



Penn Fields School Child Protection Policy

Boundary Way
Penn
Wolverhampton
WV4 4NT
T: 01902 558640

Introduction

This policy should be read in conjunction with the Penn Fields Safeguarding Strategy. The principles embedded in this policy also link into other policies relating to: Health and Safety, PHSE, Sex and Relationship Education, Anti-bullying, Staff Behaviour and Code of Conduct, Attendance, Substance Misuse (including drugs and alcohol), Racism and Homophobia, Educational visits and E-safety, etc.

See the separate Combating Extremism and Promoting British Values Policies. Please also read the Safeguarding Strategy which specifically covers Children Missing from Education, Child Sexual Exploitation and Female Genital Mutilation (FGM).

This policy sets out how the Governing Body of Penn Fields School is carrying out its statutory responsibility to 'safeguard and promote the welfare of children' in accordance with the Government guidance 'Working Together to Safeguard Children', 'Keeping Children Safe in Education' and Section 175/157 Education Act 2002.

This policy applies to all staff (teaching and non teaching), governors and volunteers, temporary and supply/visiting staff working in the school. It will be reviewed annually by the Governing Body. It is in line with the expectations of Ofsted which inspects safeguarding arrangements as part of the school's Leadership and Management and the requirements of the Local Safeguarding Children Board (LSCB).

Aims

- To ensure that all necessary internal and inter-agency child protection procedures are in place as required when children may be suffering or are at risk of 'significant harm'
- To give guidance to staff to ensure best practice
- To demonstrate the links with other relevant policies to safeguard the welfare of children
- To provide a clear statement of the school's responsibilities in the event of a concern about the conduct of a member of staff
- To identify key individuals and their specific roles

Principles

We recognise the fact that disabled children are more likely to be abused than non-disabled children. Since the start of 2010 there have been at least seven serious case reviews involving disabled children. Additional barriers include practitioners struggling to disentangle indicators of abuse or harm from the effects of a child's impairment (see Appendix 4 for additional information on children with SEN). This school recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe and trusting environment in which children can learn and develop. The policy applies to all children between the ages of 0-18 and the same protection principles apply to those young people aged 18 -19 whose care and education comes within the remit of this school.

The staff and Governing Body of his school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued.

We recognise that because of the day to day contact with children, staff in school are well placed to observe the signs of possible abuse and therefore need to be constantly vigilant.

This school recognises its responsibility to discuss with Social Care/Social Services or the Police any significant concerns about a child or young person which may indicate:

- **physical abuse,**
- **emotional abuse,**
- **sexual abuse or**
- **neglect,**

which are in accordance with the LSCB procedures. These concerns cannot be kept confidential. (See appendix 1 for definition of types of abuse).

Staff will be enabled to contribute to any assessment or meeting about the child held under LSCB procedures as required.

This school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including Child and Adolescent Mental Health Services, Education Welfare Service, Educational Psychology Service and other agencies/services coming into school to support individual pupils/groups of pupils.

The school will ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the school prospectus. The school's child protection policy is made available to parents on request and published on the school website.

The Designated Senior Person/Safeguarding Lead

- **The Designated Safeguarding Lead is a member of the Senior Leadership Team:**

Ms J Callaghan, Welfare Officer (DSL)

- The school has identified Miss E Stanley, Headteacher and Mr Roalfe, Deputy Head to act as Deputy Designated Safeguarding Leads (DDSL).
- In the absence of the DSL and the deputy DDSL the most senior member of staff in school will assume responsibility for any child protection matters that arise.

The DSL will co-ordinate action on child protection within the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff) know who

the DSL is and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with them. Also that they are all aware of what happens once a concern has been raised.

The DSL will initially telephone the Wolverhampton Multi Agency Safeguarding Hub. In collaboration with staff involved, a referral form must be completed within 24 hours (see appendix 2), detailing signs observed, action taken and outcomes of contact with other agencies. This form which is a Multi-agency Referral Form (MARF) must be sent as soon as possible to Wolverhampton Multi Agency Safeguarding Hub, either by Fax 01902 555 329 or secure email to:

candfcentralreferral@wolverhampton.gov.uk

Where appropriate the DSL will liaise with the DSL of the school(s) attended by other family members of the child causing concern in order to gather information to inform the referral.

