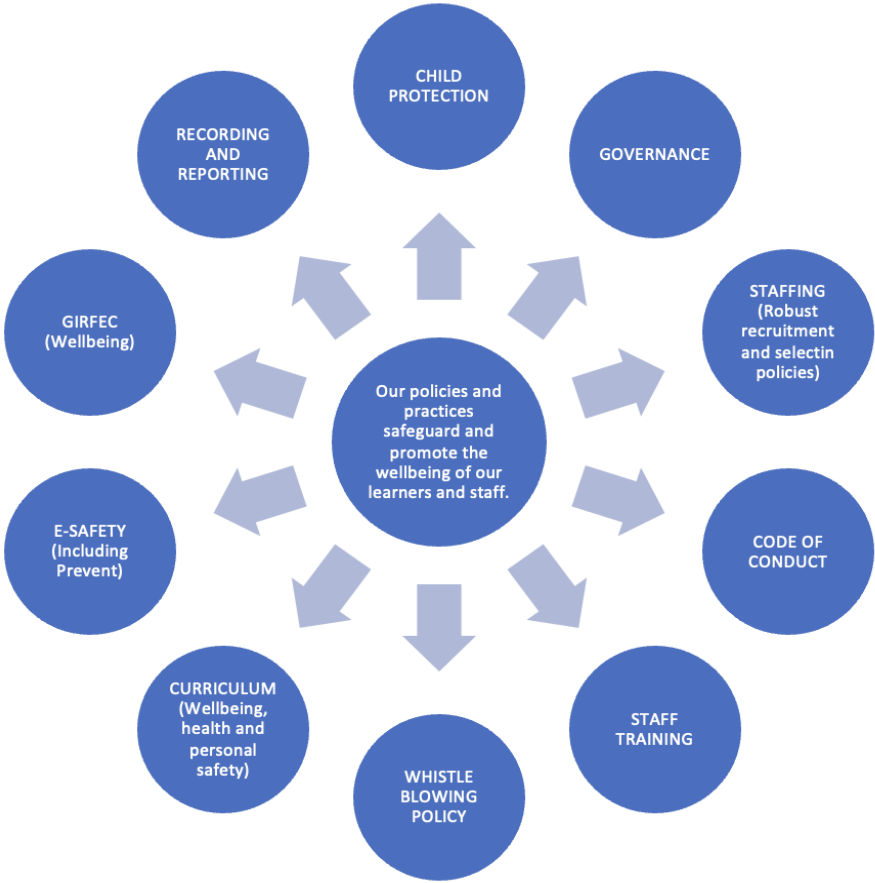


**Basil Paterson Secondary**  
**Wellbeing and Child Protection Policy & Procedures**  
**Web Version**



## **Acknowledgment**

The Wellbeing & Child Protection Policy and Procedures has been written by Dr Susan Hamilton and Anne Darling, Child Protection Consultants, in consultation with Claire Samuel, Head of Basil Paterson Secondary School.

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## 1. INTRODUCTION

Basil Paterson Secondary School (hereafter referred to as 'the School') is fully committed to safeguarding the welfare of all children<sup>1</sup> in its care and recognises its responsibility to promote safe practices and to protect children from harm, abuse, and exploitation summed up in the National Guidance as follows: "All staff working in education establishments, including early learning and childcare (ELC) settings, have a key role in the support and protection of children and young people. Day-to-day professional experience of, and relationship with children is a fundamental protective factor. All staff must be aware of, and must follow, child protection procedures."

This Policy and associated procedures provide the framework for safeguarding the wellbeing of children and young people and protecting them from harm and abuse and to assist staff to apply their skills collectively and effectively and to develop a shared understanding of their common objective – to support and protect children, particularly those who are most vulnerable.

This abridged version of the policy has been adapted for staff at Basil Paterson.

Child Protection Coordinator (CPC) Claire Samuel

Deputy Child Protection Coordination (DCPC) Beverley Brown

Chair Board of Governors: Till Gins

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<sup>1</sup>The terms 'children', 'young people', 'pupils', 'students' and 'learners' are used interchangeably throughout this policy.

## **1.1 Child Protection - The Context**

Child protection must be seen in the wider context of the 'Getting it right for every child' (GIRFEC)<sup>2</sup> approach. All children and young people have the right to be cared for, and protected from, harm and abuse and to grow up in a safe environment in which their rights are respected and their needs met. Practitioners in the universal services of health and education are integral to promoting, supporting, and safeguarding the wellbeing of all children and they do this through their day-to-day activities and engagement with children and families. At the heart of the GIRFEC approach is early, proactive intervention to create a supportive environment and identify any additional support that may be required for a child as early as possible.

