



Safeguarding and Protection Policy

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Owner - Name and Job Title	Philip Waters – Sole Trader

This policy should be read in conjunction with the following Site Policies:

- Data Protection Policy
- Equality and Diversity Policy

Further Information on safeguarding and child protection policies and procedures can be accessed through

Cornwall & Isles Of Scilly LSCB - <http://www.safechildren-cios.co.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-board/>
South West Child Protection Procedures - <http://www.proceduresonline.com/swcpp/>

Designated Safeguarding Lead (DSL) at Pellars & Crafters:

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1. Policy Statement

1.1 Pellars & Crafters is fully committed to safeguarding the welfare of all children and young people. It recognises its responsibility to take all reasonable steps to promote safe practice and to protect and prevent children and young people from harm, abuse and exploitation.

While this document largely refers to children and young people, in practice it extends to also include adults at risk (here defined as those with a learning or physical disability and the elderly).

Pellars & Crafters acknowledges its duty to act appropriately to any allegations, reports or suspicions of abuse or harm.

All Pellars & Crafters staff and volunteers will endeavour to work together through our policies, practices and procedures to encourage the development of an ethos which embraces difference and diversity and respects the rights of all children, young people and adults at risk.

1.2 To fulfil their commitment to safeguard and promote the welfare of children, young people and adults at risk, Pellars & Crafters must have:

- Clear priorities for safeguarding and promoting the welfare of children, young people and adults at risk, explicitly stated in strategic policy documents
- Arrangements in place to effectively implement the Prevent Strategy
- Arrangements in place to comply with statutory and mandatory requirements
- A clear commitment by senior management (Directors) to the importance of safeguarding and promoting the welfare of all people affected by Pellars & Crafters business and activities
- A clear line of accountability within the organisation for work on safeguarding and promoting the welfare of children, young people and adults at risk.
- Recruitment and human resources management procedures that take account of the need to safeguard and promote the welfare of children, young people and adults at risk, including arrangements for appropriate checks on all staff and volunteers
- Procedures for dealing with allegations of abuse against members of staff and volunteers
- Arrangements to ensure that all staff undertake appropriate training to equip them to carry out their responsibilities effectively, and to keep this up-to-date by refresher training at regular intervals
- Procedures to ensure that all staff, including temporary staff and volunteers who work with children, young people and adults at risk, are made aware of the establishment's arrangements for safeguarding and promoting the welfare of children, young people and adults at risk

- Policies for safeguarding and promoting the welfare of children, young people and adults at risk, and procedures that are in accordance with guidance and locally agreed inter-agency procedures
- Arrangements to work effectively with other organisations to safeguard and promote the welfare of children, young people and adults at risk, including arrangements for sharing information
- A clear commitment to develop and implement systems that enable children, young people and adults at risk to use online and mobile technology safely and reduce the risks of potentially harmful behaviours
- A culture of listening to and engaging in dialogue with children, young people and adults at risk - seeking their views in ways that are appropriate to their age, understanding and disability, and taking account of those views in individual decisions and in the establishment or development of services
- Definitive whistle-blowing procedures, and a culture that enables issues about safeguarding and promoting the welfare of children, young people and adults at risk to be addressed

1.3 The principles upon which the Safeguarding Policy is based are:

- The welfare of a child, young person or adult at risk will always be paramount
- The welfare of families will be promoted
- The rights, wishes and feelings of children, young people, adults at risk and their families will be respected and listened to
- Keeping children, young people and adults at risk safe from harm requires people who work with children, young people and adults at risk to share information
- Those people in positions of responsibility within the organisation will work in accordance with the interests of children, young people and adults at risk and follow the policy outlined below

1.4 This document is written in accordance with Local Safeguarding Children Boards' Policies, 'Safeguarding Vulnerable Groups', 2006, 'Working Together to Safeguard Children' March 2015, Keeping Children Safe in Education Sept 2016 and The Care Act: Safeguarding Adults, 2014.

Signed



March 2026

2. Introduction

2.1 Staff at **Pellars & Crafters** fully recognise their primary responsibilities are to protect and safeguard the welfare of children, young people and adults at risk, and that effective 'protection' work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in reporting and responding to child/adult protection situations.

Pellars & Crafters recognises and accepts that their staff form part of a wider safeguarding system and that promoting the welfare of children, young people and adults at risk is everyone's responsibility. Everyone who comes into contact with children, young people, adults at risk and their families and carers has a role to play in safeguarding. In order to fulfil this responsibility effectively, **Pellars & Crafters** makes sure their approach is person-centred, which means that they should consider, at all times, what is in the BEST INTERESTS of the child, young person and adult at risk.

Pellars & Crafters do not always have a full picture of a child's or adult's needs and circumstances, therefore they have a role and responsibility for identifying concerns, sharing information and taking prompt action to provide support and help to children, young people, adults at risk and families at the right time.

2.2 **Pellars & Crafters** adopts the definition of safeguarding used in the Children Act 2004 and in the Department for Education guidance, *Keeping Children Safe in Education* (Sept 2016) which have a focus on safeguarding and promoting children and young people's welfare. This can be summarised as:

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

This document has regard to the statutory guidance **Keeping Children Safe in Education (Sept 2016)**. The Policy is in keeping with Cornwall and the Isles of Scilly SCB Safeguarding Children Board's framework and policies, Procedures and Training Strategy and reflects what Cornwall and the Isles of Scilly Safeguarding Children's Board considers to be safe and professional practice in this context. Child Protection has to be considered within professionals' wider "safeguarding" responsibilities that includes a duty to co-operate under the Children Act 2004 and take account of the need for children to 'be healthy' and 'stay safe'.

Pellars & Crafters adopts the following principles in all aspects of its safeguarding work with adults at risk as stated in the 'Office of the Public Guardian: Safeguarding Policy, 2015':

- Empowerment – putting people first and helping those who lack mental capacity feel involved and informed
- Protection – supporting victims so they can take action

- Prevention – responding quickly to suspected cases of abuse
- Proportionality – making sure what we do is appropriate to the situation and for the individual
- Partnership – sharing the right information in the right way
- Accountability – making sure all agencies have a clear role

2.3 It is a statutory requirement for all settings working with children, young people and adults at risk to have a safeguarding policy which is published on the relevant website and is made available to visitors on request.

2.4 This Safeguarding Policy applies to [Pellars & Crafters](#) and supports [Pellars & Crafters's](#) commitment to provide caring and safe environments in which all children, young people and adults at risk can develop socially, emotionally, physically and educationally while feeling safe, secure and valued.

2.5 Children and adults with special educational needs (SEN) and disabilities, including Children Looked After, can face additional safeguarding challenges. [Pellars & Crafters](#) should ensure their protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of people. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child/adult's disability without further exploration;
- The potential for children/adults with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers.

2.6 Underpinning Values

Where there is a safeguarding issue, [Pellars & Crafters](#) will work in accordance with the principles set out in this policy and those outlined in the Cornwall and Isles of Scilly Safeguarding Children Board Inter-agency Child Protection procedures (extended here to include adults at risk):

- A child/adult's welfare is paramount. Each child/adult has a right to be protected from harm and exploitation and to have their welfare safeguarded
- Each child/adult is unique. Action taken by [Pellars & Crafters](#) and their staff should always act in the child/adult's BEST interest and should be person-centred, taking account of a child/adult's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs
- Children, young people, adults at risk, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances

- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding the welfare of children, young people and adults at risk. However, it may not be appropriate to advise parents/carers immediately about a referral depending on circumstances and the advice given by Children or Adult's Social Care. The welfare of the child/adult is paramount in such situations
- Each child/adult has a right to be consulted about actions taken by others on his/her behalf in an age or communicatively appropriate way. The concerns of children, young people, adults at risk and their families should be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/adult/carer's request for confidentiality. If a child/adult may be at risk of significant harm, there is a duty on [Pellars & Crafters](#) to share information with Children's and/or Adult's Social Care in the area that the event or incident took place. If the incident or event has taken place within Cornwall, then Cornwall and the Isles of Scilly SCB and the child/adult's home local authority children's and/or adult's services need to be informed.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned (and/or those with parental/care responsibility) unless the disclosure of confidential personal information is necessary in order to protect a child/adult or promote their welfare. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child/adult and on a strict "need to know" basis
- Professionals should be aware of the effects of outside intervention upon children, young people, adults at risk, upon family life and the impact and implications of what they say and do
- Explanations by professionals to children, young people, adults at risk, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation
- Early help assessment and intervention is an overriding principle in providing support for children/adults at risk of abuse. Providing support services will utilise the Common Assessment Framework Process and if necessary an assessment under Section 17 of the Children Act (1989). This is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children, young people and adults at risk

3. Roles and Responsibilities

3.1 All staff working at [Pellars & Crafters](#) have a statutory duty and shared responsibility to safeguard and protect the welfare of children, young people and adults at risk.

