



06.2 Types of Abuse

Child Abuse In relation to children, safeguarding and promoting their welfare is defined as:

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

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2018) which is also defined in the 'Keeping Children Safe in Education' (2021) Statutory Guidance. Details of this can be found in Appendix A at the rear of this document.

Signs of Abuse (Child Protection)

Openwoodgate Pre-school understands that there are indicators of child abuse; however, these should not be considered as a definitive list, but used when considering the possibility of abuse in children. A full explanation of indicators is in Appendix B.



Specific Safeguarding Issues

Openwoodgate Pre-school will endeavour to ensure their staff are familiar with and have processes in place to identify, report and monitor the specific safeguarding issues that are pertinent to and current for their family context and community. They will recognise that safeguarding issues may not be specific to individual children but impact on the whole family context.

- Bullying, including cyber bullying and cyber crime
- Child Sexual Exploitation (CSE) as defined by Working Together 2018
- Children at risk of criminal exploitation (CRE) as defined by local safeguarding partnership procedures
- Child sexual abuse within the family
- Compromised parenting, particularly in relation to babies and very young children
- Domestic abuse and teenage relationship abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Forced Marriage, Female Genital Mutilation (FGM) and breast ironing
- Gangs, youth violence and trafficking
- Gender based violence/Violence against women and girls (VAWG)
- Hate including race hate, discrimination including LGBTQI+
- Mental Health
- Missing children and vulnerable adults
- Online abuse/Sexting/Harassment
- Private Fostering
- Preventing Radicalisation
- Substance and alcohol abuse

In understanding the signs and indicators of specific issues listed earlier in this policy, Openwoodgate Pre-school will incorporate the signs of abuse and specific safeguarding issues, that are pertinent to and current for our community and families, into briefings, staff Induction training, and ongoing development training for all Staff. The early years setting will also access broad Government guidance, local procedures, strategies, and tools through the Local Safeguarding Partnership. The Designated Safeguarding lead will use the information available to them on Derbyshire Schoolsnet to help all staff develop the knowledge and understanding pertaining to national and local emerging concerns.



Domestic Abuse

Domestic Abuse is rarely a one-off incident, but a pattern of power and control. It is any threatening behaviour, violence or abuse between adults who are, or have been in a relationship, or between family members. It can be psychological, physical, sexual, financial, or emotional abuse.

Children living with Domestic Abuse in their home or who are caught up in incidents of Domestic Abuse, are victims, and this can seriously harm children and young people. Some children are physically harmed as they can get caught up in the incident, some children are witnesses to the abuse, or hear the abuse. The impact on children living in a household where there is Domestic Abuse is likely to influence their development and social skills. We will treat any disclosure of information relating to Domestic Abuse as a Safeguarding concern and we will follow local Safeguarding Procedures.

We acknowledge the Domestic Abuse Act 2021 and will work with its new powers when working with our staff, and all children and their families where we believe domestic abuse is a feature and children are living with domestic abuse.

Emotional/Mental Health and Wellbeing

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

We acknowledge many children will have periods of feeling anxious, afraid, upset and can develop phobias, but some children will experience this more frequently.

Undertaking a coordinated and evidence-informed approach to mental health and well-being leads to improved emotional health and well-being in our children, and greater readiness to learn, improved attendance, attention, behaviour, and attainment.



If staff have a mental health concern about a child we will respond to the child, inform, and discuss our concerns with parents/carers and seek ways to support the child in and out of our early years and childcare setting.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, this early years and childcare setting will provide information and signposting services to children and parents and assist with the teaching of emotional health and wellbeing to children in our curriculum.