## **1.2 Principles of Wellbeing and Child Protection**

These guidelines are based on the following:

- Staff will work in partnership with children and parents/carers to promote the wellbeing, health and development of children and young people.
- Child protection is everyone's responsibility.
- The wellbeing and protection of the child is the primary concern.
- All staff should make sure their approach is child centred. This means they should consider at all times what is in the best interests of the child.
- All children, whatever their age, culture, racial origin, disability, gender, language, sexual orientation, gender reassignment, religion or belief have a right to protection.
- Children and young people should be listened to, respected, and responded to if they express concerns.
- Children have a right to express views on all matters which affect them should they wish to do so.
- Inter-agency communication, information sharing and partnership working is essential to ensure best outcomes for children. Schools should work with Social Work (Children and Family Services), the Police, Health Services and other services to promote the wellbeing and protection of children and young people and protect them from harm. This includes providing a coordinated approach of early intervention when additional needs of children are identified and contributing to inter-agency plans to provide support to children subject to Child Protection Plans.

## **1.3 Equality and Diversity**

Access to and the delivery of services under the Children and Young People (Scotland) Act 2014 and child protection should be fair, consistent, and proportionate and focused on individual outcomes and enablement. Children and families should experience listening, respectful, responsive services. There should be no discrimination on the grounds of: age, disability, gender reassignment, marriage or civil partnership status, pregnancy or maternity, race, religion or belief, sex or sexual orientation. The Equality Act 2010 restates, streamlines and harmonises equality legislation. It replaces a number of Acts including the Race Relations Act 1976, the Sex Discrimination Act 1975 and the Disability Discrimination Act 1995.

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<sup>2</sup>A Guide to Getting it Right for Every Child, Scottish Government, June 2012  
<http://www.gov.scot/Resource/0042/00423979.pdf>

## **1.4 Review of Policy**

This Policy and associated Procedures will be regularly reviewed:

- In accordance with changes in legislation and guidance on the wellbeing and protection of children.
- Following any issues or concerns raised about the protection of young people in the School.
- In all other circumstances, every three years.

## **2. Code of Conduct**

From time to time, all staff should reappraise their relationships with students and ask themselves: 'Are my actions fair, reasonable, warranted, proportionate, measured, safe and applied equitably?' to ensure that they give no grounds for any doubts in the minds of colleagues, students or parents. For the vast majority of staff the Code of Conduct will serve only to confirm what has always been best practice.

Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff interactions with pupils must be transparent and they should always be wary of allowing situations to develop which could lead to allegations of impropriety. The following guidance is incorporated into Basil Paterson Secondary's standalone Code of Conduct. A record is kept. All breaches of this code will be recorded and kept in line with GDPR. The code will be reviewed in the light of breaches within the previous 12 months.

For further information see Staff Code of Conduct. All staff receive a copy of this annually and must sign to say they have read and understood the School's Code of Conduct.

### **3. DEFINITIONS OF ABUSE AND SPECIFIC CIRCUMSTANCE ADVICE**

#### **3.1 Definition**

Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home, within a family or peer network, in care placements, institutions or community settings. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use.

The following definitions of the different types of abuse<sup>3</sup> show some of the ways in which abuse may be experienced by a child but are not exhaustive, as the individual circumstances of abuse will vary from child to child.

#### **3.2 Types of Abuse**

##### **3.2.1 Physical Abuse**

Physical abuse is the causing of physical harm to a child or young person. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.

##### **3.2.2 The Law and Parental Chastisement**

The Children (Equal Protection from Assault) (Scotland) Act 2019 gives children equal protection from assault by abolishing the common law right of parents (or others caring for or in charge of children) to use physical force to discipline a child. Section 1 of the Act makes it illegal to physically punish a child.

##### **3.2.3 Emotional Abuse**

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<sup>3</sup> <https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021/>

Emotional abuse is persistent emotional neglect or ill treatment that has severe and persistent adverse effects on a child's emotional development. 'Persistent' means there is a continuous or intermittent pattern which has caused, or is likely to cause, significant harm. Emotional abuse is present to some extent in all types of ill treatment of a child, but it can also occur independently of other forms of abuse. 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.
- exploitation or corruption of a child, or imposition of demands inappropriate for their age or stage of development.
- repeated silencing, ridiculing or intimidation of a child.
- demands that so exceed a child's capability that they may be harmful.
- exploration and social development.
- seeing or hearing the abuse of another (in accordance with the Domestic Abuse (Scotland) Act 2018).



