

FOXMOOR PRIMARY SCHOOL SAFEGUARDING PUPILS

**Please see also 'Foxmoor Child Protection Policy'
and the DfE document: 'Keeping Children safe in School'**

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**This policy was agreed by the full Governing Body in October 2017
and will be reviewed annually and amended as necessary.**

Signed:

(Chair of Governors)

PRINCIPLES

Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State.

Foxmoor School recognises its legal and moral duty to promote the well-being of children, to protect them from harm, and to respond to child abuse.

We believe that every child, regardless of age, has, at all times and in all situations, a right to feel safe and protected from any situation or practice that result in a child being physically or psychologically damaged.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extra curricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm – (see Child Protection Policy)

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot promise secrecy if concerns are such that a referral must be made to the appropriate agencies in order to safeguard the child's welfare.

In our school, if we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures issued by Gloucestershire Safeguarding Board (GCSB).

As a consequence, we:

- assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process;
- accept totally that safeguarding children is an appropriate function for all members of staff in the school, and wholly compatible with their primary teaching responsibilities;
- recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing Body;
- will ensure, through training and supervision, that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff, with knowledge and skills in recognising and acting on child protection concerns, to act as a source of expertise and advice, and be responsible for co-ordinating action within the school and liaising with other agencies;
- will ensure (through the designated member of staff) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by GCSB);
- will share our concerns with others who need to know, and assist in any referral process;
- will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the designated member of staff, who will refer on to GCSB - Children and Families Help Desk or the Police, in accordance with its procedures; or in the absence of the DSL will refer on to the above organisations themselves in accordance with its procedures;

- safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual, racial or hate factors, disability, special educational needs or cultural differences;
- will ensure that all staff are aware of the child protection procedures established by GCSB and act on any guidance or advice given by them;
- will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children;
- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

DESIGNATED SAFEGUARDING LEAD (DSL)

1. The designated senior member of staff (designated person) for child protection in this school is:

MRS NANETTE MAYCOCK

2. In her absence, these matters will be dealt with by:

MRS CHRISTINA DRAPER or MR ADAM HALSEY (Assistant Headteachers)

3. The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.
4. The school recognises that:
 - the designated person need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in the school;
 - all members of staff (including volunteers) must be made aware of who this person is and what their role is;
 - the designated person will act as a source of advice and coordinate action within the school over child protection cases;
 - the designated person will need to liaise with other agencies and build good working relationships with colleagues from these agencies;
 - they must possess skills in recognising and dealing with child welfare concerns;
 - appropriate training and support will be given;
 - the designated person is the first person to whom members of staff report concerns;
 - the designated person is responsible for referring cases of suspected abuse or any allegations to the relevant investigating agencies according to the procedures established by the GCSB;
 - the designated person is not responsible for dealing with allegations made against members of staff.

To be effective the designated person will:

- act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Children's Services and other relevant agencies over suspicions that a child may be suffering harm;
- cascade safeguarding advice and guidance issued by the GCSBI;
- where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, ask the Head of Safeguarding to investigate further;

- ensure each member of staff and volunteers at the school, and regular visitors (such as sports coaches, trainee teachers and supply teachers) are aware of and can access this policy readily ;
- liaise with the head teacher (or DSL if not head teacher) to inform him/her of any issues and ongoing investigations and ensure there is always cover for the role;
- ensure that this policy is updated and reviewed annually and work with the designated governor for child protection regarding this;
- be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place;
- ensure parents are aware of the child protection policy in order to alert them to the fact that the school may need to make referrals because raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child;
- where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible, separately from the main file, and addressed to the designated person for child protection;
- where a child leaves and the new school is not known, ensure that the Local Authority is alerted so that the child's name can be included on the database for missing pupils.

The designated person also has an important role in ensuring all staff and volunteers receive appropriate training. They will:

- attend training in how to identify abuse and know when it is appropriate to refer a case;
- have a working knowledge of how GCSB operates and the conduct of a child protection case conference and be able to attend and contribute to these when required;
- attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors;
- make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection
- ensure that training is relevant to the needs of the individuals to enable them to identify and report any concerns to the designated teacher immediately.

DESIGNATED GOVERNOR

The Designated Governor for Child Protection at Foxmoor School is:

MR SIMON HOLDEN

Child protection is important. Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.

The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- the school is carrying out its duties to safeguard the welfare of children at the school;
- members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
- child protection is integrated with induction procedures for all new members of staff and volunteers;
- the school follows the procedures agreed by GCSB, and any supplementary guidance issued by the Local Authority;

- only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity;
- where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action.

RECRUITMENT

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

There are three members of the Board of Governors who are trained in 'Safer Recruiting Procedures' and at least two of them are involved in all stages of the appointment of staff: the scrutiny of all candidates applications, interviews, and safety checks.