The DSL will keep a written record of any actions taken as a result of concerns raised.

The DSL will ensure that the school's child protection policy is put on the agenda of the Governing Body once a year for discussion, monitoring, review and renewal. In this way the Governing Body authorises the DSL to carry out her responsibilities as outlined in the statutory Guidance.

The DSL or the DDSL should be available in school holidays to produce any required educational reports and to contribute to case conference.

Responding and Referring

Any member of staff who has concerns about the safety or potential abuse of a child must report their concerns to the Designated Safeguarding Lead **without delay**.

In accordance with local inter-agency procedures, the agreement of the child's parent for an external referral should normally be sought where possible. **However, if it is felt that seeking any such agreement would increase the level of risk of harm to the child, the matter will be discussed with Social Care and their advice sought first.** This must not contribute to a delay in making a referral.

The school will ensure that the relevant social worker is notified if there is an unexplained absence of any pupil who is currently subject to a child protection plan. When discussing concerns in respect of a child who is Looked After by the Local Authority the child's named social worker must be informed.

Contact details for a referral: Wolverhampton Multi-Agency Safeguarding Hub on 01902 555662 or 01902 555701. LSCB procedures and guidance can be found at:

<http://www.wolvesscb.org.uk>

Peer on peer abuse

Definition

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. However, if one child or young person causes harm to another, then this is abuse even when classed as bullying and **must be** tackled. Staff must recognise that children are capable of abusing their peers. (See appendix 1 for the different types of peer on peer abuse). Abuse should never be tolerated or passed off as 'banter' or 'part of growing up'. All staff must record any incidents of bullying on One Note. The DSL will monitor One Note every two to the three weeks to ascertain if any patterns or trends are occurring and will ensure that discussions around peer abuse take place at Senior Manager Team Meetings.

It is acknowledged that bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused. Where this occurs all staff should then notify the DSL and/or the relevant authorities. A discussion with the children's parents should take place. The relevant authorities are Wolverhampton Multi-Agency Safeguarding Hub on 01902 555662 or 01902 555701 or the police, particularly if the victim or the victims parent's wishes to make a complaint. Victims will be given the opportunity to access external agencies for counselling or similar support mechanisms. In discussion with the victim a school staff mentor will be identified to provide a listening ear and to act as an advocate where necessary.

Anti-bullying Ethos

Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms, cyber, racist, sexist, homophobic and gender related bullying (abuse). We keep a record of known bullying incidents.

Racist Incidents

Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Concerns relating to a member of the school staff or other person in a 'Position of Trust'

We take our responsibility for the welfare of children in our care extremely seriously. All schools are now required by Government guidance to have a Staff Behaviour Policy or Code of Conduct. This sets out the standards of personal and professional behaviour that are expected of all staff and volunteers. A copy is available for parents on request. Any concern about staff conduct that may suggest a risk of harm to anyone under 18 should be reported to the Headteacher, Chair of Governors, Social Care or the Police as appropriate without delay.

The Sexual Offences Act 2003 established a criminal offence of 'abuse of trust' affecting teachers and others who work with children and young people. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken. **Any sexual relationship with a pupil under 18 in the same school is an offence.** This legislation is intended to protect all young people in education who are under 18 years of age. 'Grooming' a child with a view to a future sexual relationship may also be an offence in this context, including inappropriate on-line contact.

The principle of equality embedded in the legislation applies irrespective of gender or sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously.

The Headteacher and Chair of Governors will act in accordance with procedures issued to all schools by the Local Authority 'Designated Officer' and the Department for Education. If the suspicion involves the Headteacher, advice should be sought from the Designated Officer and the Chair of Governors is to be informed immediately. If a complaint is made against the Chair of Governors then the Vice Chair of Governors must be informed immediately. Other school staff should assist parents to do this if required and anyone can contact the Designated Officer directly.