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 involve the imposition of age- or developmentally inappropriate expectations on a child. It may involve causing children to feel frightened or in danger or exploiting or corrupting children. Some level of emotional abuse is present in all types of ill-treatment of a child; it can also occur independently of other forms of abuse.

### **3.2.4 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. 'Persistent' means there is a pattern which may be continuous or intermittent which has caused or is likely to cause significant harm. However, single instances of neglectful behaviour by a person in a position of responsibility can be significantly harmful. Early signs of neglect indicate the need for support to prevent harm.

Malnutrition, lack of nurturing and lack of stimulation can lead to serious long-term effects such as greater susceptibility to serious childhood illnesses and reduction in potential stature. For very young children the impact could quickly become life-threatening. Chronic physical and emotional neglect may also have a significant impact on teenagers.

### **3.2.5 Sexual Abuse**

Child sexual abuse is an act that involves a child under 16 in any activity for the sexual gratification of another person, whether it is claimed that the child either consented or assented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether the child is aware of what is happening. For those who may be victims of sexual offences aged 16-17, child protection procedures should be considered. These procedures must be applied when there is concern about the sexual exploitation or trafficking of a child.

The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of pornographic material or in watching sexual activities, using sexual language towards a child, or encouraging children to behave in sexually inappropriate ways.

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 person under 18 into sexual activity in exchange for something the victim needs or wants, and/or 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 using technology. Children who are trafficked across borders or within the UK may be at particular risk of sexual abuse.

### **3.2.6 Criminal Exploitation**

Criminal exploitation refers to the action of an individual or group using an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity in exchange for something the victim needs or wants, or for the financial or other advantage of the perpetrator or facilitator. Violence or the threat of violence may feature. The victim may have been criminally exploited, even if the activity appears consensual. Child criminal exploitation may involve physical contact and may also occur using technology. It may involve gangs and organised criminal networks. Sale of illegal drugs may be a feature. Children and vulnerable adults may be exploited to move and store drugs and money. Coercion, intimidation, violence (including sexual violence) and weapons may be involved.

### 3.2.7 Child Trafficking

Child trafficking involves the recruitment, transportation, transfer, harbouring or receipt, exchange, or transfer of control of a child under the age of 18 years for the purposes of exploitation. Transfer or movement can be within an area and does not have to be across borders. Examples of trafficking can include sexual, criminal, and financial exploitation, forced labour, removal of organs, illegal Female Genital Mutilation. This extreme form of physical, sexual, and emotional assault upon girls and women involves partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. Such procedures are usually conducted on children and are a criminal offence in Scotland. FGM can be fatal and is associated with long-term physical and emotional harm.

### 3.3 Specific Concerns

This section should be read in conjunction with Section 4 - 'Specific Concerns' in the National Guidance. These are illustrated in the diagram below. Some have been detailed in this section as these have been identified as areas staff may have to take action directly e.g. under-age sexual activity. As with all safeguarding risks, staff should be alert to changes in children and young people's behaviour which could indicate that they may need help or protection (see Appendix 1 for 'Signs of Possible Child Abuse').

1	<a href="#">Introduction</a>	4	<a href="#">Disabled children</a>	7	<a href="#">Neglect and emotional abuse</a>
2	<a href="#">Poverty</a>	5	<a href="#">Parents with learning disabilities</a>	8	<a href="#">Domestic Abuse</a>
3	<a href="#">When services find it hard to engage</a>	6	<a href="#">Children with and affected by mental ill Health, self-harm and suicide</a>	9	<a href="#">Parental alcohol and drugs use</a>
				10	<a href="#">Physical abuse, equal protection and restraint</a>
				11	<a href="#">Severe obesity</a>
12	<a href="#">Sexual abuse</a>	18	<a href="#">Pre-birth assessment and support</a>	22	<a href="#">Children missing</a>
13	<a href="#">Child sexual exploitation</a>	19	<a href="#">Looked after children</a>	23	<a href="#">Separated/unaccompanied children</a>
14	<a href="#">Internet-enabled sexual offending</a>	20	<a href="#">Re-unification</a>	24	<a href="#">Trafficking and child criminal exploitation</a>
15	<a href="#">Harmful sexual behaviour by children</a>	21	<a href="#">Repeat removal</a>	25	<a href="#">Child protection in transitional phases</a>
16	<a href="#">Online safety</a>				
17	<a href="#">Under-age sex</a>				
26	<a href="#">Bullying</a>	30	<a href="#">Complex investigations</a>	35	<a href="#">Culture, faith, rurality, community</a>
27	<a href="#">Hate crime</a>	31	<a href="#">Female Genital Mutilation</a>	36	<a href="#">Child protection in emergencies</a>
28	<a href="#">Serious harmful behaviour by children</a>	32	<a href="#">Honour-based abuse and Forced Marriage</a>	37	<a href="#">Non-recent abuse</a>
29	<a href="#">Risk of terrorism</a>	33	<a href="#">Fabricated or induced illness</a>	38	<a href="#">Themes</a>
		34	<a href="#">Sudden infant death</a>		