We accept that it is our responsibility to follow the guidance set out in "Safeguarding Children and Safer Recruitment in Education", in particular:

- before appointing someone, follow up each reference with a telephone call or personal contact during which we will discuss the applicant's suitability to work with vulnerable children;
- that all adults with engaging in regulated activity with children at this school have been checked, and cleared successfully, by the 'Disclosure and Barring' Service, before starting work, and prior to confirmation of appointment.

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- identity checks to establish that applicants are who they claim to be;
- academic qualifications, to ensure that qualifications are genuine;
- professional and character references prior to offering employment;
- satisfy conditions as to health and physical capacity;
- previous employment history will be examined and any gaps accounted for.

VOLUNTEERS

We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration and security checks (if they are engaged in regulated activity with children) as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period, then they will be checked to ensure their suitability to work with children.

INDUCTION & TRAINING

All new members of staff will have completed a Declaration of Criminal Record and Other Relevant Information before appointment. Then they will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff at the school will receive basic child protection information, 'What To Do If You Suspect a Child Is Being Abused', and a copy of this policy within one week of starting their work at the school. In addition they will be given : Keeping Children Safe in Education Part One; Acceptable Use Policy; Confidentiality Policy; Whistleblowing Policy.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide this training through the designated person.

Staff will attend refresher training every three years, and the designated person every two years.

DEALING WITH CONCERNS

Definitions of Abuse can be found in Appendix A

Members of staff and volunteers are not required to investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns to the designated person, who will refer the matter to the relevant Children's Services. However, if a disclosure is made regarding a criminal action or activity then they must make the referral direct to the Police.

To this end, volunteers and staff will follow the procedures below:

- upon the receipt of any information from a child, or
- if any person has suspicions that a child may be at risk of harm or
- if anyone observes injuries that appear to be non-accidental or
- where a child or young person makes a direct allegation, or implies that they have been abused, or
- makes an allegation against a member of staff;

they must record what they have seen, heard or know accurately at the time the event occurs, and share their concerns with the designated person (or the head teacher if an allegation about a member of staff is made) and agree the action to take.

The DSL will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents, and with the requirements of GCSB.

Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

SAFEGUARDING IN SCHOOL

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

To this end, this policy must be seen in light of the additional school's policies on the following:

- *Safe recruitment and code of conduct for staff*
- *Confidentiality*
- *Racist incidents*
- *Behaviour and the School Rules*
- *Health & Safety*
- *Intimate Care*
- *Physical Intervention*
- *Allegations against members of staff*
- *Whistleblowing*
- *Personal, Social and Health Education and Sex and Relationships Education; Anti-bullying, E-Safety and Child Protection issues will be addressed through the curriculum as appropriate.*
- *Bullying; the school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, or where there appear to be links to domestic abuse in the family home.*

RECOGNISING CONCERNS

It is *not* the responsibility of Foxmoor staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

Peer on peer abuse

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

Pupils with SEN or disabilities

We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Honour Based Violence including Female Genital Mutilation

At Foxmoor we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to all staff on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: ['Mandatory Reporting of Female Genital Mutilation - procedural information'](#) October 2015

Prevent Radicalisation, Extremism and Hate Crime

We recognise that safeguarding against radicalisation, extremism and hate crime is no different from safeguarding against any other vulnerability in today's society. At Foxmoor, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation, extremism and hate crime is, why we need to be vigilant in school and how to respond when concerns arise.

- When accessing the internet in our school, we keep children safe from extremist or hate material by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with Gloucestershire Channel procedures and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

PHOTOGRAPHING CHILDREN

We understand that parents like to take photos or video to record their children at school events e.g. the school play, sports day, or school presentations. However we have children in school that, for a variety of reasons, must not be photographed; we therefore insist that no photographs are taken by parents at these events. We do not wish to discourage parents from celebrating their children's successes: we know how important these memories are, so we will ensure that photos/videos are taken of many events and activities and give parents/carers the opportunity to purchase a copy at a nominal charge. In this way we can ensure that those children who must not be photographed are omitted from them.

We will not allow others to photograph or film pupils during a school activity without the parents' permission.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by their full name.

The school cannot, however, be held accountable for photographs or video footage taken by parents or members of the public at school functions.

CONFIDENTIALITY

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, [General Data Protection Regulations \(GDPR\)](#) and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family will take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for Child Protection or if a criminal offence directly to the Police.

CONDUCT OF STAFF

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- working alone with a child;
- physical interventions;
- cultural and gender stereotyping;
- dealing with sensitive information;

- giving to and receiving gifts from children and parents;
- contacting children through private telephones (including texting), e-mail, MSN, or social networking websites;
- disclosing personal details inappropriately;
- meeting pupils outside school hours or school duties.

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and GCSB procedures, the governors will view this as misconduct, and take appropriate action.

