

Types of 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 in so far as they meet the needs of another person.

Sexual Abuse (and exploitation)

Sexual abuse is any sexual activity with a child. 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.

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 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)
- Ensure access to appropriate medical care or treatment

Safeguarding staff



Mr Ian Bowyer
Designated Safeguarding
Officer

Deputy Designated
Safeguarding Officer

Mr Alan Bishop



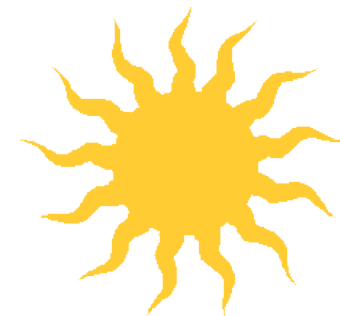
Mrs Jo Huntley

Deputy Designated
Safeguarding Officer



Mrs Liz Seeley
Safe-

guarding Governor



**Boreham
Primary
School**

**Staff &
Visitor
Safeguarding
Guide**

Safeguarding at Boreham Primary School

Boreham Primary School is committed to safeguarding and promoting the welfare of children and requires all staff, volunteers and visitors to share this commitment.

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education as:

- ◇ Protecting children from maltreatment
- ◇ Preventing impairment of children's health or development
- ◇ Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- ◇ Taking action to enable all children to have the best outcomes

This guide aims to provide an overview to safeguarding and child protection within school. It should be read in conjunction with the school's Safeguarding policies.

Our school's special rule is:

**'Hurt body, hurt feelings, tell
a grown up'**

Children are encouraged to have the courage to tell the adults working in our school if they have a problem.

If a child discloses abuse

- ◆ Listen carefully and actively to the child. At this stage there is no necessity to ask questions. Let the child guide the pace.
- ◆ Do not show shock at what you are hearing. This may discourage the child from continuing their disclosure.
- ◆ Do not investigate. If you need to clarify what is being said and whether the child is at risk, ask open questions (tell, explain, describe, what, when, who, how, where, do you want to tell me anything else? etc.) but only to the point of clarification being achieved. Avoid the question 'why?' as this can imply guilt / responsibility on the child.
- ◆ Stay calm and reassure the child that they have done the right thing in talking to you.
- ◆ Never promise to keep a secret or confidentiality. You have a duty to ensure the information is passed on to school's Designated Safeguarding Officer (Mr Ian Bowyer (Head teacher) or Deputy Designated Safeguarding Officers, Mr Alan Bishop (Deputy Head teacher) and Mrs Jo Huntley (SENCo) and possibly other agencies in order to keep the child safe. If a child requests confidentiality, use a 'prepared' response, such as 'I'm really concerned about what you have told me and I have a responsibility to help ensure that you are safe. To help make sure you are safe, I have to tell someone (name person) who will know how to help us to do this'. Make sure the child understands what will happen next with their information.

- ◆ Record factually what the child has told you or what you have observed as soon as possible. Ensure records include the date, time, place of disclosure, behaviour and words used by the child.
- ◆ If you have seen bruising or an injury, use a body map to record details. Again ensure that the map is dated and attached to information relating to the child's comments about the injury.
- ◆ Tell the Designated Safeguarding Officer as soon as possible but do not ask the child to repeat what they have told you to another staff member. This is stressful for the child. The more times a child is asked to tell their story the greater the chance of the facts becoming lost and any subsequent investigation being compromised.
- ◆ Do not discuss what you have heard. The information should remain confidential to those who 'need to know'.
- ◆ Maintain contact with the child. They have trusted you enough to 'tell', will need to know that they are not rejected as a result and may need continued support.
- ◆ Ensure that you have support for yourself in managing the information you have received.