3.2 Pellars & Crafters, through its Designated Safeguarding Lead (DSL) (Philip Waters) have responsibility for:

- Ensuring Pellars & Crafters operate and practice in line with the organisation's safeguarding policies and procedures that comply with Cornwall and the Isles of Scilly SCB (Safeguarding Children's Board) and SAB (Safeguarding Adult's Board) arrangements
- Providing the necessary support and resources to ensure Pellars & Crafters keeps children, young people and adults at risk safe, through at least good standards of care and education
- Reporting any safeguarding concerns and issues, actions taken and any potential implications for future practice
- Organising a safeguarding audit (Every 2 years), ensuring recommendations have been effectively implemented through regular monitoring
- Providing support and resources to the staff involved in managing safeguarding issues, as the organisation acknowledges how stressful safeguarding situations are
- To review the organisation's safeguarding policy every two years.

3.3 The DSL has responsibility for:

- Ensuring the organisation's safeguarding policies and procedures are effectively embedded in the culture of the business and are compliant with Cornwall and the Isles of Scilly SCB and SAB procedures and relevant legislation
- Ensuring the organisation delivers activities which promote the prevention of and protection from abuse or harm
- Ensuring policies and procedures are in place to protect children/adults from harm during off-site activities, especially during collaborative projects and partnerships with external organisations and agencies.
- Ensuring that there is a Designated Safeguarding Lead on the Board of Directors, with the appropriate training and time and support to fulfil their role and responsibilities
- Ensuring there is a trained deputy DSL
- Ensuring all staff and volunteers are trained, and receive regular updates in the definitions and signs of abuse, and are conversant with their safeguarding duties, and have sound knowledge of the referral process and always act in the BEST INTERESTS of the child/adult
- Ensuring that there is a designated manager of allegations against staff, normally a member of the Board of Directors and that they implement the procedures within the Allegations against staff policy

- To ensure confidentiality protocols are respected and that information is shared with the relevant agencies and personnel
- To ensure safeguarding practices and procedures, prevent, protect and support children and adults from the risks of harm and potential abuse
- To ensure any child, young person or adult at risk who has been subject to harm or abuse receives the support required including hospital treatment
- To ensure the staff and volunteers are aware of who the lead and deputy DSLs are through policy, induction, training, briefings and displays on notice boards

3.5 The Designated Safeguarding Lead (DSL) is responsible for:

- Ensuring that they, or their Deputy, is always available to staff during business hours
- Ensuring that if the organisation chooses to have a deputy DSL that they are trained to the same level as the DSL.
- Ensuring that The DSL retains overall responsibility for safeguarding even when the activities associated with the role are delegated to deputies
- Ensuring that children and adults who are at risk of harm or who have been potentially abused are immediately protected and safe from harm or abuse (DSL to reinforce with all staff the difference between a concern and immediate danger or risk of harm)
- Ensuring they have details of the child/adult's social worker (where required).
- Referring cases of suspected abuse to the relevant service
- Referring allegations against professional staff and volunteers to the relevant service
- Referring cases to the Channel programme where there is a radicalisation concern
- Referring cases where a person is dismissed or left due to risk/harm to a child/adult to the Disclosure and Barring Service (DBS) as required; and refer cases where a crime may have been committed to the Police as required
- If the concerns or alleged abuse relate to the child or adult's home life, then the DSL should contact the relevant local Children's/Adult's Services team. At the point of referral, the DSL should seek advice with regards contacting parents/carers
- The DSL referring must ensure the organisation does not take any further action without first consulting the relevant Children/Adult Services team
- Providing a full written record of the referral and accurate chronology (**Appendix 2, Chronology and Record of Events Form**) outlining communication and actions taken to the local area Children/Adult Services team within 24 hours

- Ensuring that all records are maintained as confidential and secure. Access to the confidential records is restricted to the DSLs.
- Providing support and guidance to staff on safeguarding issues
- Ensuring that the DSL or Deputy DSL attends case conferences, CORE groups or other multi agency planning meetings, contributes to assessments and provides a report that has been shared with the parents
- Liaising with other agencies and professionals (e.g. contact details of local Children’s Services team)
- **Cornwall and the Isles of Scilly SCB (Safeguarding Children’s Board)-**
 - Multi-agency Referral Unit: 0300 123 1116
 - Out of Hours Service: 01208 251300
- **Cornwall and the Isles of Scilly SAB (Safeguarding Adult’s Board)-**
 - Referral Unit: 0300 123 4131
 - Out of Hours Service: 01208 251300

3.6 The Staff and volunteers at Pellars & Crafters are responsible for:

- Supporting and delivering activities which promote the prevention of and protection from child/adult abuse or harm.
- Supporting the organisation in providing an atmosphere and ethos in which people feel secure and are encouraged to talk and be listened to
- Listening to any child/adult who approaches them wishing to share worries and concerns and to act in their best interests
- Staff and volunteers should be prepared to identify children/adults who may benefit from early help, this means providing support as soon as a problem emerges
- Staff and volunteers should be able to support other professionals in an early help assessment and interventions
- Being supportive of children, young people and adults at risk, while helping them understand that they cannot guarantee absolute confidentiality
- Being alert to any signs of abuse or harm in the children, young people and adults at risk they have contact with
- Immediately reporting any **nagging doubts** both orally and in writing (see Appendix 1a, Nagging Doubt) to the lead DSL **Philip Waters**.

- **Serious concerns** should immediately be reported both orally and in writing to the lead DSL **Philip Waters** or direct to Cornwall and the Isles of Scilly SCB 0300 123 1116 or SAB 0300 123 4131 (see Appendix 1b, Serious Concerns)
- Understanding that individual staff with concerns may refer to the local children's and adult's services directly
- Taking part in safeguarding training provided by the organisation on child/adult protection and specific safeguarding issues
- Understanding and practising the organisation's safeguarding procedures
- Having an awareness of safeguarding issues - some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse and sexting put children, young people and adults at risk in danger
- Being aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the organisation's policy and procedures with regards to peer on peer abuse

3.7 Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for organisations working with children can be found on the TES, MindEd and the NSPCC websites. Resources for both children and adults can be found on the website of the Social Care Institute for Excellence.

Further safeguarding information and guidance for staff please refer to Cornwall Council safeguarding portals for children and adults, respectively:

<http://www.cornwall.gov.uk/health-and-social-care/childrens-services/child-protection-and-safeguarding/>

<https://www.cornwallhousing.org.uk/health-and-social-care/adult-social-care/safeguarding-adults/>

4. Definitions and Signs of Abuse

4.1 What is child abuse?

Child abuse is a form of maltreatment of a child or young person. Somebody may abuse or neglect a child or young person by inflicting harm or by failing to act to prevent harm. Children or young people may be abused in a family or institutional or community setting by those known to them, or more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

There are four broad categories of child abuse (**Appendix 3, Signs of Abuse**)

1. Physical abuse
2. Emotional abuse
3. Sexual abuse
4. Neglect

Pellars & Crafters staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Although these definitions are aimed at children and young people, Pellars & Crafters accepts them as definitions also pertaining to the abuse of adults at risk.

4.2 General signs of abuse:

Abused children may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend. Anyone working with children or young people needs to be vigilant to the signs listed below.

Whilst these signs do not necessarily mean that a child is being abused, they probably indicate that the child or family is having some problems which should be investigated.

