EDUCORE SERVICES

Safeguarding and Child Protection Policy

Contents

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School leader responsible	
Senior Management member responsible	

1. Rationale

Educore Services (ES) fully recognises its responsibilities for child protection. All schools in the Educore Services group believe that all children and young people have the right to protection from abuse and neglect, and that the welfare of young people is of paramount importance. All adults have a responsibility for safeguarding and promoting the welfare of children and young people and ensuring that they are protected from harm.
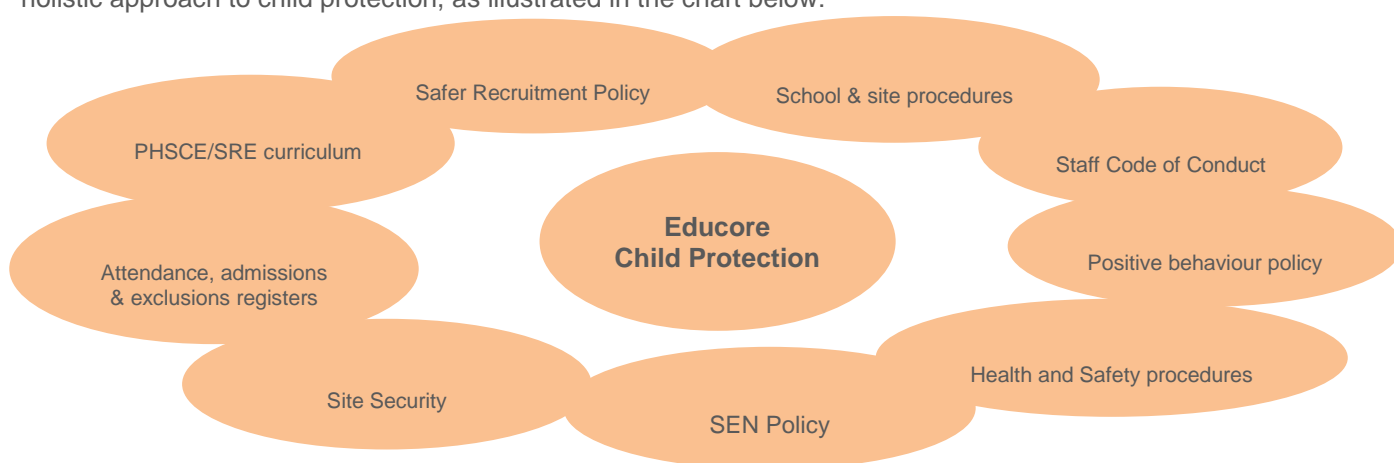
The Educore Services Safeguarding & Child Protection Policy is based in international law and in the United Nations Convention on the Rights of the Child, of which Zambia is a signatory. The two key articles are:

Article 19	Protection from abuse and neglect The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.
Article 34	Sexual exploitation The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

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The Educore Services safeguarding & child protection policy works for the child, the family and the community. Safeguarding children and young people from abuse or neglect is a multi-faceted issue that involves dynamics of the child, the family, and the community. The Educore Services Child Protection Policy works to respond at all three levels.

Level	Characteristics	EDUCORE SERVICES Responsibility
The Child	At-risk children and young people in this instance include those with unstable or unsafe home environments, those with mental, physical or emotional issues, and those unaware of their rights to protection, who may be at greater risk of abuse, neglect or harm.	ES schools promote respect, study and social skills, teach rights to protection, healthy relationships, assertiveness, and using support systems
The Family	At-risk characteristics include parents under stress, families with perceived less support and access to resources, those who are socially isolated or have unusually high expectations of their children, or a parental history of inappropriate discipline as children, vulnerable adults, and those with identified or unidentified physical, mental or emotional issues which might need additional support.	ES schools work with parents to understand appropriate discipline, network with community and health services, and teach parents child protection practices.
The Community	At-risk characteristics include limited laws on child protection, limited resources to expat or local families, unusually high work stress placed on parents, a culture of acceptance of inappropriate behaviour towards children or young people (i.e. corporal punishment, child marriage, child labour), unusually high expectations placed on children to achieve.	ES schools strictly implement the Child Protection Policy, trains teachers to recognise abuse and supports parents in protective behaviours, networks with community and health services for holistic referrals, networks with local authorities