PHYSICAL CONTACT & RESTRAINT

Members of staff may need to make physical interventions with children. Members of staff should only do this where:

- it is necessary to protect the child, or another person, from immediate danger, or
- where the member of staff has received suitable training.

ALLEGATIONS AGAINST MEMBERS OF STAFF

If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- committed an offence against a child;
- placed a child at risk of significant harm, or
- behaved in a way that calls into question their suitability to work with children;

This allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by the Local Authority Designated Officer (LADO).

The head teacher, rather than the designated member of staff will handle such allegations, unless the allegation is against the Head teacher, when the Chair of Governors will handle the school's response.

The Headteacher (or Chair of Governors) will gather information about the allegation, and report this without delay to the GCSB.

BEFORE AND AFTER SCHOOL ACTIVITIES

Where the Governing Body transfers control of the use of the school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

CONTRACTED SERVICES

Where the Governing Body contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

OTHER RELEVANT POLICIES/GUIDANCE

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies or guidance are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Anti-Bullying
- Positive handling and managing behaviour
- Recruitment & Selection
- Whistle-blowing
- Attendance
- E Safety
- Health and Safety, including site security and First Aid
- Harassment and discrimination including racial abuse and hate crime
- Meeting the needs of pupils with medical conditions
- Intimate Care
- Educational visits including overnight stays
- Prevent and Hate Crime
- Forced Marriage
- Female Genital Mutilation (FGM)

STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- ***'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children'***, DfE (2015)
- ***'Keeping Children Safe in Education'***, DfE (2015)
- Gloucestershire Safeguarding Children Board procedures and protocols regarding allegations against persons working with children
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (October 2015).
- ***'What to do if you're worried a child is being abused'***, DfE (March 2015)
- ***'Information Sharing: Advice for practitioners'***, DfE (March 2015)
- ***'The Prevent duty: Departmental advice for schools and childcare providers'***, DfE (2015)
- ***'Mandatory Reporting of Female Genital Mutilation - procedural information'***, Home Office (October 2015)

POLICY CONSULTATION & REVIEW

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct and Part One of the statutory guidance ***'Keeping Children Safe in Education'***, DfE (2016).

It will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body on 12/10/17. It is due for review at the first full GB meeting of the Autumn Term.

Definitions of child 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.



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 (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

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, 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.

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

(Department for Education, Feb 17)

Vulnerabilities

- Emotional neglect by parent/ carer/ family member
- Physical abuse by parent/ carer/ family member
- Sexual abuse
- Breakdown of family relationships
- Family history of domestic violence
- Family history of substance misuse
- Family history of mental health difficulties
- Low self-esteem
- Unsuitable/ inappropriate accommodation
- Isolated from peers/ social networks
- Lack of positive relationship with a protective/ nurturing adult

Please note that these are not exhaustive examples of the signs of abuse – further details can be found in the handbook at www.gscb.org.uk/handbook

The Prevent Duty in Schools came into force on 1/7/2015 and includes guidance on Radicalisation. There is also a duty on schools to prevent and tackle Honour Based Violence (HBV), Forced Marriage (FM) and Female Genital Mutilation (FGM). For more details, either speak to your DSL or visit the website at www.gscb.org.uk/handbook

OTHER ISSUES THAT MAY AFFECT CHILDREN'S WELL-BEING

Many families manage to bring up their children in a warm loving supportive environment in which the child's needs are met and they are safe from harm. For some, sources of stress within the families can have a negative impact on a child's health, development and well being.

Research tells us that such sources of stress may include the following:

Social Disadvantage

Some families are socially disadvantaged and directly affected by poverty. They may live in poor housing, be vulnerable to accidents, have poor diet and health problems, lack of access to good educational opportunities or leisure facilities, transport etc. Racism and racial harassment are an additional source of stress.



Social Isolation



Some families may be socially isolated because of their family circumstances. This might be physical isolation, because of where they live, or it might be isolation due to circumstances such as family breakdown, lack of a close family support network, stigma, secrecy or fear.

Domestic Abuse

Prolonged or regular exposure to domestic abuse can have a serious impact on a child's development and emotional wellbeing..

There are many significant ways that domestic abuse can have an impact:

- ▶ As a threat to an unborn child where physical assault poses a threat to foetus and mother.
- ▶ Through physical injury where children have got in the way or been injured intentionally.
- ▶ By causing emotional harm and damage to children who witness the physical and emotional suffering of a parent



- ▶ By causing emotional impairment to children hearing the ill-treatment of another.
- ▶ Neglect through impaired parenting capacity, or abuser controlling access to resources

The risks are increased if alcohol is a trigger for abuse.

