- The school will inform the LA if a child is to be educated outside of school (Elective Home Education), is unfit to attend on health grounds, is in custody for four months or is permanently excluded.
- The school monitors attendance of all children closely with a particular focus on the attendance of vulnerable children and follows up absence proactively via the Pupil Administration Office and the Pastoral Support Worker.

Children who are Looked After

- The named designated officer is Ruth Leach (Headteacher).
- The school works in partnership with families, social care and the Virtual Headteacher (Tammie Lewis and the LA procedure for PEPs and annual reviews will be followed.

Female Genital Mutilation / Honour Based Violence / Forced Marriage

- Senior / Pastoral staff have undertaken accredited training relating to these forms of abuse.
- Staff will receive training regarding these specific forms of abuse so that they are alert to indicative signs and can report these swiftly. This forms part of safeguarding training described above.
- The statutory duty to report concerns and do everything possible to prevent these forms of abuse is recognised.
- Through PSHCE, the Sex and Relationship curriculum children will be made aware of the rights they have with regard to their body.
- Appendix 1 gives a link to further information on signs of FGM.

Domestic Abuse

This school receives information from the police to alert the Designated Safeguarding Lead in the school when there has been an incident of domestic abuse in a household where a pupil lives. We are not informed of the detail of the incident, only that one has occurred. This allows us to monitor and support the pupil. If we have additional concerns we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare such as the class teacher. Where a Multi-agency risk assessment conference (MARAC) occurs the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

Digital Well-Being (See also Digital Well-Being policy)

- 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, through social networking sites etc. including 'cyber-bullying'.
- Staff at this 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. Parents are included as much as possible in this process as children often have access to a wide range of technologies at home.
- 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. 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 should use official email and networking sites sanctioned by the school. Staff should be circumspect in their use of social networking sites and must not discuss school business or school issues on their personal social networking site.
- Appropriate filters are in place to safeguard children.
- Children are taught that if they do something wrong it's better to tell an adult before it gets any worse.
- The ICT Manager, Mrs Wendy Washbrook, is responsible for ensuring that e-safety procedures are adhered to and that any breaches are recorded. A governor checks records once a term.

Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However some people abuse children through taking or using images so to protect children we will:

- Seek parental consent for photographs to be taken or published
- Use only the child's first name with images
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

Health and safety (including Educational Visits)

- The Health and Safety Policy, set out in a separate document, details the way that our children's physical safety is protected both within the school environment and when undertaking educational trips and visits.
- Risk assessments are created for all special events on site and off site educational visits.
- The child protection / safeguarding policy and procedures of off-site providers will be checked and the DSL must be satisfied that they are appropriate before the facility is used.
- The member of staff in charge of the visit will report any safeguarding concerns to the DSL. In emergency the member of staff in charge of the visit will contact the police and/or social care.

Whistle Blowing

- All staff are made aware of their duty to raise concerns, where they exist, about the management of safeguarding, which may include the actions or attitudes of colleagues through the school whistle blowing policy.
- Whistle Blowing regarding the Headteacher should be made to the Chair of governors who contact details are available from the Clerk to the Governors.
- Staff are made aware of the NSPCC whistle blowing helpline so that they can report any concerns they may have about the Leadership or DSL and handling of safeguarding matters. (help@nspcc.org.uk or 0800 028 0285)

Anti-Bullying

- The Anti-Bullying policy gives clear guidance on the way that potential or actual incidents of bullying are dealt with. Written records of incidents are kept which are checked by a governor.
- The school recognises that to condone bullying may lead to consideration under safeguarding procedures.
- This includes all forms of bullying including cyber, racist, homophobic and gender related bullying.
- Racial and homophobic language will not be tolerated.
- All staff are aware that children with SEND and or differences/perceived differences are more susceptible to being bullied or being victims of child abuse.

Confirmation of policy

Name of school : Springdale First School:

Governor signing (name and signature) :

Date policy ratified by Governing Body:

Date to be reviewed :

Appendix 1 - Types of abuse and neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form 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 others (e.g. via the internet). They may be abused by an adult or adults or by another child or children. **All staff must be aware of the VERY REAL possibility of peer to peer abuse**

Physical abuse: a form of abuse which 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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a 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, although it may occur alone.

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 (for example 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, 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.

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. 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Further information may be found in:

- * What to do if you are worried a child is being abused: advice for practitioners' 2015
- * KCSIE 2016 part 1 and annex A
- * The NSPCC website.

Further information regarding signs of FGM may be found on the NSPCC website:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signs-symptoms-and-effects/>

Appendix 2 - Responding to Abuse

Dealing with Disclosures

Where children tell adults directly that they have been abused, it is important that all staff follow the guidelines throughout the school.

Receive

- Listen to the child. If you are shocked by what they tell you, try not to show it. Take what they say seriously. Children rarely lie about abuse and to be disbelieved adds to the traumatic nature of disclosing. Children may retract what they have said if they meet with revulsion or disbelief.
- Accept what the child says. Be careful not to burden them with guilt by asking 'Why didn't you tell me before?'

Reassure

- Stay calm and reassure the child that they have done the right thing in talking to you. It is essential to be honest with the child so do not make promises you may not be able to keep, like 'I'll stay with you' or 'Everything will be all right now'.
- Do not promise confidentiality: you have a duty to refer a child who is at risk.
- Try to alleviate any feelings of guilt that the child displays. For example, you could say: 'You're not to blame' or 'You're not alone, you're not the only one this sort of thing has happened to'.
- Acknowledge how hard it must have been for the child to tell you what happened.
- Empathise with the child – do not tell them what they should be feeling.

React

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter; but do not 'interrogate' them for full details.
- Do not ask 'leading' questions such as: 'What did he do next?' (this assumes that he did!) or 'Did he touch your private parts?'. Such questions may invalidate your evidence (and the child's) in any later prosecution in court. Instead ask open questions like 'Anything else to tell me?', 'Yes?' or 'And ...?'
- Do not criticise the perpetrator: the pupil may love him/her and reconciliation may be possible.
- Do not ask the pupil to repeat everything to another member of staff.
- Explain what you have to do next and to whom you have to talk.
- Inform the designated teacher for child protection.
- Try to see the matter through yourself and keep in contact with the pupil.
- Ensure that if a Social Services interview is to follow, the pupil has a 'support person' present if they wish (possibly yourself).

Record

- Make some very brief notes at the time on any paper which comes to hand and write them up as soon as possible.
- Do not destroy your original notes in case they are required by a court.
- Record the date, time, place, any noticeable non-verbal behaviour and the words used by the child. If the child uses their family's own private sexual words, record the actual words, rather than translating them into 'proper' words.
- Draw a diagram to indicate the position of any bruising.
- Be objective in your recording: include statements and observable things, rather than your interpretations or assumptions.
- Do not ask the child to record anything in writing or to sign anything