- The Designated Officer for this local authority is **Paul Cooper**
Safeguarding Children Service
Priory Green Building
Whitburn Close
Pendeford
Wolverhampton
WV9 5NJ
Tel: 01902 550477
Fax No – 01902 553048
- **The Chair of Governors is** Diane Morgan; 01902 558640

The Headteacher, Deputy Headteacher or Chair of Governors will attend any inter-agency meetings relating to allegations against staff. This is the forum for deciding what action may be necessary.

Parents and pupils are advised that it is now an offence to publish any details (including on social media) that may identify any teacher under investigation for alleged abuse until they are either charged with an offence or subject to formal disciplinary proceedings.

Use of physical interventions

There is an absolute ban on the use by any member of staff of any form of corporal punishment. This includes any physical contact which is deliberately intended to punish a pupil, or any action which is primarily intended to cause pain, injury or humiliation.

It is important to allow children to do what they can for themselves, but depending on age and circumstances it may be necessary for some physical contact to take place. Examples may include; a child who is hurt, safety issues such as the need to prevent a child hurting themselves or from running into the road and, helping some children with personal care and hygiene.

Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:

- a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b. causing personal injury to , or damage to the property of, any person (Including the pupil himself); or
- c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

School staff may also be empowered to carry out physical searches for weapons, illegal drugs, pornography etc. Actions by school staff must at all times be in accordance with guidance and procedures. In the event of searches or physical restraint being needed, parents will be informed the same day.

E-safety

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Children with learning disabilities are more vulnerable to Child Sexual Exploitation (CSE) than other children, facing additional barriers to their protection and to receiving support. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal through social networking sites, including 'cyber-bullying' and 'sexting'. We will alert parents and other agencies where appropriate when we become aware of any 'cyber bullying' or 'sexting' taking place. Through our curriculum we will continually educate all pupils about 'keeping themselves safe' when using any technology. If we become aware of pupils using networking sites such as 'Facebook' before they are at the legal age of consent to do so, we will make contact with social networking sites in order to close down these accounts.

Staff at this school have a legal responsibility to educate our pupils in the appropriate behaviours and critical thinking skills to enable them to remain both

safe and legal when using the internet and related technologies. It is also important to include parents as much as possible in this process given that most children have access to computers at home.

It is appropriate to take photographs of children to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents. Staff **must not** however use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children from this school.

Staff should not communicate with pupils through private email accounts, social networking sites, even on educational matters, but should use official email and networking sites sanctioned by the school. Staff should be circumspect in their private use of social networking sites and must not discuss school business or school issues on their personal social networking site or risk breaching confidentiality about the pupils.

Record keeping

Any member of staff receiving a possible disclosure of abuse from a child or young person, or noticing signs or indicators of potential abuse, will make notes as soon as possible (within the hour), writing down as exactly as possible using the child's own words, what was said or seen, putting the scene into context, and giving the time and location. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly. Children will not be asked to make a written statement themselves or to sign any records.

All records of a child protection nature (handwritten, typed or by electronic means will be given to the DSL for safekeeping). This includes child protection conference minutes and written records of any concerns. Access to any records will be on a 'need to know basis.' All records must be held separately from the main pupil file, and in a secure place (see appendix 3 for PF reporting form).

When a child who has had a child protection plan leaves the school and/or transfers to another school, the DSL will inform the child's new school immediately and discuss with the child's social worker the transfer of any confidential information the school may hold.

When pupils transfer between schools/colleges or move school part way through an academic year, all information about any past or current child protection concerns will, if possible, be sent confidentially to the DSL of the receiving school/college. Any records that cannot be passed on will be retained confidentially until at least the child's 25th birthday or as required.

Supporting the Pupil

The school will support pupils in accordance with his/her agreed child protection plan as required. The school will notify any concerns about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team.

We recognise that children who are abused or who witness violence may experience difficulties which impact on their sense of self worth. They may feel helplessness, humiliation and some sense of blame. Penn Fields may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. Penn Fields will endeavour to support the pupil through the content of the curriculum and the school ethos of valuing the pupil.

The Curriculum

Through the curriculum, staff will raise pupils' awareness and build their confidence and resilience so that they have a range of contacts and strategies to ensure their own protection and that of others, recognising that pupils need opportunities to develop the skills they need to stay safe.

