

Types of Abuse

Physical

Harm to a child which causes bruises, cuts burns or broken bones
(Safeguarding Association, 2019)

Emotional

It's ongoing emotional maltreatment.

(Safeguarding Association, 2019)

Neglect

The persistent failure to meet a child's basic physical/psychological need.
(Safeguarding Association, 2019)

Sexual

Forcing or enticing a child or young person to take part in sexual activities
(Safeguarding Association, 2019)

Online

Abuse that happens on the internet. It can happen on any device.
(NSPCC, 2021)

What is Child Abuse?

"Child abuse is when a child is intentionally harmed by an adult or another child - it can be over a period of time but can also be a one – off action" (NSPCC, 2021)



There are many different types of child abuse, but no child abuse is acceptable



(Google Images, Date Unknown)

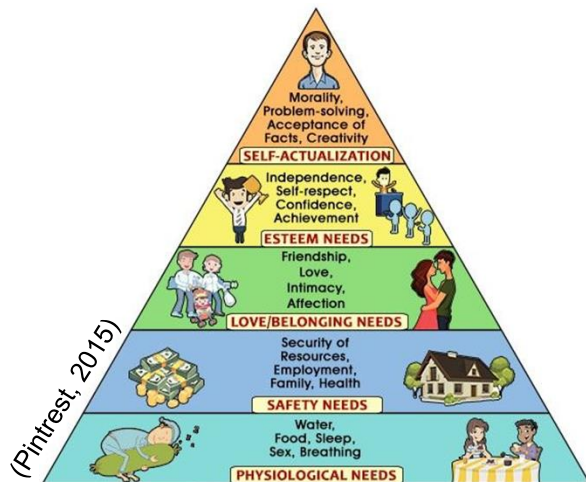


(Google Images, Date Unknown)



(Clipart, Date Unknown)

Child Abuse



Abraham Maslow believed the lower sections of the pyramid need to be met before any child or young person can progress. Physiological and safety needs are paramount for any person.

What Can Do To keep Children Safe?



ALWAYS ACT

In the best interests of the child. Never promise confidentiality.



KNOW HOW

to identify children who may benefit from early help.



KNOW THE DIFFERENT

types of abuse and neglect, so that you can identify children who may be in need of help or protection.

(Google Images, Date Unknown)

Did You Know!

At March 2019, 49,570 children in England and 4,810 children in Wales were looked after by the local authority because of experience or risk of abuse or neglect.

(Office of National statistics, 2020)

“Every child who has experienced abuse or neglect will have their own response to trauma”

(Joyful Heart Foundation, 2019)

Most children who have been abused have difficulty with making and maintaining relationships and can live in persistent fear.

(Joyful Heart Foundation, 2019)

Article 19 - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

(Unicef, Date Unknown)



Help and Support for Children and Young People

18 and Under

0800 731 4080

www.18u.org.uk

Support and information for young people under 18 who have experience (Scotland)

Coram Voice:

0808 800 5792

www.coramvoice.org.uk

Telephone advice, information and advocacy services for children in care.

Childline:

0800 1111

www.childline.org.uk

A confidential 24hr free telephone helpline

(Supportline, Date Unknown)

Leaflet References

Clipart (Date unknown) Boy Upset Image, Available at: [child abuse clip art 20 free Cliparts | Download images on Clipground 2021](#) (Accessed on 13th March 2021)

Google Images (Date Unknown) *Stop Abuse*, Available at: [help for abuse - Bing images](#) (Accessed on 19th March 2021)

Google Images (Date Unknown) *Child Abuse Image*, Available at: [Child abuse Illustrations and Clipart. 2,257 Child abuse royalty free illustrations, and drawings available to search from thousands of stock vector EPS clip art graphic designers. \(canstockphoto.com\)](#) (Accessed on: 13th March 2021)

Google Images (Date Unknown) *Hand of stop child abuse image*, Available at: [syop child abuse - Bing images](#) (Accessed on: 13th March 2021)

Google Images (Date Unknown) *Person Shouting At child Image*, Available at: [Abuse Icon - Bing images](#) (Accessed on 13th March 2021)

Google Images (Date Unknown) *What you need to do image*, Available at: [how to keep children safe from abuse - Bing images](#) (Accessed on 13th March 2021)

Joyful Heart Foundation (2019) *Effects of Child Abuse and Neglect*, Available at: [Effects of Child Abuse and Neglect | Joyful Heart Foundation](#) (Accessed on 13th March 2021)

NSPCC (2021) What is online abuse?, Available at: [Online abuse | NSPCC](#) (Accessed on 13th March 2021)

