

June 2017

Safeguarding Children and Child Protection

Induction Leaflet Guidelines for School Staff This leaflet contains important and sensitive information for adults. **Please keep it in a safe place.**

Introduction

These guidelines for staff in schools have been produced by KCC's Education Safeguarding Team to provide information about child protection and the procedures that must be observed. All staff should also read, understand and have a copy of Part 1 of Keeping Children Safe in Education 2016. Contact details for further information are included overleaf.

The protection of children in Kent is overseen by the Kent Safeguarding Children Board. All school staff should be aware of and have reference to the Kent and Medway Safeguarding Children Procedures. This guidance is consistent with the DfE guidance "Working Together to Safeguard Children" (2015). The online procedures manual which contains additional material can be found on the KSCB website (www.kscb.org.uk).

The full extent of child abuse is not easily quantified. Research indicates that children are reluctant to report abuse, particularly if it is happening within their family. Abusers come from all walks of life; they may be parents, a known adult who has built up a trusting relationship with the child, a professional or another child.

Everybody who works with children, especially those who have regular daily contact, has a duty to help protect children from abuse. They must know how to recognise possible abuse both within their own organisation and externally. They should be familiar with the processes of recording information in school and referral to Early Help, Specialist Children's Services and the Police.

Staff working with children need to enable them to learn how to keep themselves safe, and ask for help when they need to.

Types of Abuse

Physical abuse

This can range from over-chastisement, slapping with the hand, a belt, a stick or other object, to shaking, punching or throwing a child across the room. It can lead directly to neurological damage, physical injuries, disability or – at the extreme – death. Harm may be caused by the abuse itself and by abuse taking place in a wider family or institutional context of conflict and aggression. It also includes a parent/carer fabricating symptoms of or inducing illness in a child. Some physical abuse is reactive and some may be clearly premeditated with an intent to cause harm.

Neglect

This can range from ignoring a child's developmental needs to not feeding or clothing her/him adequately and not properly supervising her/him. Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships and educational progress. Neglect may occur by omission or commission – it is important that problems for a child's parent do not obscure neglect of a child in the family. Unborn babies may now be regarded as suffering neglect due to maternal substance misuse.

Sexual Abuse

Is the involvement of a child or adolescent in sexual activities that s/he does not understand, cannot give consent to and which are not acceptable by our society. This includes inappropriate touching, taking of obscene photographs, producing/trading in child pornography (including via the Internet) as well as attempted or actual sexual intercourse. Its adverse affects may endure into adulthood.

Emotional Abuse

This ranges from rejecting a child, refusing to show a child love or affection, or making a child unhappy by continually belittling her/him or verbally abusing her/him. It has a measurable impact on a developing child's mental health, behaviour and self-esteem. It may also include developmentally inappropriate expectations including overly high expectations which the child cannot fulfil. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse. Emotional abuse may occur by omission or commission and it is important the problems for a child's parents do not obscure professionals' view of the child's emotional development. Bullying – serious bullying causing a child to feel frightened or in danger can be regarded as emotional abuse.

Other Safeguarding Risks

Staff need to be aware of a range of other safeguarding concerns including Child Sexual Exploitation, Bullying, Radicalisation and Extremism (The Prevent Agenda) and Honour Based Violence (HBV) including Female Genital Mutilation (FGM). More information can be found on www.kelsi.org.uk

New technology:

The internet and related technologies has created opportunities for creativity, learning and communication. However with this have come increased risks for adults and children including about sexual grooming, abuse and exploitation, cyberbullying, Sexting and access to inappropriate material. Online Safety (e-Safety) is viewed as part of the schools safeguarding role and responsibility. Staff should be aware of the schools Online Safety Policy and procedures and be aware of the schools safer practice advice and acceptable use of technology expectations. Schools can access support and training through the Education Safeguarding Adviser (Online Protection) and the e-Safety Development Officer. Links and resources regarding online safety can be found at www.e-safety.org.uk

Indicators of abuse

Child Abuse can present in many different ways. In simple terms there may be physical evidence such as marks or bruises, or in their presentation or appearance such as weight loss. There may be behavioural evidence such as reluctance to change for P.E, becoming aggressive or withdrawn, falling out with friends.