Training

The Governing Body will ensure that all staff, both teaching and non-teaching, receive appropriate induction and regularly updated training to equip them to carry out their responsibilities for child protection effectively, as prescribed in government Guidance and in accordance with the expectations of the LSCB. The Governing Body will ensure that the Designated Safeguarding Lead attends appropriate training as required under national and local procedures.

Safer Recruitment of staff, governors and volunteers and maintaining appropriate background checks

The relevant current Guidance will always be followed in respect of creating a safer working environment in school. (It is a requirement in maintained schools to have at least one person specifically trained in Safer Recruitment on every appointment panel). This is intended to deter and identify anyone who may be unsuitable or pose a risk of harm.

These procedures may now allow for different levels of background checks according to whether or not the individual is primarily in an unsupervised setting or has only occasional contact with children. Evidence of all these checks (the Single Central Record or Register) will be maintained as required by the current Guidance.

Confirmation of policy

Name of school:

Governor signing (name and signature):

Date policy ratified by Governing Body:

Date to be reviewed:

Attached relevant supporting documents

Appendix 1

Safeguarding Children: Categories of abuse Definitions, Signs and Indicators.

Also Physical, sexual and emotional abuse are relevant to peer on peer abuse

THESE DO NOT 'PROVE' ABUSE. BUT IT SHOULD BE KEPT IN MIND AS A POSSIBLE CAUSE. IF YOU CAN'T RULE ABUSE OUT, RULE IT IN.

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely by a stranger. Children can also abuse their peers and is often categorized as 'bullying'. When reading this appendix staff must recognise that it is not just applicable to adults abusing children, it can also be peer on peer abuse

The four categories of abuse are

- physical abuse
- sexual abuse
- emotional abuse
- neglect

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. (This includes Female Genital Mutilation)

Physical harm may also be caused when a parent or carer feigns the symptoms of or deliberately causes ill health to a child who they are looking after. This situation is commonly described using terms such as Fabricated and Induced Illness (previously Munchausen's Syndrome by Proxy).

Possible signs of physical abuse

- Unexplained injuries, fractures, bites, bruises or burns, particularly if they are recurrent or in soft fleshy areas
- Improbable excuses given to explain injuries
- Refusal to discuss the causes of injuries
- Untreated and patterns of injuries/outlines of objects
- Disclosure of punishment which appears excessive
- Withdrawal from physical contact and/or aggressive behaviour
- Arms and legs kept covered in hot weather (excluding reasons of cultural dress)
- Fear of returning home
- Fear of medical help
- Self-harm
- Absconding/Running away

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person under 18 to take part in sexual activities, whether or not the child is aware of or consents to what is happening.

The activities may involve physical contact, including penetrative sex or non-penetrative acts. This may include non-contact activities, such as involving children in looking at, or in the production of pornographic material, (Internet), watching sexual activities, or encouraging children to behave in sexually inappropriate ways towards adults or other children.

Possible signs of sexual abuse

- Sudden changes in behaviour
- Displays of affection in a sexual way which is inappropriate
- Alleged promiscuity
- Regression to younger behaviour
- Inappropriate Internet use
- Tendency to need reassurance
- Genital or anal itching, pain or injury
- Distrust of adults
- Unexplained gifts of money/phones etc.
- Depression and/or withdrawal
- Apparent secrecy about social activities or the identity of "special friends"
- Wetting or soiling, day and night
- Sleep disturbances or nightmares
- Self-harm
- Chronic illness, especially throat infections and sexually transmitted diseases
- Fear of undressing, e.g. for sport
- Complaints about inappropriate sexual conduct by an adult

Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a child so as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

It may involve causing children to frequently feel frightened or in danger. They may be involved in witnessing domestic violence or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment.