NSPCC (Date Unknown) *What is child abuse?*, Available at: [What is child abuse? | NSPCC](#) (Accessed on:13th March 2021)

Office of National Statistics (2020) *Child Abuse Extent and nurture, England and Wales*, Available at: [Child abuse extent and nature, England and Wales - Office for National Statistics \(ons.gov.uk\)](#) (Accessed on 13th March 2021)

Pinterest (2015) *Maslows Hierarchy of Needs*, Available at: [Maslow's Hierarchy of Needs Cartoon - Bing](#) (Accessed on: 19th March 2021)

Safeguarding Association (2019) *5 main types of abuse*, Available at: [5 main types of abuse - Safeguarding Association](#) (Accessed on 13th March 2021)

Supportline (Date Unknown) *Child abuse Help and Support*, Available at: [Child abuse \(supportline.org.uk\)](#) (Accessed on: 19th March 2021)

Unicef (Date Unknown) *A Summary of the UN Convention on the Rights of the Child*, Available at: [UNCRC summary-1 1.pdf \(unicef.org.uk\)](#) (Accessed on 19th March 2021)

I've written this rationale to outline points within the leaflet which has been designed to give information to adults on child abuse and ensure the safety and welfare of children. Within this rationale I will discuss different types of abuse, the law, policies, and frameworks put in place within schools to ensure the welfare of children and young people. One will also include signs and symptoms of abuse as well as the procedures and actions taken within schools to prevent child abuse. When talking about the school currently worked in throughout this assignment it will be referred to as school A.

"In 2019/20, there were over 22.2 thousand child abuse offences recorded by the police in England and Wales, an increase of 2.9 thousand offences when compared with the previous reporting year, and a peak for this type of offence" (Statista Research Department, 2020). There has been a considerable rise in child abuse cases since 2003 where there were only 4,109 cases recorded throughout England and Wales. One was shocked at the rise in child abuse cases so had chosen to design the leaflet to help prevent child abuse and promote the importance of welfare in children and young people. As mentioned in the leaflet there are several different types of abuse as well as a definition for each one. However, there are different signs to look out for. All signs of abuse are taken from the NSPCC (Date Unknown). The signs to look out for physical abuse entail bruises, burns or scars, bite marks, fractures, or broken bones. For emotional abuse the signs are being unconfident, struggle to control their emotions and difficulty maintaining or making friendships. Signs of neglect sometimes entail poor hygiene and health problems. Signs of sexual abuse entail pain or bleeding in genital area and or a sexually transmitted disease. It's more difficult to identify if a child has been sexually or emotionally abused as signs are not so visible. To promote child welfare and safety there are policies, laws and frameworks put in place in every workplace. There are safeguarding and child protection policies within every setting. These policies are updated and amended annually. Every school should have a Designated Senior Person which is also known as a (DSP). This is the lead person who manages all child protection issues, such as making referrals, working with other agencies, and providing support for the child and their family. "The DSP should know how to recognise and identify the signs of abuse and neglect and know when it is appropriate to make a referral to the relevant investigating agencies' (School A, 2020)

Overtime policies and legislations have evolved. There have been many changes and more legislations put into place from what there were years ago. This is because there were so many failed child abuse cases, as well as cases that had been missed. The Children's Act (2004) made the biggest change as it followed the Lord Laming Enquiry that took place in 2003. The enquiry started from the death of Victoria Climbié who's needs were failed to be met by many different agencies. Baby P was another failed child abuse case which

sadly resulted in a death of an infant. One positive outcome from the enquiry was Lord Laming found child protection legislations needed updating. Since then, more policies, acts and frameworks are put into place today in work settings to ensure the safety and wellbeing of all children. In 2003 The Every Child Matters framework was released which meant children's safety was even more paramount. The framework states "Our aim is to ensure that every child has the chance to fulfil their potential by reducing levels of educational failure, ill health, substance misuse, teenage pregnancy, abuse and neglect, crime and anti-social behavior among children and young people" (The stationary office, 2003).