- Regularly experiencing nightmares or sleeping problems
- Changes in personality
- Outbursts of anger
- Changes in eating habits
- Showing an inexplicable fear of particular places or making excuses to avoid particular people
- Self-harming (includes head banging, scratching, cutting)
- Not receiving adequate medical attention after injuries
- Showing violence to animals, toys, peers or adults
- Knowledge of "adult issues" e.g. alcohol, drugs, sexual behaviour
- Lacking in confidence or often wary/anxious
- Regressing to the behaviour of younger children
- Regular flinching in response to sudden but harmless actions, e.g. someone raising a hand quickly

4.3. Physical abuse: a form of abuse which 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.

Signs and Symptoms of Physical abuse: It is normal for children to have cuts and bruises on their bodies caused by accidents which happen whilst they are moving about and/or playing. These are marks that have an acceptable and reasonable explanation.

Marks or injuries which do not have an acceptable explanation may indicate that a child has been abused. This may include:

Bruising:

- Bruises on the cheeks, ears, palms, arms and feet
- Bruises on the back, buttocks, tummy, hips and backs of legs
- Multiple bruises in clusters, usually on the upper arms or outer thighs
- Bruising which looks like it has been caused by fingers, a hand, or an object i.e. belt, shoe
- Large oval shaped bite marks

Burns or scalds:

- Any burns which have a clear shape of an object, e.g. cigarette burns
- Burns to the backs of hands, feet, legs, genitals, or buttocks

Other signs of physical abuse include multiple injuries (i.e. bruising, fractures) inflicted at different times. It is particularly concerning if parents/carers are unable to explain these injuries and it is not clear whether they took the child to receive medical treatment at the time of the injury.

Be vigilant to possible abuse if a child is frequently described as ill by their parent but does not have any symptoms which are obvious to others. In addition, the parent will be unable to provide details of a medical diagnosis for the child's apparent condition.

4.4 Emotional abuse: 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 a child 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 a 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, although it may occur alone.

*cyberbullying is a growing problem and includes:

- Sending threatening or disturbing text messages
- Homophobia, racism or sexism
- Making silent, hoax or abusive calls
- Creating and sharing embarrassing images or videos
- 'Trolling', the sending of menacing or upsetting messages on social networks, chat rooms or online games
- Excluding children from online games, activities or friendship groups
- Setting up hate sites or groups about a particular child
- Encouraging young people to self-harm
- Voting for someone in an abusive poll
- Hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- Sending 'sexts' to pressure a child into sending images or other activity

Signs and Symptoms of Emotional abuse: It is important to remember that some children are naturally open and affectionate whilst others are quieter and more self-contained. Children also develop at different rates from one another and some may be slightly more or less advanced than other children in their age group. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child.

The following signs may indicate emotional abuse:

- Inappropriate knowledge of 'adult' matters such as sex, alcohol and drugs
- Extreme emotional outbursts
- Very low self-esteem, often with an inability to accept praise or to trust
- Lack of any sense of fun, over-serious or apathetic
- Excessive clingy or attention seeking behaviour
- Over-anxiety, either watchful and constantly checking or over-anxious to please

- Developmental delay, especially in speech
- Substantial failure to reach potential in learning, linked with lack of confidence, poor concentration and lack of pride in achievement
- Self-harming, compulsive rituals, stereotypic repetitive behaviour
- Unusual pattern of response to others showing emotions

4.5 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.

Signs and Symptoms of Sexual abuse: Sexual abuse often presents itself in a veiled way. Although some child victims have obvious genital injuries, a sexually transmitted disease or are pregnant, relatively few show such obvious signs.

Recognition of sexual abuse generally follows either a direct statement from the child (or very occasionally from the abuser), or more often, suspicion based on the child's circumstances, behaviour, or physical symptoms or signs.

The following list of commonly observed indicators is not exhaustive and there may be situations where none of them is present, even though a child is known to have been abused sexually. Equally, even if some are present it may also not be definitive of sexual abuse. These physical signs should alert professionals to the possibility of abuse. Suspicion increases where several features are present together.

Physical manifestations:

- Sexually transmitted diseases
- Pregnancy (especially in younger girls or when identity of father is uncertain)
- Genital lacerations or bruising
- Vaginal bleeding in prepubescent girls
- Abnormal dilation of vagina, anus or urethra
- Additional physical signs

Although these signs are not on their own indicative of sexual abuse, they include:

- Itching, redness, soreness
- Unexplained bleeding from vagina or anus
- Daytime wetting
- Faecal soiling or retention

Emotional and behavioural manifestations

Behaviour with sexual overtones (depending on age and understanding):

- Explicit or frequent sexual preoccupation in talk and play
- Sexual relationships with adults or other children
- Hinting at sexual activity or secrets through words, play or drawings

Children may also behave in the following ways:

- Withdrawn, fearful or aggressive behaviour to peers or adults
- Running away from home
- Suicide attempts and self-mutilation
- Child psychiatric problems, including behaviour problems, withdrawal from social contact, onset of wetting or soiling when previously dry and clean, severe sleep disturbances, arson (fire setting)
- Learning problems which do not match intellectual ability, or poor concentration (NB: for some sexually abused children, school may be a haven - they will arrive early, are reluctant to leave and perform well)
- Marked reluctance to participate in physical activity or to change clothes for PE, etc.

4.6 Neglect: 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.

Signs and Symptoms of Neglect: It is important to remember that some children are very picky eaters whilst others may refuse to wear a coat regardless of how cold it is outside. A child may also appear to be underweight, but is, in fact, naturally thin.

Some of the most obvious signs of neglect (e.g. children being thin, dirty or not wearing a coat) are not in themselves indicators of abuse. However, if, over time, it is clear that a child is not receiving an adequate level of care and supervision appropriate to their age, it may indicate that the child is being neglected. The following are general and age-specific signs of neglect:

Further Signs of Neglect:

Hygiene

- Poor hygiene, frequently smelly or dirty and regularly have dirty and unwashed clothing

Health

- Untreated health and dental problems
- Poor muscle tone and prominent joints
- Poor skin; sores, rashes, flea bites, scabies and ringworm
- Thin swollen tummy
- Injuries caused by accidents, e.g. cuts or burns becoming infected
- Anaemia
- Incontinence
- Faltering growth and not reaching developmental milestones
- Recurring illness or infections

Nutrition

- Often hungry
- No breakfast

Development

- Being tired
- Withdrawn and unhappy
- Anxious and avoiding people
- Difficulty making friends

- Poor language and communication skills
- Poor social skills
- Missing school

4.7 Child Sexual Exploitation (CSE): Sexual exploitation is a form of sexual abuse in which a young person is manipulated or forced into taking part in a sexual act. Sexual exploitation can take many forms ranging from the seemingly consensual relationship where sex is exchanged for attention, affection, money, drugs, alcohol, food, somewhere to stay, gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Technology is widely used by perpetrators as a method of grooming and coercing victims, often through social networking sites and mobile devices. This form of abuse usually occurs in private, or in semi-public places such as parks, cinemas, cafes and hotels. It is increasingly occurring at 'parties' organised by perpetrators for the purposes of giving victims drugs and alcohol before sexually abusing them.

Sexual Exploitation can happen to any child/young person whatever their background, age, gender, race or sexuality or wherever they live. In all cases, those exploiting the child/young person are highly manipulative people who have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. This form of abuse is usually a hidden crime as the child/young person trusts their abuser and does not understand why they are being abused or they may just be too scared to tell anyone what is happening. It can involve violent, humiliating and degrading sexual assaults.

Signs and Symptoms of Child Sexual Exploitation: Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse and some do not recognise that they are being exploited. However, there are a number of tell-tale signs that the child may be being groomed for sexual exploitation.

These include:

- Going missing for periods of time or regularly returning home late
- Regularly missing school or not taking part in education
- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infection
- Mood swings or changes in emotional well-being

- Drug and alcohol misuse
- Displaying inappropriate sexualised behaviour

Child Victims of Trafficking

Trafficking of children is a form of human trafficking which means the recruitment, transportation, transfer, harbouring, and/or receipt of a child by means of a threat or use of force or other forms of coercion for the purposes of exploitation.