All staff (teaching staff, teaching assistants, administrative and support staff) and volunteers at Educore Services have a duty to ensure that all students within our care are safe and protected. All staff and volunteers have a duty to ensure that if there are any concerns relating to the welfare and/or safety of a young person that the procedures highlighted in this document are followed. At Educore Services we take a holistic approach to child protection, as illustrated in the chart below:

Safer Recruitment Policy

School & site procedures

PHSCE/SRE curriculum

Staff Code of Conduct

Educore Child Protection

Positive behaviour policy

Attendance, admissions & exclusions registers

Health and Safety procedures

Site Security

SEN Policy

There are three main elements of the Safeguarding and Child Protection Policy.

Prevention:	E.g. positive school atmosphere, teaching and pastoral support to students
Protection:	By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns
Support:	To students and school staff in need of it.

2. Aims and Objectives

The aim of this policy is to provide information for all staff to carry out this duty of care responsibly. The five main elements of the policy are:

1. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
4. Supporting students who have been abused in accordance with his / her child protection plan.
5. Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

3 Definition of children's rights

This policy covers any child or young person attending an Educore Services school. .

Definitions of Children's Rights

All children have needs and rights.

The need for ...	The right to ...
- physical care and attention	- have their needs met and safeguarded
- intellectual stimulation	- be protected from neglect, abuse and exploitation
- emotional love and security	- be protected from discrimination
- social contact and relationships	- be treated as an individual

4. Procedures

4.1 What staff should look out for

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:
- is disabled and has specific additional needs;
- has special educational needs (whether or not they have an individual action plan (IEP));
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour,
- is frequently missing/goes missing from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or other exploitation.

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4.2 Signs of Abuse

The presence of the following indicators should alert us to the possibility that a child is being abused:

4.2.1 Indicators of Physical Abuse

    a) Physical:
- Bruises, burns, sprains, dislocations, bites, cuts and welts
- Fractured bones, especially in an infant or in other cases where a fracture is unlikely to have occured accidentally
- Poisoning
- Internal injuries
- Shaking injuries
- Strangulation.

    b) Behavioural:
- Express little or no emotion when hurt
- Offers unlikely explanations for injuries
- Wears long sleeved clothes on hot days
- Demonstrates a fear of parents or other adults
- Is fearful when other children cry or shout out
- Is excessively friendly to strangers
- Is passive and compliant
- Is nervous, hyperactive, aggressive, or disruptive
- Tells someone that physical harm has occurred.

4.2.2 Indicators of Emotional/Psychological Abuse

    a) Physical:
- Speech disorders
- Delays in physical development
- Failure to thrive.

    b) Behavioural:
- Has low self esteem
- Exhibits unexplained mood swings
- Exhibits age inappropriate behaviours, for instance overly adult or overly infantile
- Is withdrawn, passive, or tearful
- Exhibits aggressive or demanding behaviour
- Is highly anxious
- Has difficulty relating to adults and peers.
- Parents or carers who withdraw attention from their child (the 'cold shoulder'), who humiliate their child (for example by naking negative comparisons or name calling), or who blame their child for their problems.

4.2.3 Indicators of Sexual Abuse or Exploitation

    a) Physical (some may only be identifiable through medical examination):
- Bruises, scratches, or other injuries not consistent with accidental injury in either genital or anal areas
- Inflammation, itching, soreness, discharge, or unexplained bleeding from either genital or anal areas
- Painful and frequent urination
- Signs of sexually transmitted infections
- Semen in the vagina, anus or external genitalia or on clothing
- Bruises, bite marks, or other injuries to breasts, buttocks, lower abdomen or thighs
- Difficulty walking or sitting
- Torn, stained, or bloodied underwear
- Pregnancy of adolescents where the identity of the father is vague or secret
- Recurrent urinary tract infections

- Persistent headaches or recurrent abdominal pain
- Unexplained pain in the genital area.

