


Please remember the pastoral responsibility of the education service.

- Ensure that only those with a professional involvement e.g. the designated senior person and the head teacher, have access to the child protection records.

At all other times they should be kept securely locked and separate from the child's main file.

For advice or any concerns please contact one of the NSPCC counsellors on 0808 800 5000, help@nspcc.org.uk or text 88858.

	
Policy Reviewed Annually: September 2022	
Chair of Governors	Mrs Carys Davies
Child Protection Governor	Mrs Eleri Harper
Headteacher	Mrs Lora Sockett
Staff	Miss Beth Evans-Cynddelw Miss Sian Roscoe—Llanarmon

Local Authority Contact;
Mr John Hodgson
01978 268140 / 07808787761
SPOA team 01978 292039



Child Protection Information for Staff

What to do if a child tells you they have been abused by someone other than a member of staff?

Where the allegation is against a member of staff you staff you should speak to the Headteacher or governor in charge of Child Protection.

Definition of Child Abuse

A child is abused or neglected when somebody inflicts harm, or fails 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 a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency child protection plan.

- Concerns should be raised if any of the following circumstances have or are happening to a child:
- [physical abuse](#)
 - [emotional abuse](#)
 - [neglect](#)
 - [sexual 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 caregiver fabricates or induces illness in a child whom they are looking after.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent 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 in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home **or being bullied**, or, the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment 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, whether or not the child is aware of what is happening. 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 watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

In addition, neglect may occur during pregnancy as a result of maternal substance misuse.

A child may confide in any member of staff and may not always go to a member of the teaching staff. Staff to whom an allegation is made should remember:

- Yours is a listening role, do not interrupt the child if he or she is freely recalling significant events. Limit any questions to clarifying your understanding of what the child is saying.
- Any questions should be framed in an open manner so as not to lead the child;
- You must report orally to the school's **designated person for child protection** immediately;
 - make a note of the discussion in the concerns book as soon as is reasonably practicable (but within 24 hours) to pass on to the school's designated person for child protection.
 - The note which should be clear in its use of terminology and should record the time, date, place and people who were present and should record the child's answers/responses in exactly the way they were said as far as possible.
- Remember, your note of the discussion may be used in any subsequent court proceedings;
- Your responsibility in terms of referring concerns ends at this point, but you may have a future role in terms of supporting or monitoring the child, contributing to an assessment or implementing child protection plans.

Confidentiality

Confidentiality issues need to be understood if a child divulges information they are being abused.

A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else.

However, education staff **have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.**

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to be able to help.

They should reassure the child and tell them that their situation will not become common knowledge within the school.

Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.