Possible signs of emotional abuse

- Physical, mental, emotional or developmental delay
- Disclosure of domestic violence
- Disclosure of punishment which appears excessive
- Over - reaction to making mistakes or fear of punishment
- Continual self- deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate responses to disciplinary situations
- Neurotic behaviours and anxieties
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug or solvent abuse
- Disclosure of inappropriate punishments and unfair treatment
- Compulsive attention-seeking

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs of neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems or unmet special needs
- Low self-esteem
- Neurotic behaviours and anxiety
- Being left alone to excess or with care of other children
- Running away
- Unexplained weight loss
- Compulsive stealing of food or scavenging

Appendix 2



WOLVERHAMPTON SAFEGUARDING CHILDREN BOARD

Multi-Agency Form (MARF) For Referrals to the Multi Agency Safeguarding Hub (MASH)



This form should be completed when making a referral to the Multi-Agency Safeguarding Hub (MASH) for specialist support. All referrals should initially be made by telephone to **01902 555392** and then confirmed in writing immediately, and no later than 24 hours later using this form. **Please ensure that ALL FIELDS ON THIS PAGE ARE COMPLETED IN FULL.**

The completed form should then be sent to:

candfcentralreferral@wolverhampton.gov.uk; or
candfcentralref@wolverhampton.gcsx.gov.uk (Secure Email) or post to: **The Multi-Agency Safeguarding Referral Hub (MASH), Civic Centre, St Peters Square, Wolverhampton, WV1 1RT,**

For referrals outside of office hours, please telephone the Emergency Duty Team (EDT) on **01902 552999.**

CONSENT

Are parents/carers aware of the referral to the MASH? Yes No Written/verbal (please delete)

Has consent been obtained from the parent/carer to share information?

If consent has **NOT** been obtained, please record the reason/s for this:

**Do you consider that the child/young person is at
IMMEDIATE RISK OF HARM?**

Yes

No

Child/ Young Person Details				
Forenames:		Surname:		
Address:		Telephone Number:		
Date of Birth:		Gender: Male Female		
EDD if unborn baby / Hospital where booked:				
Ethnic Origin:				
1 st Language :		Religion/ Belief:		
Parent /Carer Details				
Person 1		Person 2		
Forename:		Forename:		
Surname:		Surname:		
DOB:		DOB:		
Relationship		Relationship		
Address:		Address		
Telephone Number:		Telephone Number:		
First Language:		First Language:		
Is an Interpreter/Signer required? Yes No Don't Know		Is an Interpreter/Signer required? Yes No Don't Know		
Other Household Members				
Forenames	Surname	DOB	Relationship	Also referred? Y/N
				Yes No

Are you aware of any of the following issues in the household?(tick as appropriate):

Domestic abuse Substance misuse Disabilities Learning
 difficulties Mental illness Offending behaviour

Details of your concerns: (including how these concerns may affect parenting ability or the safety of children).

Details of referrer

Name			
Designation			
Address			
Post Code	Tel No:	Mobile No	
Email address			
Date of telephone referral if applicable			

Are you aware of any other agencies involved e.g. School Nurse, CAMHS, YOT

Name	Designation	Address	Tel

Reason for Referral

Please use the following headings to structure your referral and identify how a referral to Children’s Social Care will address the issues you have highlighted and lead to an improvement in the situation

Presenting concerns (please describe the incident or circumstances that have led to a referral being made)

Development of child – health, behaviour, family relationships etc.

Safety and protection, emotional warmth, stimulation

Family and environmental – functioning and well-being/Other factors (e.g. issues related to: alcohol misuse, drug misuse, domestic violence, mental health problems, learning difficulties, offending behaviour/imprisonments and offences against children, any significant history)

Please outline any services that have been provided to address any previous concerns prior to this referral.

Has an EHA been completed? Y/N	If Not, Why not?
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If yes, please attach a copy and identify the lead professional and their contact details:	
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Have you discussed this referral with your designated child protection officer or your line manager?