Trafficking specifically targets the child as an object of exploitation; the child may be unaware of their fate. Reasons for trafficking children include;

- Sexual exploitation
- Domestic servitude
- Sweatshop, restaurant and other catering work
- Agricultural labour, including tending plants in illegal cannabis farms
- Benefit fraud
- Involvement in petty criminal activity
- Organ harvesting
- Drug mules, drug dealing or decoys for adult drug traffickers
- Illegal inter-country adoption

It is possible that unaccompanied asylum seeking children (UASC) may have been trafficked into the UK and are likely to remain under the influence of their traffickers, even whilst they are looked after.

Any child who has been a victim of trafficking will have a risk assessment setting out how the child will be protected from any trafficker, to minimise any risk of traffickers being able to re-involve a child in exploitative activities. This plan should include contingency plans to be followed if the young person goes missing.

Signs that a child may be trafficked include:

- Is withdrawn and refuses to talk or appears afraid to talk to a person in authority
- Does not appear to have money but does have a mobile phone
- Possession of large amounts of money or expensive belongings with no plausible explanation

- Receives unexplained/unidentified phone calls whilst in placement
- Has a history with missing links and unexplained moves

Grooming

Grooming can happen in person, online and in gangs or groups.

Once they have established trust, groomers will exploit the relationship by isolating the child from friends or family and making the child feel dependent on them. They will use any means of power or control to make a child believe they have no choice but to do what they want.

Groomers may introduce 'secrets' as a way to control or frighten the child. Sometimes they will blackmail the child, or make them feel ashamed or guilty, to stop them telling anyone about the abuse.

Groomers can use social media sites, instant messaging apps including teen dating apps, or online gaming platforms to connect with a young person or child.

They can spend time learning about a young person's interests from their online profiles and then use this knowledge to help them build up a relationship.

It's easy for groomers to hide their identity online - they may pretend to be a child and then chat and become 'friends' with children they are targeting.

Groomers may look for:

- usernames or comments that are flirtatious or have a sexual meaning
- public comments that suggest a child has low self-esteem or is vulnerable

Groomers don't always target a particular child. Sometimes they will send messages to hundreds of young people and wait to see who responds.

Groomers no longer need to meet children in real life to abuse them. Increasingly, groomers are sexually exploiting their victims by persuading them to take part in online sexual activity.

Groomers may be male or female. They could be any age.

Many children and young people don't understand that they have been groomed, or that what has happened is abuse.

Grooming can be more than just one single person, it can happen in gangs or groups of people who are of both the same, and different, age, ethnicity, religion and social backgrounds.

For further guidance please refer to www.nspcc.org.uk

4.8 Honour Based Violence including Female Genital Mutilation and Forced Marriage.

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Female genital mutilation (FGM) is the partial or total removal of external female genitalia or other injury to the female genital organs for non-medical reasons. It's also known as female circumcision, cutting or sunna.

Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and has been a criminal offence in the UK since 1985. In 2003 it also became a criminal offence for UK nationals or permanent UK residents to take their child abroad to have female genital mutilation. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

FGM is a hidden crime, so we don't know exactly how common it is. Even partial removal or 'nipping' can risk serious health problems for girls and women.

FGM is usually performed by someone with no medical training. Girls are given no anesthetic, no antiseptic treatment and are often forcibly restrained. The cutting is made using instruments such as a knife, pair of scissors, scalpel, glass or razor blade.

Girls are more at risk if FGM has been carried out on their mother, sister or a member of their extended family.

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about:

- being taken 'home' to visit family
- a special occasion to 'become a woman'
- an older female relative visiting the UK

She may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

A girl or woman who has had FGM may:-

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet

- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear

FGM can be extremely painful and dangerous. It can cause:

- severe pain
- shock
- bleeding
- infection such as tetanus, HIV and hepatitis B and C
- organ damage
- blood loss and infections that can cause death in some cases

Long-term effects

Girls and women who have had FGM may have problems that continue through adulthood, including:

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems

FGM helpline on **0808 028 3550**.

- the Designated Safeguarding Leads are aware of the issues surrounding FGM and Forced Marriage;

- advice and signposting is available for accessing additional help, e.g. the NSPCC’s helpline, ChildLine services, Forced Marriage Unit;

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- to alert the Designated Safeguarding Lead to their concerns. This member of staff will then refer concerns to children’s social care, who will inform the police. If a child has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the child’s wishes. Where a staff member discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty for it to be reported to the police.
- not to consult or discuss with the pupil’s parents or family, or others within the community.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of girls being at risk from FGM, or already having suffered from FGM.

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) give Government powers to issue statutory guidance on FGM to relevant persons.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place statutory duty upon staff, along with social workers and healthcare professionals, 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.

If a member of staff or a volunteer, in the course of their work, discovers that an act of FGM appears to have been carried out on a girl under the age of 18 they must report this to the police.

For further information see Annex A in **Keeping Children Safe in Education, Sept 2016** .

4.9 Vulnerable to Extremism and Radicalisation

Extremism and radicalisation is another part of safeguarding children and young people. As with any concern, the risk of harm and abuse is raised when young people are vulnerable and is often noticed when students change their behaviour, clothing or attitudes. One aspect of safeguarding children and young people from radicalisation is to set out in ‘Promoting fundamental British values as part of SMSC in schools’. This guidance sets out British values as:

- Democracy
- The rule of law

- Individual liberty
- Mutual respect
- The tolerance of those with different faiths and values

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and which specific needs for which an extremist or terrorist group may appear to provide and answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviours which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

The Government Prevent Strategy, is the approach to reducing the risk of terrorism, this is called '**CONTEST**' and has four parts:

- **Protect;** to strengthen protection against a terrorist attack
- **Prepare;** to mitigate the impact of an attack
- **Pursue;** to stop terrorist attacks
- **Prevent;** to stop people becoming terrorists or supporting terrorism

Definition of terrorism

Extremism is 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. Calls for the death of members of the British armed forces is also included in this definition.

From July 1 2015, specified authorities are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard" to the need to prevent people from being drawn into terrorism. This duty is known as the prevent duty. It applied to a wide range of public-facing bodies. Bodies to which the duty applies **MUST HAVE REGARD TO STATUTORY GUIDANCE ISSUES UNDER SECTION 29 OF THE CTSA 2015** (the prevent guidance).

Extremism takes many forms and all ideologies are included in this area of safeguarding:

- Islamic extremism

- Left wing extremism
- Right wing extremism
- Animal rights extremism

Staff and volunteers should understand when it is appropriate to make a referral to the Channel Programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for organisations to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary, consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.

Indicators of vulnerability (signs and symptoms) include:

Identity

- The child is distanced from their cultural/religious heritage and experiences
- Discomfort about their place in society
- Personal crises, the child may be experiencing family tensions
- A sense of isolation
- Low self-esteem
- They may be disassociated from their existing friendship group and become involved with a new and different group of friends
- They may be searching for answers to questions about their identity, faith and belonging

Personal Circumstances

- Migration
- Local community tensions and events affecting the student's country of origin may contribute to a sense of grievance that is triggered by a personal experience of racism or discrimination or aspects of Government policy

Unmet Aspirations

- The child may have perceptions of injustice
- A feeling of failure
- Rejection of civic life

Experiences of Criminality

- Involvement with criminal groups
- Imprisonment and poor resettlement/reintegration on release

Special Educational Needs

- Social interaction
- Empathy with others
- Understanding the consequences of their actions; and awareness of the motivation of others

More Critical Risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation, resulting in issues of identity crises and/or personal crises

De-radicalisation

- All inclusive ethos
- Create doubt or disillusionment

- Question ideas
- Safe discussions
- Range of views

4.10 **Bullying** (including cyber-bullying):

Bullying occurs when a person or group of people behave in ways which are designed to cause distress or to hurt a person or group of people. Bullying can be overt and plain for all to see or can be subtle and insidious. It can take many forms, but the three main types are:

- Physical – e.g. hitting, kicking, theft
- Verbal – e.g. racist or homophobic remarks, threats, name calling
- Psychological – e.g. excluding from social groups and activities, spreading hurtful rumours

4.11 **Allegations of abuse made by other children**

- **Pellars & Crafters** recognises that children are capable of abusing their peers and will ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. The policy should reflect the different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. It should be clear as to how victims of peer on peer abuse will be supported.
- Peer on peer abuse can manifest itself in many ways. The department provides searching screening and confiscation advice for schools and other organisations. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and other organisations.
- **Pellars & Crafters** staff should be vigilant and aware of the potential of peer on peer abuse. Reporting and recording of these incidents are essential in the continuing protection of all children and young people in our care.