A child may disclose abuse, they may do this directly by telling you what happened or indirectly by telling friends or by asking for advice about a situation, say involving another person.

In school you may particularly notice changes in presentation, behaviour, friendships, application to study etc. Staff may also notice concerns and behaviour changes with adults within the setting, including staff and parents/carers. We ask that you be curious and report anything which may worry you to your Designated Safeguarding Lead (DSL)

Disclosure

What to do if a child starts to disclose abuse

- Reassure the child that s/he is right to tell and is not to blame
- **DO NOT** promise not to tell anyone else; explain that you have to make sure the child is safe and may need to ask other adults to help you to do this
- **DO NOT** question the child; let her/him tell you what s/he wants to tell you and no more; s/he may need to have to disclose to a specialist later, and too much detail now may interfere with later investigations.
- When the child is finished, make sure s/he feels secure; explain what you are going to do next.
- Write down notes, including the date and time of the interview and sign them; record as much as you can remember, using the child's own words.

What to do if you are concerned

Immediately inform the Designated Safeguarding Lead in the school

Every school is required by the DfE Guidance 'Keeping Children Safe in Education' to designate a member of staff for safeguarding (DSL). **It is essential that all staff know who this is** and who to inform if they are not available.

The DSL will decide whether the child should be referred to Early Help or Specialist Children's Services. To help him/her decide this, (s)he may consult with the KCC Education Safeguarding Team or the Central Duty Team of SCS.

Although we would encourage you to use the School's Child Protection process, in certain cases it may be appropriate for any person who is concerned about a child to contact the Education Safeguarding Team or Children's Social Services directly. This is important if for example the concern relates to the DSL or Headteacher

Referring to Early Help and Specialist Children's Services

If the child is to be referred to Early Help or Children's Social Services, the DSL will ensure that an inter-agency referral form or early help notification form is completed appropriately. This can be downloaded from the Child Protection and Safeguarding web page on Kent Education Learning and Skills Information website www.kelsi.org.uk or www.kscsb.org.uk

Allegations of abuse made against a member of staff

When an allegation is made against a member of staff, the designated person must consult with a LADO Officer who will help to determine how the matter is to be investigated. Each Local Authority must now have Designated Officer (LADO) responsible for ensuring that allegations are managed in a proper way. The LADO can be contacted on 03000 410888.

Unconfirmed worries about child abuse

Staff often have unconfirmed worries about pupils, but little real evidence, and so feel unsure about how to proceed. Many cases have shown that these unconfirmed worries are in fact the tip of the iceberg; that if the teacher's information were placed alongside that of other school colleagues it all added up to a serious cause for concern.

It is vital, therefore, that even vague “worries” are passed on at the earliest stage to the DSL, who is in a position to involve other agencies, collate information and make decisions about further referral.

Again, staff should record incidents or suspicions, dating and signing the record that should be kept in a secure part of the school with other confidential material. A copy of the Kent schools recording guidelines is available on Kelsi.

Preventative work in the classroom

Pupils need to learn how to keep themselves safe and how to report concerns in school. There are many training and resource packs available to help teachers design a curriculum which empowers children who may be being abused. Various elements can be incorporated into everyday teaching, including issues around safe use of the internet, touch, secrets, positive and healthy relationships, British Values, self-esteem, assertiveness and feelings and emotions.

Every School should have details of child protection and other policies easily available for staff – possibly in the staff room. Make sure you know where to find them!

School’s Designated Safeguarding

Lead (s):

Cathy Webb Office in room 28 & Sarah Thompson Top corridor office. Please use the yellow child protection reporting forms. Please note all the Child Protection policies and files are in the staff room in Central resources in a folder marker Child protection. You will be asked to sign a form to say you have read the policies. Please note they are also on the school website.