Mental Illness of Parent or Carer



It is important to stress that mental illness does not necessarily have an adverse effect on a child but it may restrict a child's social and recreational activities especially if the child takes responsibility for caring for their parent in a way that is inappropriate to their age. If depressed, a parent may neglect their children's physical and emotional needs. Occasionally a child may be at risk of extreme violence or even death. Out of 100 recent child death reviews (Cleaver H et al 1999), mental illness was found to be a factor in a third of them.

Drug and Alcohol Misuse

Drug and alcohol misuse by a parent or carer does not necessarily mean a child's development or well being will be harmed, but it can impact on a child in a number of ways including:

- ▶ Maternal substance abuse may impair an unborn child's development
- ▶ Misuse of drugs or alcohol may put a child at risk of physical injury, distress or neglect
- ▶ Children may be at risk of physical harm by inadvertently taking drugs or picking up needles not kept safely out of reach.

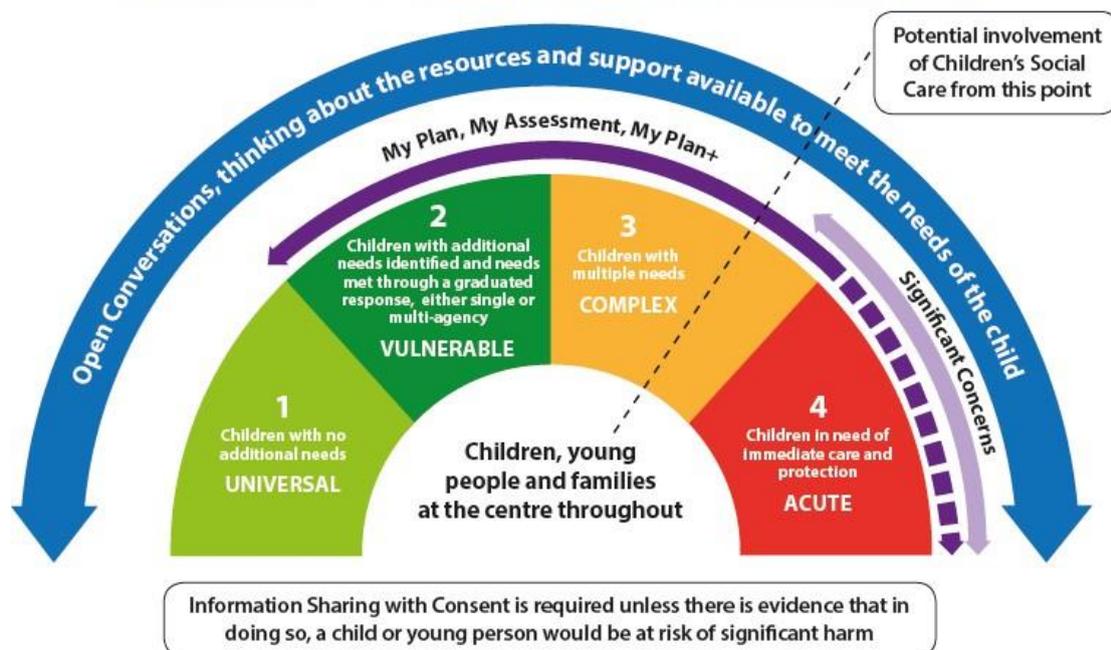


Appendix B

Levels of Intervention – Windscreen Document

Levels of Intervention act as a guide to professional decision making and are there to ensure that children, young people and families are able to access the right support to improve life chances and keep children and young people safe. They should not be seen as a barrier but a clear continuum across the levels of need and appropriate support to meet that need. This guidance focuses on ensuring that children are safeguarded. There may be children who have significant needs; these might be in addition to safeguarding issues and need specified needs provision and/or health services. The processes described should be similar but will not necessarily require the involvement of children's social care and/or the police. For further information, please visit <http://www.gscb.org.uk/media/13088/gloucestershire-revised-loi-guidance-version-21-060217.pdf>

The 'windscreen' – A diagram to demonstrate the Continuum of Need



Referrals should be made to the Children & Families Helpdesk on 01452 426565 and the Multi-Agency Referral Form (MARF) can be found at www.gscb.org.uk/handbook

Appendix C

Disclosures from a child – Guidance on what to do

- Be accessible and receptive
- Listen carefully and ask open questions to clarify (e.g. who, what, when, where, how)
- Take it seriously
- Reassure the child they are right to tell
- Negotiate getting help
- Explain – that you cannot personally protect them – but will support them in telling the right people to make sure it does not happen again and that you will have to tell someone else
- Report all suspicions or disclosures immediately
- Make careful records of what was said immediately for possible court action

Disclosures from a child - do not:

- **DO NOT** Jump to conclusions
- **DO NOT** Look horrified and say something speculative
- **DO NOT** Try to get the child to disclose
- **DO NOT** Accuse anyone
- **DO NOT** Ask any leading questions whatsoever
- **DO NOT** Make promises you cannot keep