### 3.3.1 Racism

The School will not accept or condone racism. Children and young people from minority ethnic groups are additionally vulnerable to racism because they may be:

- experiencing racism and racist attitudes;
- wanting to fit in and not cause a fuss;
- experiencing racism by being ignored by people in authority;
- using, or learning, English as a second language;
- subjected to myths e.g. all people of a particular culture are good with, or hit, their children.

### 3.3.2 Bullying and Cyberbullying

It is the responsibility of all staff to ensure that bullying is dealt with. Bullying is the use of aggression with the intention of hurting another person, usually repeated over a period, where it is difficult for those being bullied to defend themselves.<sup>4</sup> Bullying is not always deliberate. Bullying hurts and results in pain and distress to the victim. No one deserves to be bullied. Everyone has the right to be treated with respect. It can take many forms including children being bullied by adults, their peers and in some cases by members of their families. Bullying can be difficult to identify because it often happens away from others and those who are bullied often do not tell anyone.

Bullying behaviour can take place anywhere but is more likely to take place where there is inadequate supervision or areas of personal privacy. Bullying may be related to perceived or actual difference and involve the expression of prejudices regarding, e.g., race, gender, disability, and sexual orientation. Bullying, especially if left unaddressed, can have a devastating effect on individuals. Bullying can be:

**Emotional:** being unfriendly, excluding (being ignored or left out of the group) using abusive or insulting behaviour in a manner which causes alarm or distress and tormenting a child e.g., threatening gestures, malicious graffiti.

**Verbal:** name calling, sarcasm, spreading rumours, teasing when not acceptable to the child on the receiving end; racist or sectarian remarks; threats or ridicule or humiliation.

**Physical:** pushing, pulling, kicking, hitting, punching or any use of violence, (in some cases, this might constitute an assault) using threats to force someone to do something against their will, taking possessions e.g., bag; mobile phone.

**Sexual:** sexually abusive comments, unwanted physical contact.

**Prejudiced based:** singling out children who are perceived as different due to, e.g., race, gender, sexual orientation, disability, children who are asylum seekers, looked after children, young carers.

For further information see Appendix 4 'Signs of Bullying and How to Respond.'

**Cyberbullying:** Cyberbullying can be defined as the use of Information and Communications Technology, particularly smartphones and the Internet, to deliberately to upset someone else. In common with bullying, cyberbullying can have a serious impact on the self-esteem and mental health of people who experience it. These include social anxiety, emotional distress and anxiety, loneliness and depression, suicidal ideation (with some

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<sup>4</sup> Guidance adapted from The National Guidance on Anti-bullying - [www.respectme.org.uk](http://www.respectme.org.uk)

young people taking their lives), drug or alcohol abuse, eating disorders and self-harm which are potentially severe and long-lasting.<sup>5</sup>

### 3.3.3 Photographs and Videos of Students

These provide opportunities to celebrate the School activities and students' achievements and are invaluable for some specific educational purposes. Common sense and proportionality are required when implementing this guidance and all decisions should reflect the best interests of the student(s):

- School equipment should be used for taking photographs/filming.
- No photographs or video footage should ever be permitted in areas of personal privacy by staff or pupils e.g. changing rooms, bathrooms and sleeping areas.
- If using an external agency, ensure the photographer has been appropriately checked and is accompanied by a member of School staff at all times.
- All images and videos of pupils taken for educational purposes belong to the School and should be compatible with GDPR.

Parents and students should be informed that pupils may, from time to time, be photographed. This could be for one of the following reasons:

- 1) Educational purposes.
- 2) Video footage for performance development.
- 3) Media coverage of an event or achievement.
- 4) Promotional purposes e.g. website or publication.