5. Safeguarding Referral Procedure

5.1 The first steps to be taken should a member of staff have reasonable cause to suspect that a **child or young person is suffering or is likely to suffer significant harm is to ensure the immediate safety of that child or young person and others who may be judged to be at risk of abuse.**

Consultation must take place with the Designated Safeguarding Lead (or named deputy) who will be the most appropriate person to initiate any referral, or the member of staff may make a referral directly to Cornwall and the Isles of Scilly SCB and/or SAB First Response Team.

- **A written record of nagging doubts should be made using the organisation’s internal recording form. (Appendix 1a Nagging Doubt form) This should then be given to the Designated Safeguarding Lead (or Deputy if DSL unavailable) who will then make the decision whether a referral is needed to the Cornwall and Isles of Scilly SCB and/or SAB Multi Agency Referral Unit or equivalent other Local Children/Adult’s Services Care team, or the child/adult’s existing social worker. If the child/adult lives in an authority outside of Cornwall, the matter will be referred by the Designated Safeguarding Lead to the relevant Children/Adult’s Social Care team in that area**
- **If a member of staff has serious concerns that a child/adult is at significant risk of harm they must immediately inform the lead DSL (Philip Waters) or in his absence the Deputy DSL (Amanda Hignett) or inform Cornwall and the Isles of Scilly SCB. They should also complete a Serious Concerns Form (Appendix 1b)**

5.2 The person who first encounters a case of alleged or suspected abuse is not responsible for deciding whether or not abuse has occurred and should not conduct an investigation to establish whether the child/adult is telling the truth. The role of the person to whom a child/adult **makes a disclosure or allegation** is to act promptly on the information they have received by following identified procedure below and immediately informing the DSL. The Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information is shared appropriately.

5.3 If a child/adult makes a disclosure or allegation (see **Appendix 4, Do’s and Don’ts of Managing a Disclosure**) you should:

- Stay calm and listen carefully to what is said. You do not need a ‘witness’
- Carefully explain that it is likely that the information will need to be shared with others - do not promise to keep secrets
- Allow the child/adult to continue at her/his own pace and do not interrupt if they are freely recalling events
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer. Questions should be framed in an open manner and not ‘lead’ the child/adult in any way. For example, say, “Tell me what has happened”, rather than, “Did s/he do...”
- Reassure the child/adult that s/he has done the right thing in telling you. Explain what you will do next and with whom the information will be shared

- Do not ask the child/adult to repeat the disclosure to anyone else in the organisation or ask him/her to write a 'statement'
- Contact your DSL as soon as you can or, where such contact is not possible, ensure a referral is made without delay to the local children/adult services team
- Record in writing what was said, including the child/adult's own words, as soon as possible – note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated (**See Appendix 1a, Nagging Doubt form or Serious Concern Form 1b**)
- Do not discuss with parents/carers

5.4 Guidance on Information Sharing is available in the following document:

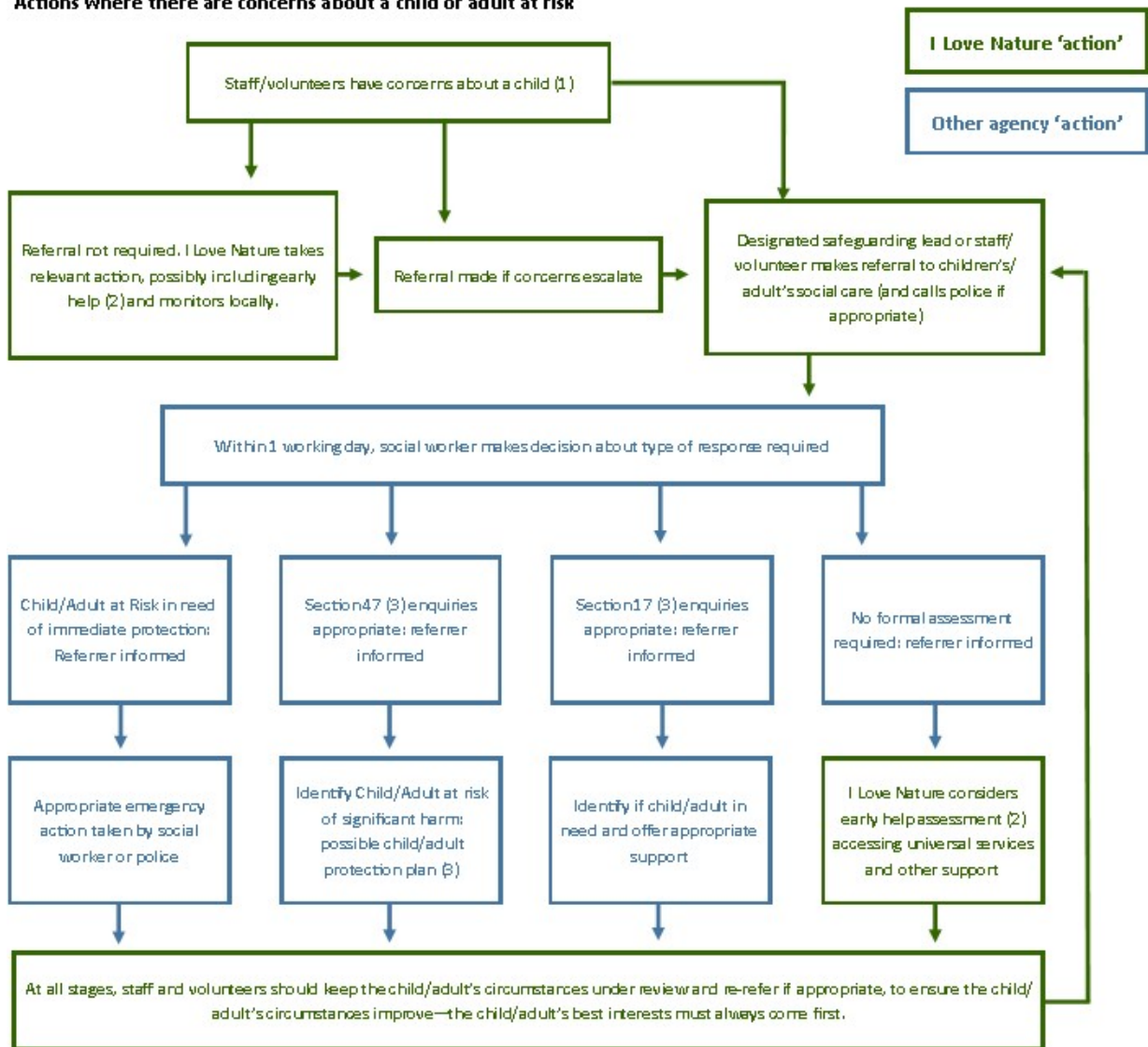
- 'Information Sharing: Guidance for practitioners and managers 2008/2015'
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

5.5 A referral should always be made following a **restrictive physical intervention** if any of the following criteria applies:

- A child, young person or adult at risk is injured or makes an allegation that they have been harmed by an adult
- The child, young person or adult at risk wishes to complain about the manner that they have been restrained
- The parent/carer of the child, young person or adult at risk makes a complaint on behalf of the child, young person or adult at risk about the use of the restrictive physical intervention
- The referral to the local children/adult services is managed by the person responsible for managing allegations against staff within the organisation, initially the DSL – see the Allegation against staff policy

5.6 This diagram illustrates what action staff, volunteers and consultants should take when there are concerns about the welfare of a child, young person or adult at risk. If, at any point, there is a risk of serious immediate harm to a child, young person or adult at risk, a referral must be made to the local Children/Adult Services team immediately:

Actions where there are concerns about a child or adult at risk



Responding to concerns relating to Sexual Exploitation and Trafficking

If a practitioner is concerned that a child, young person or adult at risk is involved or likely to be involved in sexual exploitation and/or trafficking, they should immediately refer to the DSL who will make a Referral to Children/Adult Social Care.