From 2011 it was made law that all schools within the UK must follow the United Nations Convention Rights of the Child (UNCRC) Act. This is an international agreement to ensure the wellbeing and safety of all children. There are articles within the act which give every child the right to be safe and protected no matter what religion or race they are. For example, Article 19 states "Governments must protect children from violence, abuse and being neglected by anyone who looks after them" (Unicef, Date Unknown). The children are aware of their rights and are encouraged to incorporate them in everyday life. All policies and frameworks that are put in place link with the theorist Abraham Maslow. Maslow is known for the self – actualization theory also known as his hierarchy of needs. Maslow's hierarchy of needs incorporates a five-tier model which is presented in a pyramid. Tier one is the physiological needs such as food and water. The second tier is about safety, the third entails love and friendships. The fourth is about an individual's esteem and the fifth tier on the pyramid involves self-actualization. Maslow "stated that individuals must satisfy lower-level deficit needs before progressing on to meet higher level growth needs" (McLoed, 2020) This is why the UNCRC children's rights are promoted throughout schools as it's vital that children's needs are met to ensure their safety and meet their full education attainment. School A's (2020) safeguarding policy emphasizes "The health and safety of all children is of paramount importance". As previously mentioned, there is one a designated safety officer in school that deals with any safety concerns, however it's important to remember all staff have a duty of care to ensure all children are kept safe. This is incorporated in School A's child protection policy. The policy states "All staff have a responsibility to report any concerns immediately as they arise, they must know how to respond effectively when they have concerns as well as being able to respond to a disclosure appropriately". (School A, 2020) Most schools within Swansea use the My Concern software to report any concerns regarding children's safety. It's a trusted and secure software which keeps cases confidential but can be shared with social services and the police if needed. If a child has a disclosure to share with you then the correct procedure must be followed. When the child has disclosed to you it's important to reassure the child. You must then react on what they have told you by recording exactly what they have said. Then Finally you must report the disclosure to the DSP as well as recording it on my concern.

The curriculum also helps to deal with safety issues through subjects like well-being, personal and social education as they discuss relevant issues. Some of the themes within the topics include sex and relationships, drugs, stranger danger and abuse. This is to give information to the children on what's happening in the world and what to do in they are ever put in such position. If a child experiences abuse it can have a negative impact on their health and also relationships. They may also suffer with mental health issues, turn to drugs or alcohol and or take part in criminal behaviour. Hermes (2018) agrees she says

“ Kids who suffer repeated trauma feel lonely, scared, worthless and unloved, which is exactly the opposite of how children should feel. Abused children often become broken, hollow and bitter, with mental consequences that last long after the physical wounds have healed”.

In one's opinion if you've been a victim of abuse it must be very difficult to recover as it can affect you in many ways. The police and PCSO shared a quote from what a victim had said about being abused. The PCSO said one woman “ had been a victim of abuse and she stated “ So me now? ‘Positive, strong, independent’, well not quite, but I am getting there. It's a slow healing process, one which I never thought or imagined I would be ever be in”. This goes to show that it takes some people a considerable amount of time to recover from abuse, whereas some unfortunate people never fully recover and suffer for the rest of their lives. Therefore, It is vital that the signs of abuse in children are recognized and dealt with promptly to prevent long term damage. Within School A there are many interventions put into place to support a victim of child abuse. The school has internal and external agencies as well as counsellors that can help. “Counsellors can enable the child/young person to focus on their concerns, giving them a vehicle to explore specific problems, make choices, cope with crises, work through feelings of conflict and improve relationships with others” (Welsh Assembly Government, 2020) Reading from a case study an 11-year-old boy had been a victim of abuse and he expressed that “ My school counselling sessions saved me. They completely changed my life” (Welsh Assembly Government, p.9, 2020). One external agency that may support a child is the Child and Adolescent Mental Health Services also known as (CAMHS). “CAMHS are an NHS provided service that support young people with their mental health & emotional well-being. Children and young people may need help with a wide range of issues at different points in their lives” (NHS, 2019) Both counsellors and external agencies work with other professionals to ensure the needs of the child is met. When all these agencies and professionals work together to support a child on a specific case it is defined as multi-agency working. Multi – agency working can be extremely effective when all agencies work correctly together. The idea of this is “By working together, agencies can use their strengths and individual specialized skills to the best advantage, and issues can be dealt with at a far faster rate, as the specified support required can be much more easily accessed through a multi-agency framework”

(Abbyprojects, 2016). Another positive of multi- agency working is any accidental mistakes are less likely to occur as everything is checked, due to several professionals working together. However, there has been times where multi agencies have failed and it has left children in danger which has resulted in death. Which then links back to the death of Victoria Climbié, Baby P and many more. Multi-agency working can fail if agencies don't provide important information. All information is vital no matter how big or little you think it may be. It can also fail if the different professionals and agencies using jargon as this may remain unclear to others resulting in information being misunderstood. This then means the abuse can go unnoticed and can result in catastrophic injury if left for a long period of time. Therefore, it is of paramount importance that all information is shared and when communicating verbally or writing information it must be clear with no jargon included.