### 3.3.4 Prevent

The Counter-Terrorism and Security Act 2015 provides that all schools in Scotland need to “challenge terrorism and extremism, to support individuals who are especially vulnerable to being drawn into this extremist behaviour.” The Prevent strategy has 3 specific strategic objectives to:

1. Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
2. Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
3. Work with sectors and institutions where there are risks of radicalisation that we need to address.<sup>6</sup>

The government has defined extremism in the Prevent strategy as: “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces”.

Risks to young people are often multidimensional. The Curriculum for Excellence and arrangements for recognising and realising children's rights are also relevant. For example,

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<sup>5</sup> <https://www.ncbi.nlm.nih.gov/pubmed/24512111>

<sup>6</sup>

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-scotland>. Revised April 2021

the Curriculum for Excellence highlights the importance of global citizenship and engaging young people in a healthy, democratic society. All members of staff (teaching and non-teaching) will be aware that they already play a part in the safeguarding of young people under GIRFEC. The 'Prevent duty' is an additional safeguarding duty.

#### **4.1 Definition of a Child Wellbeing Concern**

The School's Child Wellbeing Referral Form (see Appendix 4) is based on the GIRFEC principles and promotes the use of the Wellbeing Indicators in single and multi-agency assessments of wellbeing providing a process and structure for implementing effective coordinated interventions and planning. The Named Person (this person may well have a different title in different local authorities) is the professional point of contact for any child or family where there are wellbeing concerns. They have three core functions:

1. To advise and support children, young people and their parents/carers - this may involve signposting them to an appropriate service/agency.
2. To help children, young people and their parents/carers access support/services.
3. To discuss or raise matters with service providers or a relevant authority. The Named Person is also responsible for coordinating the assessment of wellbeing and support planning to address identified concerns or needs.

#### **4.2 Responding to a Wellbeing Concern**

Where such a concern comes to the attention of staff and it is felt that the child or young person needs either an in-house school plan or a targeted intervention from a specific service then this should be discussed with the CPC.

It is important to note that child wellbeing concerns may, without intervention, can escalate to become child protection concerns and therefore it is important to respond appropriately and at the earliest opportunity.

#### **4.3 What is Child Protection?**

Child protection refers to the processes involved in consideration, assessment, and planning of required action, together with the actions themselves, where there are concerns that a child may be at risk of harm. For agencies a child may be at risk of harm. Child Protection Procedures are initiated when police, social work or health professionals determine that a child may have been abused or may be at risk of significant harm. Child protection involves:

- immediate action, if necessary, to prevent significant harm to a child;
- inter-agency investigation about the occurrence or probability of abuse or neglect, or of a criminal offence against a child. Investigation extends to other children affected by the same apparent risks as the child who is the subject of a referral;
- assessment and action to address the interaction of behaviour, relationships and conditions that may, in combination, cause or accelerate risks;
- focus within assessment, planning and action upon each child's experience, needs and feelings;
- collaboration between agencies and persistent efforts to work in partnership with parents in planning and action to prevent harm or reduce risk of harm;
- recognition and support for the strengths, relationships and skills within the child and their world to form a plan that reduces risk and builds resilience.

#### 4.4 What is Harm and Significant Harm in a Child Protection Context?

Protecting children involves preventing harm and/or the risk of harm from abuse or neglect. Child protection investigation is triggered when the impact of harm is deemed to be significant.

'Harm' means the ill treatment or the impairment of the health or development of the child, including, e.g. impairment suffered because of seeing or hearing the ill treatment of another. 'Development' can mean physical, intellectual, emotional, social, or behavioural development and 'Health' can mean physical or mental health. Forming a view on the significance of harm involves information gathering, putting a concern in context, and analysis with the assistance of appropriate information sharing.

#### 4.5 How Concerns May Arise

Concerns about child abuse may arise in the following circumstances:

- a. A member of staff has concerns arising from observation of the child's behaviour or appearance or comments the child has made.
- b. A child tells a member of staff they have been abused or feel unsafe.
- c. A third-party expresses concern to a member of staff: this could be another child, a parent or carer or member of the public.
- d. An anonymous allegation is received.
- e. Non-recent child abuse (previously known as Historical Abuse).