If the child, young person or adult at risk has (or is awaiting allocation of) a social worker, the duty team should send the referral to the named social worker, or in their absence the team manager. Sending all sexual exploitation referrals to the duty teams enables Children/Adult Social Care to ensure a co-ordinated response.

Pellars & Crafters recognise, at all stages, the need for urgent action that may be necessary to secure the child, young person or adult's safety.

Should the DSL have concerns that they would like to discuss prior to a referral, they can do so by consulting with the key contact in Children/Adult's Social Care. All professionals are encouraged to seek advice if they are not sure there is sufficient 'evidence' or are not sure about the possible risk indicators

In relation to confidentiality, where there are concerns that a child or young person is subject to sexual exploitation/trafficking, all agencies have a responsibility to report their concerns and share information. The need for a child or young person to be safeguarded overrides their right to confidentiality. Data protection should not prevent the sharing of information but ensures that relevant information is shared appropriately.

6. Managing Allegations against Staff

Duties as an employer and an employee

6.1 This part of the guidance is about managing cases of allegations that might indicate a person who would pose a risk of harm if they continue to work in regular or close contact with children/adult's in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a member of staff (including volunteers) in an organisation that provides activities for children, young people or adults at risk, has:

- Behaved in a way that has harmed a child/adult, or may have harmed a child/adult
- Possibly committed a criminal offence against or related to a child/adult, or
- Behaved towards a child/adult or children/adults in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children/adults

6.2 We are aware of the possibility of allegations being made against members of staff or volunteers that are working with or may come into contact with children, young people and adults at risk at Pellars & Crafters.

- If an allegation is made, the member of staff receiving the allegation will immediately inform the DSL or deputy DSL.
- The DSL should on all such occasions follow the SCB Procedures, and inform the Local Authority Designated Officer (**LADO**)
- If the allegation made concerns the DSL or deputy DSL, the person receiving the allegation will immediately contact Caroline Kelly (Member of Board of Directors) 07782 157599 who will consult the LADO as above, without notifying the DSL or deputy DSL first

- The DSL will discuss with the LADO the nature of the allegations in order for appropriate action to be taken. This may constitute an initial evaluation meeting or strategy discussion depending on the allegation being made

6.3 The lead DSL will also:

- Consider the safeguarding arrangements of the child, young person or adult at risk to ensure they are not in contact with the alleged abuser
- Contact the parent/carer of the child/young person/adult at risk if advised to do so by the LADO
- Consider the rights of the staff member for a fair and equal process of investigation and provide support
- Ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary i.e. where there is cause to suspect a child/adult or other children/adults at the organisation is/are at risk of harm or the case is so serious that it might be grounds for dismissal
- Act on any decision made in Section 47 strategy meeting - The decision of the strategy/Joint evaluation meeting could be: investigation by children's/adult's social care, police investigation if there is a criminal element to the allegation
- Inform the Disclosure and Barring Service (DBS) where a member of staff has been disciplined or dismissed as a result of the allegations founded, or would have been if they have resigned
- Ensure that a clear comprehensive summary of the allegation, details of the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personal file of the accused and a copy provided to the person concerned
- **Pellars & Crafters** have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or adult at risk; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual.

Protecting yourself against allegations of abuse

Keeping Children Safe in Education (Sept 2016) says that all staff members should be aware of systems within their organisation which support safeguarding and these should be explained to them as part of staff induction. This includes the organisation's staff behaviour policy (sometimes

called a code of conduct). You should seek to keep your personal contact with children/adults under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children or adults at risk:

- work in a room where there is a glass panel in the door or leave the door open
- Make sure that other adults visit the room occasionally
- Avoid working in isolation with children/adults at risk unless thought has been given to safeguards
- Never give out personal mobile phone numbers or private e-mail addresses
- Do not give children/adults at risk lifts home in your car (unless this has been specifically agreed by senior management)
- Do not arrange to meet children/adults at risk outside of the organisation's normal activities
- Never 'befriend' or chat to children/adults at risk on social network sites (**unless a social network site has been established for the intentional purposes of communication, and in which case, use open 'chat' channels that others can see/witness**)

7. Promoting Good Behaviour and Discipline

At **Pellars & Crafters** we aim to promote positive social, emotional and behavioural change in all visitors to our site, and in activities off-site, through a supportive and consistent approach based on needs.

Children, young people and adults at risk will occasionally exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of our holistic approach is to overcome those barriers. We aim to provide a consistent, supportive and well supervised environment, where children, young people and adults at risk feel safe, secure and reach their potential through the promotion of positive relationships.

Staff are principally encouraged to adopt different methods of de-escalation via appropriate training and the promotion of positive relationships. By using a range of positive behaviour management strategies we aim to create an environment where all parties are kept safe, but also encourages children/adults to be involved in the process of being reflective about their behaviour.

7.1 The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child, young person or adult's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances.

7.2 When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause.

7.3 Pellars & Crafters accepts the definition of reasonable force:

“Reasonable force uses the minimum degree of force necessary for the shortest period of time to prevent a person harming him/herself, others or property”.

7.4 Pellars & Crafters supports and endorses the legal position that it is unlawful to use force as a punishment and believes reasonable force should not be used as a method of compliance.

7.5 The 1996 Education Act (Section 550A) and subsequently, Section 93 of the 2006 Education and Inspections Act (April 1st 2007), and reinforced in the DfE Guidance, The Use of reasonable Force in schools (2013) all stipulate that reasonable force may be used to prevent a child from doing, or continuing to do any of the following:

- Preventing him/herself from hurting themselves, or placing themselves at risk
- Preventing children and young people from hurting others
- Behaviour leading to serious damage to property
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its children and young people, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities) In all cases ‘school’ translates to spaces used at Pellars & Crafters.

8. Information Sharing and Confidentiality

8.1 Based upon Government guidance ‘Information Sharing: Guidance for Practitioners and Managers’, DfE 2008/2015, Pellars & Crafters will ensure that data regarding children is correctly stored and managed in line with these principles defined in the 2008 guidance, and that we will take all appropriate action regarding the sharing of information as follows:

- Recognise that legislation (Data Protection Act) is not a barrier to sharing information about concerns
- Be honest and open with the person (be they a child or an adult) about why, what, how and with whom information will be shared
- Seek advice when we are in doubt, without disclosing the identity of the person (be they a child or an adult) where possible

- Share information with consent where appropriate and respect the wishes of those who do not consent to share confidential information where possible
- Base our information sharing decisions on considerations of safety and well being
- Ensure the information we share is necessary, proportionate, relevant, accurate, timely and secure
- Keep a record of our actions, decisions, and reasons

8.2 Confidentiality

- We recognise that all matters relating to protection are confidential.
- Confidentiality is an issue that needs to be understood by all those working with children/adults at risk, particularly in the context of child/adult protection. This is a complex area and involves consideration of a number of pieces of legislation.
- Professionals can only work together to safeguard children/adults if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including children's and adult's social care departments, must always have regard to both common and statute law.
- Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child/adult at risk dictate that the information should be shared.
- The law requires the disclosure of confidential information necessary to safeguard a child/adult. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate. Therefore, if the Police or Social Care/Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.
- The DSL will disclose personal information about a child/adult to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child/adult to keep secrets which might compromise the child/adult's safety or well-being, or that of another; and we will always undertake to share our intention to refer a child/adult to the local children/adult's services and with their parents/carers, unless to do so could put the child/adult at greater risk of

harm, or impede a criminal investigation. If in doubt, we will consult with **Cornwall and the Isles of Scilly SCB**.

