

'No one noticed No one heard'

Children who experience abuse need a safe adult to notice the signs and indicators and ask them.



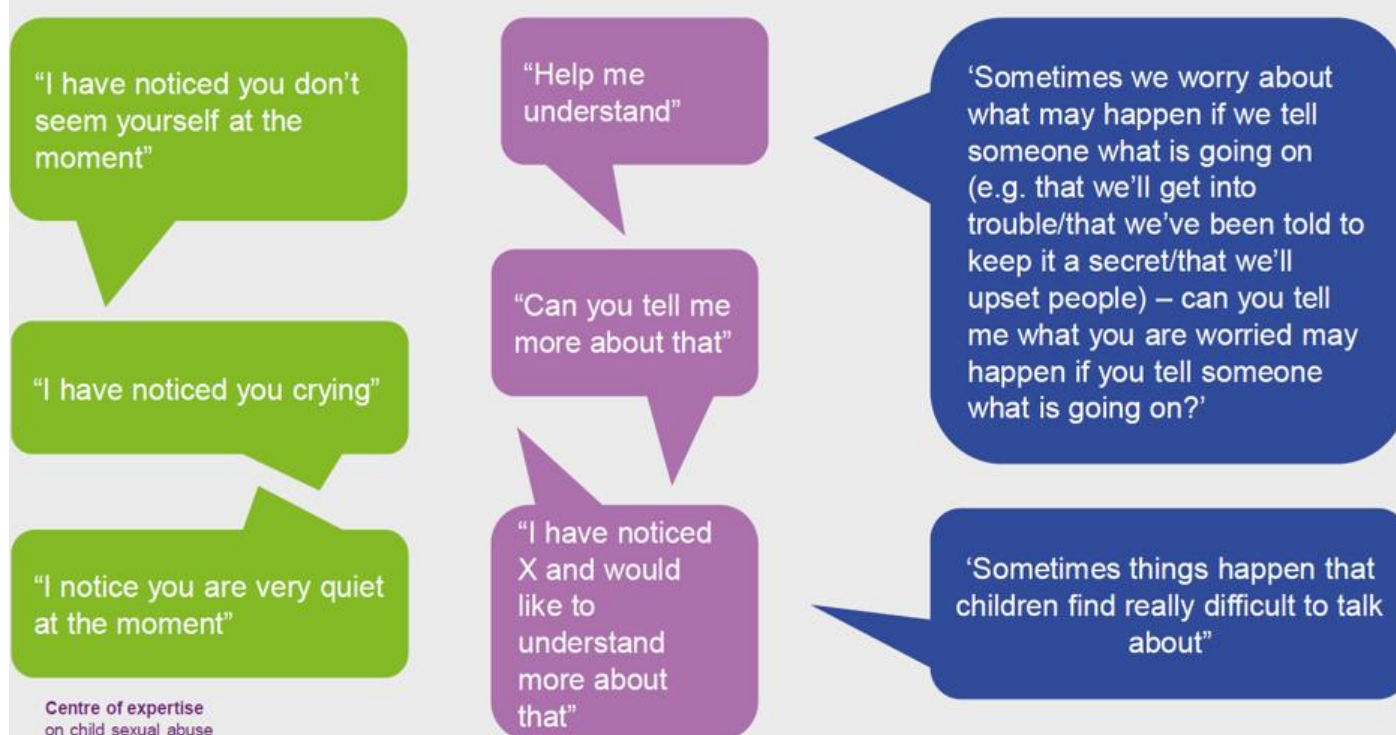
Core professional skills for communicating with children

It can help to repeat back what you have heard e.g. 'I hear you telling me (you don't want to go home/ you don't like xyz), Can you tell me more about that?'

'I'm pleased you have talked to me, thank you. You have done the right thing'.

Taking a graduated approach

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Remember it could lead to investigation, keep records clear and professional. If a student starts to tell and then stops - offer reassurances, signpost to other members of staff or to Childline.	
Do • Try to get to a quiet space (remember safer working and visibility – glass panel on door) • Reassure them they have done the right thing to tell & that it wasn't their fault. • Listen carefully & calmly, let the child guide the pace (note your body language, e.g. do not cross your arms) • Use open questions (tell, explain, describe, who, what, when, how, where, anything else you want to say?) It is ok to repeat back to clarify. • Listen more than you talk. Use 'Uh huh' 'Go On' to encourage. • Ask is there anything else you think I should know or haven't understood properly? Is there anything else you are worried about? How can I help you feel safe? You said about... tell me more about that? • Say what will happen next. 'I'm concerned about what you have told me so I need to talk to Ms/Mr X (the DSL) so that we can help; Make accurate notes using the child's words (any questions asked & the answers) • Inform the DSL immediately. • Arrange follow up check in with the child and keep them appropriately informed.	Don't • React strongly • Rush the child • Share personal experiences • Stop a child talking - they have chosen you to tell • Ask leading questions (that require a yes or no response). Use professional judgement with SEND, as direct questions may be needed for clarity. • Victim blame e.g. Why didn't you tell me before? Why were you on that website? Avoid why questions etc • Investigate or interrogate • Promise confidentiality • Interrupt or jump in too quickly with advice. • Automatically offer physical comfort, students may be uncomfortable with this. • Say you will make it better/fix it. • Gossip afterwards • Take photos of injuries—use the body map instead • Forget to record and report to DSL and check with DSL if any medical attention is required • Take on the responsibility of deciding if it's true or not – follow procedures and let others decide

What to do when a student reports abuse?