b) Behavioural:
- Over attention to adults of a particular sex
- Displaying unusual interest in the genitals of others
- Acting out sexual behaviour with adults, dolls or other children
- Open displays of sexuality, for example, repeated public masturbation
- Precocious knowledge of sexual matters
- Promiscuity, repetitious sexually precocious behaviour
- Sudden changes in mood or behaviour
- Difficulty sleeping and nightmares
- Regressed behaviour, for example bedwetting, separation anxiety, insecurity
- Change in eating patterns including preoccupation with food
- Lack of trust in familiar adults, fear of strangers, fear of men
- Acting out behaviour – aggression, lying, stealing, unexplained running away, drug or alcohol abuse, suicide attempts
- Withdrawn behaviour such as passivity, excessive compliance, mood swings or depression
- Learning problems at school, loss of concentration, unexplained drop in school performance
- Poor peer relationships, family and/or child appear socially isolated
- Tells someone that sexual abuse has occurred
- Reluctance to undress, for example, for school sporting functions
- Excessive bathing
- Inappropriate displays of attention between child and caregiver that appear 'lover-like'.

Indications of sexual exploitation can include:
- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school.

4.2.4 Indicators of Neglect from Children

a) Physical:
- Frequent hunger
- Malnutrition
- Poor hygiene
- Inappropriate clothing
- Unsupervised for long periods
- Medical needs not attended to
- Abandonment by parents or guardians
- Failure to thrive.

b) Behavioural:
- Steals food
- Stays at school outside school hours
- Is often tired, falls asleep in class
- Abuses alcohol or drugs
- Displays aggressive behaviour
- Is not relating well to peers
- Is indiscriminate with affection.

4.2.5 Peer on Peer Abuse
We should also be aware of incidences of peer on peer abuse, between students in our schools or the local community. Peer on peer abuse is often gendered in nature and it is more likely that girls will be victims and boys will be perpetrators, although of course this is not always the case. Peer on peer abuse can include:
- Sexual intimidation, harassment or violence

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- Physical abuse
- Sexting or youth-produced sexual imagery
- Other emotional or physical bullying or violence.

It is important that staff in all Educore Schools recognise that abuse is abuse and should never be tolerated or passed off as school banter, a joke, or part of growing up. Procedures for reporting and following up peer on peer abuse follow procedures for all other types of abuse and neglect.

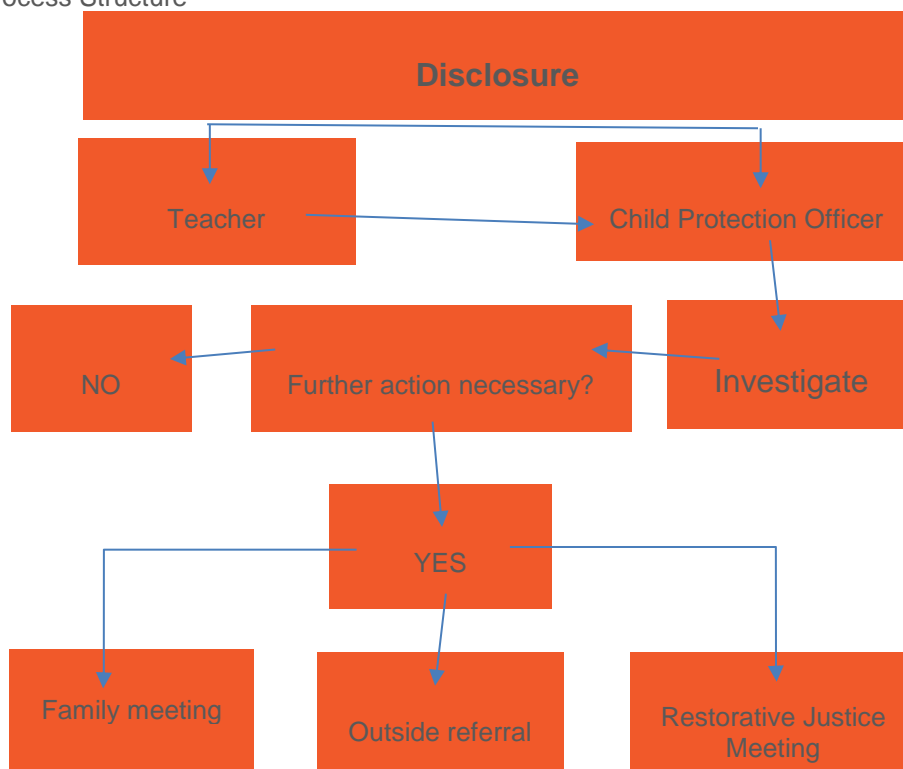## 4.3   Issues of Disclosure

There are a number of ways in which abuse becomes apparent:

- A child discloses abuse
- Someone else discloses that a child has told him/her or that he/she strongly believes a child has been or is being abused
- A child may show signs of physical injury for which there appears to be no satisfactory explanation
- A child's behaviour may indicate that it is likely that he/she is being abused
- A member of staff's behaviour or in the way in which he/she relates to a child causes concern.