9. Power and Position of Trust

9.1 Pellars & Crafters acknowledges that all adults working with children, young people and adults at risk are in positions of trust in relation to the children, young people and adults at risk in their care. A relationship of trust can be described where one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. All staff must recognise the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship. Please see **'Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings'**, DCSF March 2009.

9.2 All staff must uphold public trust in their profession and maintain high standards of ethics and behaviour, within and outside the organisation, by:

- Treating children/adults at risk with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the member of staff's professional position
- Having regard for the need to safeguard children/adult's well-being, in accordance with statutory provisions

10. Person Centred Approach

10.1 Pellars & Crafters and their staff recognises and understands that effective safeguarding systems are person centred.

10.2 Children and adults at risk want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This guides the behaviour of our staff. Anyone working with children and adults at risk should see and speak to the child/adult; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs. A person-centred approach is supported by:

- The Equality Act 2010 which puts a responsibility on public authorities to have due regard to the need to eliminate discrimination and promote equality of opportunity. No child/adult or group of children/adults must be treated any less favourably than others in being able to access effective services which meet their particular needs

10.3 At Pellars & Crafters we behave in the same way we expect to be treated, and model behaviours that enable children, young people and adults at risk to develop self-awareness, positive self-esteem and confidence, encouraging them to:

- Keep themselves and others safe

- Stay as healthy as possible
- Have worthwhile and fulfilling relationships
- Respect the differences between people
- Develop independence and responsibility
- Play an active role as members of a democratic society
- Make the most of their own abilities and those of others
- Behave in a socially and morally acceptable way including towards authority and each other
- To become involved in the life of their community
- To know about democracy and how to be an active citizen
- To know about economic wellbeing

11. Whistle Blowing

11.1 Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. [Pellars & Crafters](#) has a clear and accessible Whistle Blowing Policy that meets the terms of the Public Interest Disclosure Act 1998. Adults who use whistleblowing procedure are made aware that their employment rights are protected.

11.2 Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children and adults may be at risk.

11.3 All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the organisation's safeguarding regime and that such concerns will be taken seriously by the directors.

11.4 Through our staff induction process we provide procedures on how staff can implement the Whistleblowing Policy. Staff are aware of their duty to raise concerns about the attitude and actions of colleagues where these are inappropriate or unsuitable. Staff are required to approach their immediate manager in the first instance.

11.5 Staff will be protected from harassment or victimisation, and no action will be taken against staff if the concern proves to be unfounded and was raised in good faith. Malicious allegations may be considered as a disciplinary offence.

11.6 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

12. Induction and Training

12.1 When new staff, volunteers or regular visitors join our organisation they will be informed of the safeguarding arrangements in place. They will be given a copy of our Safeguarding Policy and told who the Senior Designated Lead and deputy for safeguarding is. They will also be provided with the recording form, given information on how to complete it and who to pass it to.

12.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to, signs and symptoms of abuse, how to manage a disclosure from a child, how to record any issues of confidentiality. After the induction all staff will have a clear understanding of the definition of emotional, physical, sexual and neglectful child abuse and the risks of child sexual exploitation.

12.3 New staff who have not had any Child Protection/Safeguarding training will be provided with safeguarding awareness training through the induction process.

12.4 All regular visitors and volunteers to our organisation will be given a set of our safeguarding procedures; they will be informed of whom our DSL and Deputy DSL are. They will also be informed with reference recording and reporting procedures.

12.5 All staff should receive safeguarding updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This can be provided via, for example, email, e-bulletin and staff meetings.

12.6 The knowledge and skills of the DSL and his/her deputy/deputies should now be updated at regular intervals, but at least annually, to ensure he/she keeps up with developments relevant to the role. This could be provided via, for example, e-bulletins, meeting other DSLs, or taking time to read about recent safeguarding developments.

13. Safer Recruitment

13.1 *Pellars & Crafters* will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview and verify the references accordingly. We will question the contents of the application form e.g. breaks in employment history (including overseas), if we are unclear about them. We will undertake enhanced Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with children and adults at risk. Under no circumstances will we consider offering employment to anyone who is barred from working with children or adults at risk.

13.2 Any staff member, volunteer or member of the board of directors who becomes the subject of a police investigation in relation to physical or sexual offences against adults or children, or are charged with such a criminal offence, must inform the DSL. Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children/adults at risk whether received before, or during their employment at the organisation.

13.3 Any staff member, volunteer or governor whose own children become subject to child protection investigations must inform the DSL. The DSL will discuss with the Local Authority Designated Officer (LADO) in regard to procedures for dealing with allegations against Persons who work in a position of trust with children/adults at risk. Appropriate action will be agreed.

13.4 Pellars & Crafters has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or adult at risk; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. Referrals should be made as soon as possible after the resignation or removal of the individual.

14. Missing Children/Adults at risk

14.1 Pellars & Crafters recognises that safeguarding and promoting the welfare of children and adults at risk is a key duty and requires effective joint working between agencies and professionals. When a child/adult goes missing or runs away they are at risk. Safeguarding children and adults at risk therefore includes protecting them from this risk.

14.2 Pellars & Crafters refers to the definitions set out by the police force in April 2013. These are:

- Missing: anyone whose whereabouts cannot be established and where the circumstances are out of character, or the context suggests the person may be the subject of crime or at risk of harm to themselves or another; and
- Absent: a person not at a place where they are expected or required to be

14.3 The police classification of a person as ‘missing’ or ‘absent’ will be based on on-going risk assessment. Note that ‘absent’ within this definition would not include those defined as “away from placement without authorisation” above: a child/adult whose whereabouts are known would not be treated as either ‘missing’ or ‘absent’ under the police definitions.

14.4 Admission registers will be used to monitor attendance for long-term projects where children/adults are regularly visiting.

15. Bullying

15.1 Pellars & Crafters acknowledges and recognises that under the Children Act 1989 bullying incidents should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering or likely to suffer significant harm’. Where this is the case, staff should report their concerns to the relevant local authority Children’s Services team. Even where safeguarding is not considered to be an issue, we may need to draw on a range of external services

to support the child or young person who is experiencing bullying, or to tackle any underlying issue which has contributed to a child or young person engaging in bullying, (DfE 'Preventing and Tackling Bullying', March 2014).

15.2 Bullying can have a profound impact on emotional and mental health.

15.3 Staff raise awareness of bullying through developing a culture in which respect and consideration for others is fundamental.

15.4 Staff are trained to create a positive environment both of which we recognise as important factors in preventing young people from being bullied or becoming bullies.

16. Protection of Adults at Risk

16.1 An adult at risk is a person who is or may be in need of community care services by reason of mental or other disability, age or illness, and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

16.2 This could include:

- People with learning disabilities
- People with mental health problems
- Older people
- People with a physical disability or impairment

16.3 The need for additional support to protect themselves may be increased when it is complicated by additional factors such as:

- Physical frailty or chronic illness
- Sensory impairment
- Challenging behaviour
- Drug or alcohol problems
- Social or emotional problems
- Poverty or homelessness

16.4 It is every adult's right to live free from abuse in accordance with the principles of respect, dignity, autonomy, privacy and equity. Anyone who is concerned about an adult at risk should contact social care.

17. E-Safety

17.1 The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, tablets, laptops, mobile phones, webcams etc. place an additional risk on our children.

17.2 Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children, young people and adults at risk with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them. Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with children at [Pellars & Crafters](#).

Children can engage in or be a target of cyber-bullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping), or distributing indecent images of children (e.g. sexting).

17.3 The best protection is to make children aware of the dangers.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

18. Risk Assessments

18.1 [Pellars & Crafters](#) will ensure risk assessments are in place and regularly updated for specific activities and visits.

18.2 [Pellars & Crafters](#) will ensure we are doing everything possible to assess, control, and reduce the risks to acceptable levels. Thus promoting a safe, positive environment and promoting and protecting children and adults at risk from known and unnecessary risks

18.3 [Pellars & Crafters](#) will ensure staff are regularly briefed and informed of changes to risk assessments to effectively manage the risks.

19. Recording and Reporting

Learning from Serious Case Reviews continues to identify the need for improved record keeping and information sharing, both within and between agencies.