Unfortunately, after looking at research and recent statistics it shows there has been an increase of children and young people being abused. The NSPCC reported that a result from coronavirus pandemic and the UK national lockdown "Child abuse referrals are up by nearly 80%". (BBC, 2020) In one's opinion these referrals are possibly up due to families being stuck at home and being unable to go out which can affect their mental health. Some parents may turn to drugs and alcohol to try and block out what's happening, and others may have gone in poverty meaning their living in poor conditions. All these factors can trigger different emotions, and can all have an impact on the way an individual reacts. If a parent is feeling stressed, or angry they may relieve that anger which means lashing out on the children. With the lockdown taking place and children not attending school then child abuse cases are being missed and the external support isn't as effective due to professionals working from home meaning face to face contact is limited. With all policies, procedures and frameworks evolved one feels that Wales has come a long way to try and minimize child abuse and prevent it from happening. However, with a global pandemic going on and children not being able to attend school I do feel more needs to be done in this situation as without the children keeping in touch and checking in with their teachers' cases are rising. Schools also need to do more with regards to when a concern has been logged, as one feels that there is no follow up information given to the member of staff to reassure them that the concern has been dealt with and the child is safe. Hopefully these things will improve in the future.

Rationale Reference List

Abby Projects (2016) *How does multi-agency working decrease the risk of abuse and neglect?*, Available at: [How does multi-agency working decrease the risk of abuse and neglect? – abbysprojects \(wordpress.com\)](https://abbysprojects.wordpress.com/2016/03/27/how-does-multi-agency-working-decrease-the-risk-of-abuse-and-neglect/) (Accessed on: 27th March 2021)

BBC (2020) *Covid: Child abuse referrals up nearly 80%, says NSPCC*, Available at: [Covid: Child abuse referrals up nearly 80%, says NSPCC - BBC News](https://www.bbc.com/news/health-55444444) (Accessed on: 27th March 2021)

PCSO (2020) *Police officers share personal experiences of domestic abuse, telling victims: “You are not alone”*, Available at: [Police officers share personal experiences of domestic abuse, telling victims: “You are not alone” | Avon and Somerset Police](https://www.pcsosomerset.co.uk/news/2020/03/27/police-officers-share-personal-experiences-of-domestic-abuse-telling-victims-you-are-not-alone/) (Accessed on 27th March 2021)

Hermes. A (2018) *Causes and Effects of Child Abuse*, Available at: [Causes & Effects of Child Abuse \(healthfully.com\)](https://www.healthfully.com/2018/03/26/causes-and-effects-of-child-abuse/) (Accessed on 26th March 2021)

McLoed (2020) *Maslows Hierarchy of Needs*, Available at: [Maslow's Hierarchy of Needs | Simply Psychology](https://www.simplypsychology.org/maslow.html) (Accessed on 24th March 2021)

NHS (2019) *What is CAMHS?*, Available at: [What is CAMHS? \(mymind.org.uk\)](https://www.mymind.org.uk/what-is-camhs/) (Accessed on: 27th March 2021)

NSPCC (Date Unknown) *Signs on Abuse*, Available at: [Identifying Child Physical Abuse & How to Prevent It | NSPCC](https://www.nspcc.org.uk/keeping-children-safe/what-to-do/signs-of-abuse/) (Accessed on 23rd March 2021)

School A (2020) *Child Protection Policy*, Website for this policy has been withheld due to confidentiality (Accessed on 24th March 2021)

School A (2020) *Safeguarding Policy*. Website not published due to confidentiality (Accessed on 17th February 2021)

Statista Research Department (2020) *Number of cruelty to children/young persons offences recorded in England and Wales, from 2003/03 to 2019/20* Available at: [Child abuse offences England and Wales 2020 | Statista](https://www.statista.com/statistics/1094444/child-abuse-offences-england-wales-2020/) (Accessed on: 23rd March 2021)

The Stationary Office, (2003) *Every Child Matters*, Available at: [A>4998-DfES-ChildrenGPaperCOV \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/49998/Every-Child-Matters.pdf) (Accessed on: 24th March 2021)

Unicef (Date Unknown) *The Convention on the Rights of the Child*, Available at: [The Convention on the Rights of the Child: The children's version | UNICEF](https://www.unicef.org/convention-on-the-rights-of-the-child) (Accessed on: 24th March 2021)

Welsh Assembly Government (2020) *School and community-based counselling operating toolkit*, Available at: [WG37758 Counselling Toolkit for Schools \(gov.wales\)](#), p.12 (Accessed on 27th March 2021)