##### ***a. A member of staff has concerns or a child tells of abuse.***

The suspicions of a staff member may be aroused by the presence of indicators of possible abuse or by a feeling, based on knowledge of the child, that all is not well, or by a mixture of factors. It may be appropriate for a member of staff to make an enquiry of a child about how an obvious injury was sustained, or why the child appears upset or distressed using open-ended non leading questions e.g. 'What happened?' 'Where did it happen?' 'When did it happen?' and 'Who did it?' If the child does not respond, the matter should not be pursued further, and advice should be sought.

Questioning and testing of evidence is not a matter for staff as this is the responsibility of the police and social work. Such an approach by staff could prejudice later investigations. The role of staff is to **Recognise, Respond, Report and Record (the 4Rs)**:

- **Recognise** when a child's behaviour and demeanour or a child tells you something that is a cause for concern.
- **Respond** by acting on the day as soon as possible.
- **Report** your concerns to the CPC.
- **Record** in detail on the Child Protection Cause for Concern Form (Appendix 6) what you have seen and heard, and when and sign and date the form on the day.

Where you as a member of staff have concerns that a child may be at risk of significant harm and in the unlikely event you cannot contact the CPC or their Depute you should take advice from the relevant Council's Social Work (Children and Families Team)/police and notify the CPC as soon as possible.

***b. A child tells a member of staff they have been abused or feel unsafe***

Follow the guidance at 4.5.a

***c. A third-party expresses concern***

In these circumstances it is important that, as with children disclosing, staff listen carefully and sympathetically, treat the matter seriously and as soon as is practically possible on the day, record, sign and date the information on the Child Protection Concern Form. They should also explain to the person that they cannot give a guarantee of confidentiality. Where the contact wishes to remain anonymous, the member of staff should refer the concerns to the CPC who should explain to the referrer the actions that will be taken as set out above.

As with a direct approach, a member of staff to whom a third party expresses concern should apply the **4Rs** detailed at 4.5a.

Those expressing the concerns may seek from the staff member a guarantee of confidentiality. No absolute guarantee of confidentiality can be given. The information disclosed may be of such a nature that the staff member must pass it on to protect a child. Whilst it may be possible to a certain extent to protect the identity of the person expressing concerns (this will be a matter for social work and police), it will be easier to take action to protect the child if that person is willing to be identified. If legal proceedings follow, it may be necessary to disclose the identity of that person. In all circumstances, the CPO must ensure that the information is shared with other relevant agencies (police/social work) so that an early assessment can be made of any potential/actual harm to the child and whether further child protection enquiries are necessary.

***d. An anonymous allegation is received***

Staff in receipt of anonymous allegations about child abuse should:

- **Record** in writing the words used, so far as possible, where the allegation is by telephone, or retain the paper, where it is in writing. Where made electronically preserve the evidence.
- **Report** the matter to the CPC.

***e..Non-recent child abuse (previously known as Historical Abuse)***

Staff should report to the CPC.

## **4.6 Responding to Possible Child Protection Concerns**

### **Staff should:**

1. React calmly so as not to frighten the child.
2. Not give a guarantee of confidentiality.
3. Respond without showing signs of disquiet, anxiety or shock.
4. Listen sympathetically and with care and take what they say seriously.
5. Do not show disbelief.
6. Take the allegation seriously.
7. Reassure the child that they are not to blame and they were right to tell someone.
8. Avoid asking any question unless to establish the basic facts. Only use open-ended non-leading questions e.g What happened? Where did it happen? When? Who did it?
9. It is important to explain to the child or young person who you may need to share information with and why.
10. Not assume that the experience was bad or painful it may have been neutral or even pleasurable.
11. Being aware of interpreting what the child says especially if they have a physical or learning disability which affects their ability to communicate, or if English is not their first language.
12. Affirm the child's feelings as expressed (don't tell them how they should feel).
13. Avoid projecting your own reactions onto the child.

### **Staff should avoid:**

1. Panicking.
2. Showing shock or distaste.
3. Introducing personal information from either their own experience or those of other children.
4. Probing for more information than is offered.
5. Speculating or making assumptions.
6. Making negative comments about the person against whom the allegation has been made.
7. Approaching the individual against whom the allegation has been made.
8. Making promises or agreeing to keep secrets and giving a guarantee of confidentiality.

If the student draws back from speaking to the staff member, the student should be informed of the possibility of making a private and confidential telephone call to ChildLine on 0800 1111 or the ChildLine *for Me* app or any other Helpline that may be relevant. ChildLine's approach is to listen to the child, discuss options and encourage the child to seek help from a trusted adult. A member of staff who is concerned about a child in these circumstances should inform their CPC that the child appears to have some concerns.