All concerns, discussions and decisions made and the reasons made for these decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the DSL.

Pellars & Crafters recognise that accurate and up-to-date record keeping is essential for a number of reasons:

- It helps the organisation identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are taken as a whole that a safeguarding or child/adult protection concern becomes clear.
- It helps the organisation to monitor and manage its safeguarding practices.
- It helps to evidence robust and effective safeguarding practice.
- Accurate and specific records are important where there are child/adult protection and safeguarding concerns e.g. a chronology of information gathered and action taken.
- Pellars & Crafters has clear procedures for reporting and recording child/adult protection concerns (please refer to the 'Child Protection Record keeping procedures' document).

The procedures give clear guidance on:

- Recording reports
- Storing child/adult protection files
- Who has access to files and information sharing
- Transferring Files
- Retention of files
- Auditing of file

Well-kept records are essential in situations where it is suspected or believed that a child/adult may be at risk from harm.

Records should:

- state who was present, time, date and place
- use the child/adult's words wherever possible
- be factual/state exactly what was said
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation
- be written in ink and signed by the recorder

'Nagging Doubt' and Serious Concern Forms

These forms are completed by staff when there is a concern or 'nagging doubt' about any aspect of a child/adult's general welfare. The doubt may or may not be related to a Child/Adult Protection or Safeguarding issue. These forms (**Appendix 1a and 1b**) are completed by a member of staff and then returned to the DSL or Deputy DSL. The DSL/DDSL will review the form to decide what action is to be taken.

20. Evaluation and Monitoring

20.1 Pellars & Crafters will monitor and evaluate policies, practices and procedures in relation to safeguarding on a regular basis to ensure it keeps current with the most modern guidance and legislation.

20.2 This Policy Framework is reviewed and evaluated on annual basis by a Policy Review team, comprising of Senior Managers from our care, education, management, and health teams.

The Designated Safeguarding Lead is: **Philip Waters**

Further advice on Safeguarding matters in Cornwall can be obtained from; www.safechildren-cios.co.uk/

MARU Tel: 0300 123 1116

LADO: 01872 326536

Emergency Duty Team (for out of office hours referrals for children and vulnerable adults) tele no 01208 251300

Appendix 1a 'Nagging Doubt'

CONFIDENTIAL

'Nagging Doubt'

(to be passed to Designated Safeguarding Person or Deputy Designated Safeguarding Person)

Name of Child/Adult _____

Date of 'Nagging Doubt' _____

Time _____

Nature of concern or 'Nagging Doubt'

(log here the 'nagging doubt' that you have about a child/adult at risk that MAY or MAY NOT indicate a Safeguarding/Protection issue)

Member of Staff raising concern

Action by organisation

Appendix 1b ‘Serious Concern Record’

STRICTLY CONFIDENTIAL: Record of a Serious Concern

<p>Name(s): (Child/Adult I am concerned about)</p>	
<p>Why I am concerned- outline the nature of your concern and any potential risk factors e.g. are you worried about the child/adult’s health or development, home conditions, the possibility of abuse or neglect, concerned about parents and parenting</p>	
<p>What prompted my concern- <i>who, what, where and when?</i> Have you been worried about them before? Has something significant changed or happened today?</p>	
<p>Signed</p>	
<p>Name and Role</p>	
<p>Time/Date</p>	

Appendix 2: Chronology and Record of Events Form

CONFIDENTIAL: Chronology and Record of Events

Name of Child/Adult:

Reasons for starting this chronology:

.....
.....
.....

Signed:

Date:

Date	Event/Information	Action Taken (if any)	Signed

Appendix 3: Signs of Abuse

Physical Signs	Changes in Behaviour
Physical Abuse	
<ul style="list-style-type: none"> • unexplained bruising, marks or injuries on any part of the body • multiple bruises- in clusters, often on the upper arm, outside of the thigh • cigarette burns • human bite marks • broken bones • scalds, with upward splash marks, • multiple burns with a clearly demarcated edge 	<ul style="list-style-type: none"> • fear of parents being approached for an explanation • aggressive behaviour or severe temper outbursts • flinching when approached or touched • reluctance to get changed, for example in hot weather • depression • withdrawn behaviour • running away from home
Emotional	
<ul style="list-style-type: none"> • Speech disorders • Delayed physical development • Substance abuse • Ulcers, severe allergies • Failure to thrive • Self-harm 	<ul style="list-style-type: none"> • neurotic behaviour e.g. sulking, hair twisting, rocking • being unable to play • fear of making mistakes • sudden speech disorders • self-harm • fear of parent being approached regarding their behaviour • developmental delay in terms of emotional progress
Sexual	
<ul style="list-style-type: none"> • pain or itching in the genital area • bruising or bleeding near genital area • sexually transmitted disease • vaginal discharge or infection • stomach pains • discomfort when walking or sitting down • pregnancy 	<ul style="list-style-type: none"> • sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn • fear of being left with a specific person or group of people • having nightmares • running away from home • sexual knowledge which is beyond their age, or developmental level • sexual drawings or language • bedwetting • eating problems such as overeating or anorexia • self-harm or mutilation, sometimes leading to suicide attempts

	<ul style="list-style-type: none"> • saying they have secrets they cannot tell anyone about • substance or drug abuse • suddenly having unexplained sources of money • not allowed to have friends (particularly in adolescence) • acting in a sexually explicit way towards adults
Neglect	
<ul style="list-style-type: none"> • constant hunger, sometimes stealing food from other children • constantly dirty or 'smelly' • loss of weight, or being constantly underweight • inappropriate clothing for the conditions 	<ul style="list-style-type: none"> • complaining of being tired all the time • not requesting medical assistance and/or failing to attend appointments • having few friends • mentioning being left alone or unsupervised

Appendix 4: Do's and Don'ts of Managing a Disclosure

Do's and Don'ts of Managing a Disclosure

Do's	Don'ts
<ul style="list-style-type: none"> • Stay calm and control expressions of panic and shock • State clearly that the abuse was not the child/adult's – no matter what the circumstances • Always accept what the child/adult says, no matter how fanciful it may appear to you — let them know you believe them • Allow the child/adult to talk at their own pace, and use their own language • Listen attentively and only ask open-ended questions • Encourage the child/adult to talk about their concerns, as this can be helpful in dealing with difficult experiences • Tell the child/adult you are pleased they told you • At some point in the disclosure ensure that you inform the child or adult at risk that you cannot offer absolute confidentiality or protection • Take careful notes throughout, if appropriate, or very soon after the child/adult has left • Keep to the facts, and use the words as they were spoken to you 	<ul style="list-style-type: none"> • Avoid using leading questions • Do not pressure the child/adult into telling you more than they want to. • Avoid going over the information time and time again; you are only gathering information • Do NOT try to determine for yourself if the allegation is valid or invalid • Do NOT use shocked or disbelieving body language while the child/adult is talking. The child/adult may interpret this to mean that you find the CHILD/ADULT unacceptable versus the ACT perpetrated on the child/adult • Do NOT gossip about the allegations to friends, relatives, or advocates • Do NOT ever try to talk a child/adult out of what he/she is saying. If you are sceptical, do NOT express your doubts to the child/adult. This is a task for investigators to sort through, and you can express your doubts to them • Do NOT stand over the child/adult while he/she is talking about the abuse. This may make the child/adult feel crowded or dominated • Don't deny, explain away, defend the abuser or justify the abuse. This discounts the victim • Don't try to find inconsistencies or question the child/adult's motive to tell • Don't ask why. "Why did you go when he call?" "Why didn't you tell sooner?" "Why didn't you just do what she told you to do?" This blames the victim • Don't tell the child/adult you wish s/he had not told you or that you are frightened or confused about what to do ... even when you are. Do not show revulsion or shock • Don't demand details. Don't pry. This violates the child/adult's trust in you and it is the job of the investigators • Don't suggest things that the child/adult could/should have done.

	<p>"You should have run away." "You could have called out." This blames the victim. It is not the time to work on prevention</p> <ul style="list-style-type: none">• Don't wait a week or so until it is mentioned again to say or do something. Don't let it drop and don't ignore your feelings
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