Becoming aware of abuse can cause a multitude of emotional reactions, which are personal to each individual. Whatever the reaction and however the abuse has become apparent, actual or suspected, it must be responded to in the correct manner according to the procedure outlined below. Even if the truth of the disclosure is uncertain – an appropriate response has to be made. A response in accordance with the procedure outlined will be supported by the lead member of staff and ultimately Educore Services management..

4.4   Process

4.4.1   General Process Structure

4.4.2   Process Description

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Stage	Description

Stage 1

- If a teacher sees signs that causes them to suspect sexual abuse, emotional abuse, inflicted injury or neglect, he/she may have the opportunity to seek information from the child, gently and tactfully. If there is no opportunity to talk to the child, move on to Stage Three.

- Signs can range from physical marks and visible evidence of neglect, such as poor growth, inadequate clothing and hunger, to behavioural changes, such as sudden aggression, nervousness or a precocious interest in sexual matters.

What to do?	What not to do?
Stay calm	Don't panic. Don't over-react. It is extremely unlikely that the child is in immediate danger.
Listen, hear and believe	Don't probe for more information. Questioning the child may affect how the child's disclosure is received at a later date.
Give time to the person to say what they want	Don't make assumptions, don't paraphrase and don't offer alternative explanations Do not ask too many questions, as this may inhibit the child from talking freely a second time, when questioned by social services or police. Do not ask leading questions. All questions should be open: Is there something worrying you? ...Would you like to tell me about it?
Reassure & explain that they have done the right thing in telling. Explain that only those professionals who need to know will be informed	Don't promise confidentiality to keep secrets or that everything will be OK (it might not), as the child's safety takes precedence over confidentiality. (Although others will only be informed on a 'need to know' basis)
Act immediately in accordance with the procedure in this policy	Don't try to deal with it yourself
Record in writing as near as verbatim as possible what was said as soon as possible	Don't make negative comments about the alleged abuser
Report to the lead member of staff	Don't 'gossip' with colleagues about what has been said to you
Record your report	Don't make a child repeat a story unnecessarily

Stage 2

If the child's responses do not dispel suspicion, make a brief note of your concerns, using the 'Confidential Safeguarding Record Form', your conversation as far as you can remember it (this may be used in case of required evidence), the time, date and location.

Stage 3

Report your concerns to your school's Child Protection Officer (CPO). Each school has a CPO and a deputy CPO. If your CPO is absent on that day, please go to the deputy as your first point of contact. The CPO will first discuss the situation with you and then will contact the Response Team (School nurse or matron, Head Teacher or other named member of senior leadership, Director) and/or the police if there are sufficient grounds for concern. Give a copy of the 'Confidential Safeguarding Record Form' to the CPO.

If a child approaches you to make a disclosure, the procedure for gathering information and reporting is the same., The CPO must report the matter to the Response Team if a child makes a disclosure.

If the CPO and Response Team are uncertain about whether the threshold for referral is met, they can contact a doctor and/or other support services including the police and social welfare confidentially and arrange to speak with them. .

- It is likely that external referrals will be made if there are signs that a student in our care:

Stage	Description
	- Is suffering or has suffered abuse and / or neglect - Is likely to suffer abuse and / or neglect - In the unlikely event of a disagreement arising between the Response Team and the CPO, the CPO shall make external referrals as described above to seek further guidance. - Referrals to the Response Team by the CPO should normally be put in writing but in extremely urgent cases an initial external telephone referral is acceptable if there is an immediate risk of harm to a child or young person, on the understanding that the referral will be confirmed in writing.
Stage 4	A confidential file will be set up by the CPO, containing copies of letters, reports, details of telephone conversations and all relevant case details, including dates and times. This will be stored securely, in a locked location, separately from the child's main file. Child protection files are exempt from disclosure provisions, except when required by a court.
Stage 5	Contact should be maintained between the CPO, the Response Team, social worker, family doctor and parents. The CPO to take the lead role in arranging case conferences and reviews at which all professionals involved will be present to discuss child protection plan.
Stage 6	The CPO may be invited to a case conference. A written report will be submitted by the school.