Yes No

Signed	
Print name	
Designation	
Date	

Appendix 3

PENN FIELDS CHILD PROTECTION REPORTING FORM

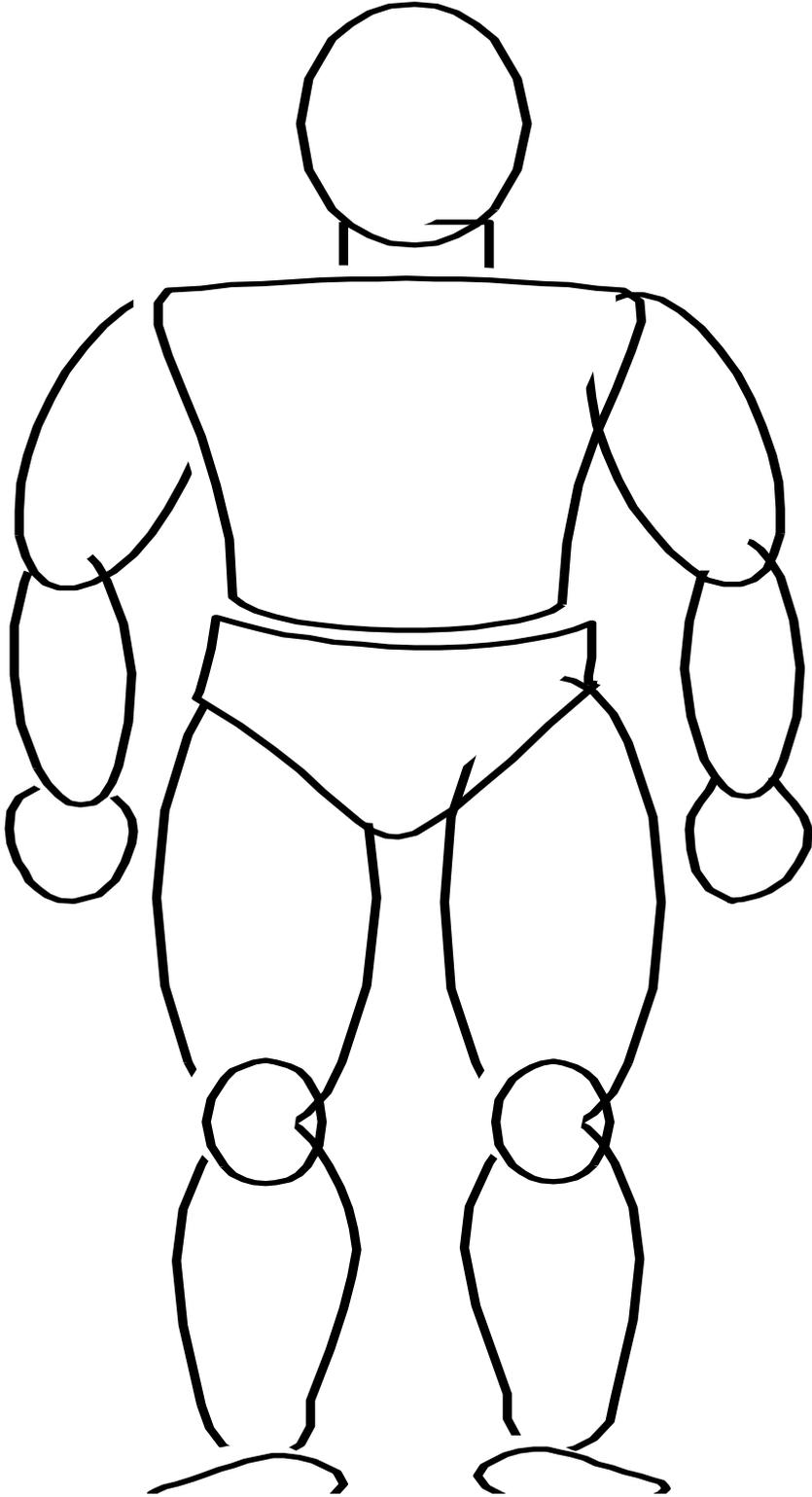
Student Name:		Date of Birth
Address & Telephone Number		
<p>Please give as much relevant detail as possible. If a student is disclosing use the language the student uses. Complete this form as soon as possible after incident or disclosure. (Do not leave overnight) Ensure that every sheet has been signed and the time/date is indicated clearly</p>		
General Information e.g. family set up, child looked after, preferred communication etc.		

Concern/Incident/Disclosure

Signature Completed Print name	Date and Time Report
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Report received from	Signature Date and time
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Date	Time	Action



Appendix 4

Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- Communication barriers and difficulties
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
- A disabled child's understanding of abuse
- Lack of choice/participation
- Isolation