5.   Monitoring and Support

The CPO will inform the Head Teacher and Director of students who are considered at risk by the school or who have a historical or ongoing external record of being at risk. . Heads and form tutors or heads of house in particular will closely monitor the welfare of these students and will inform the CPO of any causes for concern..

Where appropriate an Individual Education Plan (IEP) will be produced by the SEN Coordinator to confirm support arrangements within the school.

When a child moves away from an Educore Services school, in addition to handing over the child protection file securely, CPOs are encouraged to share information to enable the new school to have support in place when a child arrives and ensure key staff, such as the SENCO, are aware of any needs.

6.   Staff

It is important that all staff working in or for an Educore Services school read this policy and the related guidance and documents listed at the end of this policy.

Appointment of Staff	A separate recruitment policy gives full details of the procedures atEducore Services schools. The panel will ensure that their recruitment procedures include a check on the criminal background of all employees. A question about a child protection issue will be included in staff interviews, to alert candidates to the fact that a policy is in place.
Allegations Against Staff	Allegations against teachers or other staff should be referred to the CPO or Head Teacher. The Head Teacher will deal with each case sensitively, giving due consideration to any allegation, the risk of harm to students, the interests of the member of staff and of the school. It is Educore Services' policy to approach all safeguarding matters in a child-centric manner, and the safety and rights of the child will always be put first. In the event of an allegation against theHead Teacher, the CEO

	must be contacted. In the event of an allegation against the CEO, the Board's safeguarding lead must be contacted.
Physical contact with students	All staff should respect the need to behave appropriately and professionally, particularly when there is one-to-one contact with students. It is advised that staff should avoid touching students. Certainly they should never touch students in ways or on parts of the body that may be considered indecent. In the rare cases in which a teacher has to use physical restraint, no more than the minimum necessary force should be used. Sometimes touching is unavoidable, for example when teaching aspects of sport and giving appropriate support so that the student does not sustain injury (rugby, gymnastics, 'steering' a tennis backhand, cover drive in cricket etc.) The PE Departments at all our schools adhere to the guidelines set out by the Association for Physical Education in their advice document 'Safe Practice in Physical Education and school sport' and will: - explain clearly to students the purpose behind any physical contact and how it contributes to improving their performance and safety - provide opportunities for students to discuss any reservations and, if necessary, decline such assistance - avoid physical contact in one-to-one situations.
Social contact with students	Staff should be careful to maintain a professional teacher-student relationship with students in their charge and should not place themselves in a position where they are alone with a student or where their actions could be misinterpreted. It is strongly advised, for example, that staff do not use social networking sites or text messaging to conduct friendships with students. If a staff member is speaking to a student alone, it is good practice to leave the door and any window curtains open, and if appropriate let another member of staff know a one to one conversation is taking place.

7. Roles and Responsibilities

The following roles and responsibilities have to be ensured:

Governing Body (Board of Directors)	- ensures each school has effective policies and procedures in place and monitors the schools's compliance with them - ensures that a senior member of each school's leadership team is designated to take lead responsibility for child protection as Child Protection Officer (CPO), and that a Deputy CPO is also appointed in each school. - ensures that staff undertake appropriate training - remedies, without delay, any deficiencies or weaknesses regarding child protection arrangements - nominates a board member to be safeguarding lead, responsible for liaising with the partner agencies in the event of allegations of abuse being made against the CEO - seeks assurance that, where services or activities are provided on school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the schools on these matters where appropriate - reviews its policies and procedures biannually.
Chief Executive Officer (CEO)	- ensures that the policies and procedures adopted by the Board are fully implemented in each school by the Head, and followed by all staff - ensures that Head Teachers have the resources and support they need to deal with any safeguarding or child protection issues as soon as they arise - ensures that Head Teachers always have the required CPO leads in place and relevant and updated policies and resources.
Head Teacher	- ensures that the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff

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	- ensures that sufficient resources and time are allocated to enable the CPO and other staff to discharge their responsibilities - ensures that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.
CPO and Deputy responsible for Child Protection	- ensure that all staff have access to and understand the school's child protection policy - ensure that all staff have induction training - keep detailed accurate secure records - obtain access to resources - attend appropriate training - ensure the child protection policy is updated and reviewed annually and works with the governing body regarding this - ensure parents have access to the school's child protection policy - ensure that, where students leave the school, their child protection file is copied and promptly transferred, separately from the main student file.
Teaching Staff	- The Safeguarding and Child Protection Policy is part of each INSET - Regular training (after policy review) for all teaching staff has to be maintained.

8. Partnership with Parents

Our schools share a purpose with parents to keep children safe from harm and to have their welfare promoted. Educore Services schools are committed to working with parents positively, openly and honestly, and we ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

We will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. We encourage parents to discuss any concerns they may have with the relevant teacher or a member of the school management team (Head or senior leader).

Parents are made aware that they can view this policy on request.

5. Related Policies

The following documents are related to the Safeguarding and Child Protection Policy:

Pos	Description	Filename / Link
1	Educore Services Pastoral Care Policy	Pastoral Care Policy EDUCORE SERVICES.pdf
3	Educore Services Code of Conduct	Code of Conduct EDUCORE SERVICES 2010.pdf
4	Educore Services eSafety Policy	
5	Educore Services Positive Behaviour Policy	
6	Educore Services Health and Safety Policy	Health & Safety Policy EDUCORE SERVICES.pdf
7	Safer Recruitment Policy	
8	Educore Services Inclusion Policy?	
9	Educore Services Equality Policy	

6. Annex

The following documents are an integral part of the Safeguarding and Child Protection Policy:

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Pos	Description	Filename / Link
1	Talking and Listening to Children	
2	Advice for parents	
3	Risk Assessment 'Checklist'	
45	Confidential Safeguarding Record Form	[Confidential Safeguarding Record Form EDUCORE SERVICES.dotx](#)

Annex 1: Talking and Listening to Children

If a child wants to confide in you, you **SHOULD**
- be accessible and receptive
- listen carefully and uncritically, at the child's pace
- take what is said seriously
- reassure children that they are right to tell
- tell the child that you must pass this information on
- make sure that the child is ok
- make a careful record of what was said (see Recording).

You should **NEVER**
- investigate or seek to prove or disprove possible abuse
- make promises about confidentiality or keeping 'secrets' to children
- assume that someone else will take the necessary action
- jump to conclusions, be dismissive or react with shock, anger, horror etc
- speculate or accuse anybody
- investigate, suggest or probe for information
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or the persons allegedly involved
- forget to record what you have been told
- fail to pass this information on to the Child Protection Officer (CPO).

Children with communication difficulties, or who use alternative/augmentative communication systems
- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children
- opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).

Recordings should
- state who was present, time, date and place
- be written in ink and be signed by the recorder
- be passed to the CPO or Head Teacher immediately (certainly within 24 hours)
- use the child's words wherever possible
- be factual/state exactly what was said
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

What information do you need to obtain?
- Schools have no investigative role in child protection (Police and other institutions) will investigate possible abuse very thoroughly and in great detail, they will gather evidence and test hypotheses – leave this to them!)
- Never prompt or probe for information, your job is to listen, record and pass on
- Ideally, you should be clear about what is being said in terms of who, what, where and when
- The question which you should be able to answer at the end of the listening process is 'might this be a child protection matter?'
- If the answer is yes, or if you're not sure, record and pass on immediately to the CPO/Director/line manager.

If you do need to ask questions, what is and isn't OK?
- Never asked closed questions i.e. ones which children can answer yes or no to e.g. Did he/she touch you?

- Never make suggestions about who, how or where someone is alleged to have touched, hit etc e.g. Top or bottom, front or back?
- If we must, use only 'minimal prompts' such as 'go on … tell me more about that … tell me everything that you remember about that …'
- Timescales are very important: 'When was the last time this happened?' is an important question.

What else should we think abut in relation to disclosure?
- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal
- Be prepared to answer the 'what happens next' question
- We should never make face-value judgements or assumptions about individual children. For example, we 'know that [child…………] tells lies'
- Think about how you might react if a child **did** approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity
- Think about what support you could access if faced with this kind of situation in school.

Annex 2: Advice for parents

There are a few simple steps which parents can take to help their children use the internet safely.

- Get to know your child's online habits. Children are inquisitive. They will look to explore the internet as much as they do the real world. Knowing the sites they go to, the people they meet there and what they do will help to keep children safe. Know what your child is doing online and who he/she is talking to. Ask him/her to teach you to use any applications you have never used.

- Stay alert to any sudden changes in mood or appearance, or to any major change in habits or to increased secretiveness. These are often tell-tale signs that something is not right.

- Keep lines of communication open - tell your child he/she can always talk to you or another trusted adult, such as a teacher, if he/she does get into some sort of trouble on the internet. Make your child aware that there are things on the internet which may be distressing.

- Spend some time surfing the internet yourself. The more that you know about the internet, the better able you are, in turn, to help your child navigate around it without coming to any harm.

- Install internet filtering software showing a Child Safety Online Kitemark on your computer. Filtering products with a Kitemark have been independently tested to provide a simple and effective means of support to parents, helping to ensure that a child's online experience is a safe one..

- Help your child to understand that he/she should never give out personal details to online friends - personal information includes messenger id, email address, mobile number and any pictures of themselves, their family or friends - if your child publishes a picture or video online - anyone can change it or share it.

- If your child receives spam / junk email and texts, remind him or her never to believe them, reply to them or use them.

- It's not a good idea for your child to open files from unknown people. Children won't know what the files contain - it could be a virus, or worse - an inappropriate image or film.

- Help your child to understand that some people lie online and that therefore it's better to keep online friends online. Children and young people should never meet up with any strangers without an adult they trust.

- Always keep communication open for a child to know that it's never too late to tell someone if something makes them feel uncomfortable.

- Teach young people how to block someone online and report the sender if they feel uncomfortable.

- Be aware of professional sources of help. These include:

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- http://childwelfaresa.org.za/: the Child Welfare South Africa website has resources for parents on a range of child welfare topics.

- https://www.savethechildren.org.za/news-and-events/publications?page=3: Save the Children's regional work on Child Protection includes information on what is important in raising a happy healthy child.

- www.thinkuknow.co.uk:a UK Government website with advice for parents on how to keep children safe online

- www.iwf.org.uk: the Internet Watch Foundation (IWF) works to remove illegal material from the internet. If you have found any material you believe to be illegal e.g. child sex abuse images, other obscene material or material which incites racial hatred, you can report it to the IWF.

- A number of specialist websites contain general advice that may be of help to parents. These include www.nspcc.org.uk, www.nch.org.uk, www.barnardos.org.uk, and www.bullying.co.uk.

- Other sites can offer parents support on broader issues. These include www.parentlineplus.org.uk and www.parents.org.uk.

Annex 3: Risk Assessment 'Checklist'

1. Does/could the suspected harm meet theWorld Health Organisation (WHO) definition of abuse as 'all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power'?

2. Are there cultural, linguistic or disability issues?

3. Am I wrongly attributing something to impairment?

4. Does the chronology indicate any possible patterns which could/do impact upon the level of risk?

5. Are any injuries or incidents acute, cumulative, episodic?

6. Did any injuries result from spontaneous action, neglect, or intent?

7. Explanations consistent with injuries/behaviour?

8. Severity and duration of any harm?

9. Effects upon the child's health/development?

10. Immediate/longer term effects?

11. Likelihood of recurrence?

12. Child's reaction?

13. Child's perception of the harm?

14. Child's needs, wishes and feelings?

15. Parent's/carer's attitudes/response to concerns?

16. How willing are they to cooperate?

17. What does the child mean to the family?

18. What role does the child play?

19. Possible effects of intervention?

20. Protective factors and strengths of/for child (ie resilience/vulnerability)

21. Familial strengths and weaknesses?

22. Possibilities?

23. Probabilities?

24. When and how is the child at risk?

25. How imminent is any likely risk?

26. How grave are the possible consequences?

27. How safe is this child?

28. What are the risk assessment options?

29. What are the risk management options?

30. What is the interim plan?

EDUCORE SERVICES

Notes: