# Daisy Chain Protocol on how to act in case of unwanted behaviour/ sexual harassment or abuse by an employee or suspected abuse at home and the safeguarding of children and their protection.

This document has been written by Mrs SL Stocktonand reviewed by staff, board members and the playgroup independent supervisor.

It was approved by Mrs SL Stockton after the review process and includes any agreed amendments to this the first edition dated 26 May 2014

Amendments

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All suggestions for amendments are to be addressed to:

Mrs SL Stockton

This protocol is based upon chapter 17 of the national protocol, which was made in cooperation with the Mogroup, the association of entrepreneur’s in childcare and the national platform Peuterspeelzaalwerk (child playgroup). It deals with how to react in the situations as described in the policy statement and is a derivative of the Protocol suspected child abuse by the JSO expertise centre for youth, society and education, “Preventie Childabuse Haaglanden (2005).”

The notification procedure is based on the Organisational Structure of the playgroup.

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[This is taken in part from the UK government website and in part from the NSPCC. I have amended some of the text for ease. Though not a pleasant subject, it’s important in this day and age to have an understanding of the issues and subject matter. We at daisy chain have strict policy guidelines on this and are bound by law to report any cases or suspicions to the Dutch authorities. 23](#_Toc482043406)

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## Statement of intent

At the Daisy Chain Playgroup we will work with children, parents and the wider community to ensure the safety of children and to give them the very best start in life and protect them from harm.

The Playgroup is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with Dutch agencies in accordance with the procedures that are set down in the ‘Landelijk model method kindermishandeling’.

## Aims and Method

We carry out the following procedures to ensure that we build a 'culture of safety' in which children are protected from abuse and harm:

Our aims are to carry out this policy by:

### Staffing and volunteering

1. Our designated staff member who co-ordinates child protection issues is the Lead teacher.
2. Our designated person who oversees this work is the playgroup Supervisor.
3. We provide adequate and appropriate staffing resources to meet the needs of children.
4. We ensure all staff and parents are made aware of our safeguarding policies and procedures.

### Vetting and Security

1. Applicants for posts within the setting are clearly informed that the positions are only available for persons with a qualified diploma (as mentioned in the CAO-Kinderopvang) and a ‘Declaration of good conduct’ (Verklaring omtrent het gedrag).
2. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
3. Volunteers do not work unsupervised and are not left alone with the children.
4. We abide by the law in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
5. We take security steps to ensure that we have control over who comes into the setting so that no unauthorized person has unsupervised access to the children.

### Planning

The layout of the rooms allows for constant supervision. No child is left alone with staff in a one-to-one situation without being visible to others. See four eyes principle.

### Responding to suspicions of abuse

We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.

When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.

Where such evidence is apparent, the staff will make a dated record of the details of the concern and bring this to the team leader. The team leader will, if appropriate, discuss what to do with the supervisor or any other person/agency she deems appropriate. The information is stored on the child's personal file.

We refer concerns in accordance with our guidelines to the “**Veilig thuis Haaglanden**” and co-operate fully in any subsequent investigation:

NB In some cases this may mean the police or another agency identified by “Veilig thuis Haaglanden”.

### Making a referral to the “Veilig thuis Haaglanden”.

The ‘Landelijk model method kindermishandeling’ gives detailed information about what to do in case of suspicion of abuse. We follow the guidelines given by this model and the guidelines written in our Playgroup’s policy.

All members of staff are familiar with the guidelines and follow the procedures for recording and reporting.

### Informing parents

The team leader/supervisor will review the initial information and if needed consult with others for guidance. They will then inform:

The Parents (normally the first point of contact)

Or

If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where this could bring the child in danger, for example if we suspect that the parent(s) are abusing their own child.

If the parent(s) is/are the likely abuser(s)“Veilig thuis Haaglanden”will inform the parents.

## Curriculum

We introduce key elements of child protection into our program to promote the personal, social and emotional development of all children, so that they may grow to be 'strong, resilient and listened to' and so that they develop an understanding of why and how to keep safe.

We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.

We ensure that this is carried out in a way that is developmentally appropriate for the children.

See below for a more detailed explanation.

### Promoting children's right to be strong, resilient and listened to by:

1. Creating an environment that encourages children to develop a positive self-image.
2. Encouraging children develop their sense of independence.

### Building self-confidence and giving children the vocabulary to resist inappropriate approaches:

1. Helping children to establish and sustain positive relationships within their families, with peers, and with other adults.
2. Working with parents to build their understanding of and commitment to the principles of safeguarding all our children.
3. We work with the ‘Landelijk model method kindermishandeling’ and ensure all staff is familiar with what to do if they have concerns.
4. We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the Playgroup and social services to work well together.
5. We notify the Gemeente Den Haag of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
6. If a referral is to be made to “Veilig thuis Haaglanden”, we act within the area’s safeguarding children and child protection guidance and after consultation in deciding whether we must inform the child's parents at the same time

### Introduction

This protocol advises the steps to be taken and how to handle a case of any (suspected) unwanted behaviour, more specifically, sexual harassment by an employee of the playgroup or suspected abuse of any type at home. It is important that everyone involved understands these protocols and the need to deal thoroughly and with sensitivity in any case of such a difficult emotional situation.

The protocol gives support to all involved and its application legitimizes every step taken in reaction to a suspected incident ensuring full compliance with the regulations as laid down by the governing authority of the gemeente/local council and other statutory authorities. In addition it also assists those involved by giving guidance, information and help.

The importance of having this protocol is paramount, it reassures the parents that the staff of the playgroup check that all is well and no inappropriate behaviour would go unnoticed and procedures ensure this is concept is adhered too. In addition it shows the official bodies that we have in place procedures to follow and are in compliance with mandatory rules and regulations. (The four eyes technique is followed whereby staff monitor each other’s dealings with the children, **see below**) it ensures staff understand the do’s and don’ts in this area and gives the different organisational structures within the playgroup clearly defined and approved codes of conduct and procedure. During any interaction with the children the primary and overriding protocol is that of their safety and well-being. In group activities all focus is to be on the children. In cases were the teacher and child are together, for example nappy changing, then additionally other team members are to observe so that no unwarranted activity can take place and the activity taking place is not behind closed doors. To assist, when the children go to the toilet the door is open to aid observation.

**The Four Eye Principle** 

An incident of this nature is to be handled with sensitivity and delicately, it will be charged with lots of emotions, from the person accused, from other staff and of course the parents. The feelings of all need to be understood, the accused, guilty or not, will have to deal with feelings of frustration, anger and embarrassment. Other Team members will also feel angry, guilty, powerless or in denial. It is important that such emotions are set aside so as not to impede the actions to be followed. Emotions do need to be addressed by those best qualified to do so.

The consequences of unwanted behaviour or suspected unwanted behaviour can be huge, negative consequences for self-image and self-esteem and the trust in others are damaged. For the victim they often find it very difficult to talk. The fear of not being believed and negative consequences play a big part. Counselling will be needed.

Whilst this protocol deals primarily with abuse by an employee, Daisy Chain staff also monitors the children and note any bruises etc. which may be indicative of abuse. Should any suspicion be raised the staff will continue to monitor, inform the supervisor and then approach the board. Should it be deemed appropriate the Gemeente will be approached for guidance and advice as below.

## Reporting

In the case of any abuse it is a **mandatory obligation** that the team leader will inform the local authority inspector in writing of this. In the absence of the team leader or if the team leader is at fault another staff member will bring this to the attention of the group supervisor who will then inform the inspector in writing.

## The Dutch Definition of Child Abuse and Domestic Violence

## In the Dutch protocol it is this part (p 14, handleiding meldcode):

## In Dutch

Definitie Kindermishandeling en huiselijk geweld

Kindermishandeling is elke vorm van, voor de minderjarige, bedreigende of gewelddadige interactie van fysieke, psychische of seksuele aard, die de ouders of andere personen ten opzichte van wie de minderjarige in een relatie van afhankelijkheid of van onvrijheid staat, actief of passief, opdringen waardoor ernstige schade wordt berokkend of dreigt te worden berokkend aan de minderjarige in de vorm van fysiek of psychisch letsel (Wet op de jeugdzorg, 2005).

Huiselijk geweld is geweld dat door iemand uit de huiselijke of familiekring van het slachtoffer wordt gepleegd. Hieronder vallen lichamelijke en seksuele geweldpleging, belaging en bedreiging (al dan niet door middel van, of gepaard gaand met, beschadiging van goederen in en om het huis). De combinatie van kinderen en huiselijk geweld betekent altijd kindermishandeling. De handelwijze bij huiselijk geweld is hetzelfde als bij kindermishandeling of een vermoeden daarvan.

**In English**

Definition child abuse and domestic violence

Child abuse is any form of threatening or violent interaction of a physical, psychological or sexual nature, towards the minor by the parents or other persons for whom the minor is in a relationship of dependence or a lack of freedom, active or passive, force, causing serious harm or threatening to the child in the form of physical or psychological injury (law on youth care, 2005). Domestic violence is violence committed by someone from the domestic or family circle of the victim. This includes physical and sexual violence, stalking, and threat (whether or not by means of, or accompanied by, damage of goods in and around the house). The combination of children and domestic violence always mean child abuse. The approach for domestic violence is the same as child abuse or a suspicion thereof.

## What does the term “unwanted behaviour” mean?

Unwanted behaviour can be verbal, physical or other non-verbal behaviour. This behaviour can be both intentionally or unintentionally. Those confronted with it find it unwanted and unpleasant.

“Unwanted behaviour means every action by a group or by an individual towards someone, who feels these actions to be hostile, humiliating or intimidating.”

The following forms of behaviour can be classed as unwanted behaviour:

* sexual harassment
* aggression and/or violence
* bullying
* discrimination

Definition of these terms is difficult because bullying can be a form of sexual harassment, discrimination can be a form of aggression, etc.

In judging if situations or behaviour of persons can be considered intimidating or threatening, subjective factors play a leading role. Someone’s experience as well as someone’s norms and values determine in the end if behaviour is unwanted. How someone experiences certain behaviour should always be born in mind when analysing problems with unwanted behaviour. In a playgroup it’s often the parents that determine if behaviour is unwanted, or colleagues determine if behaviour is unacceptable. It is important to stay as close as possible to the experience of a child to determine if the actions are unwanted behaviour.

### Sexual harassment

 “Sexual harassment is undesirable sexual alignment, request for sexual graces or other verbal, non-verbal or physical behaviour. This feelings the one who is the victim, (irrespective of sex and/or sexual preference,) experiences are ones of undesirability and unpleasantness. Sexual intimidation can be both intentional and unintentional.”

Examples of verbal sexual intimidation:

* Forms of address: Erica when speaking to children addressed them with “Hey hot stuff!”
* Ambiguities: “have you a little pussycat?”
* Invitations with ulterior motives: “You can participate with us, if we can see your pants".

Examples of physical sexual intimidation:

* hand being placed where they don’t belong, such as back caresses, grips, on lap , pressing against them , caress, rape;
* caressing private parts, or touching above or under clothing;
* to strip/undress when not needed

Examples of non-verbal sexual intimidation:

* certain manners of looking at the child, focusing on areas of the body, to glance at; to strip a child with the eyes
* confrontation with (child) pornography
* Giving condom or nickers as a gift.

###  Aggression and violence

Aggression and violence in the playgroup:

Situations in which a child is harassed mentally or physically, threatened or attacked under circumstances which are related direct to the child centre.

Examples of aggression and violence on the playgroup are:

* physical violence: kicking, beating, wounding, grasping
* mental violence: blackmail, irritating, pursuing, humiliating
* verbal violence: to scold, torment, threat

## Bullying

Bullying in the playgroup:

 “systematic exercising mental, physical or sexually violence by one person or group towards generally someone else, who is not able , or no longer able to defend themselves”

Examples of bullying:

* mentally: loudly laugh or shout if someone comes in, ignore, continuously interrupt, giving condemnatory looks or gestures, sighing loudly, spreading rumours, gossip, threaten, making look ridiculous
* physical: mistreat or torture
* Sexually: obscene abuse, sexual requests or putting hands where they don’t belong, assault, rape.

## Discrimination

“To deliberately offend in public, either orally, in writing or by way of an image, people because of their sex, race, religion or philosophy of life.”

Discrimination can be based on looks, skin colour, belief conviction, sex, sexual preference etc.

In accordance with the law it is essential that every employee can present a proof of good behaviour from the Police if working with kids. This is a pre-requisite by Daisy Chain for all full time volunteers. This can have a preventive effect in regarding unwanted behaviour and sexual intimidation.

## Sexual Intimidation

Sexual intimidation is a severe form of sexual harassment.

### Prohibition of sexual abuse

The employee will refrain from treating a child in a manner which damages the child’s dignity and in a manner of a sexual nature. Sexual and intimate relations in any contact with the child are under no circumstances allowed and are considered as sexual abuse. This includes amongst others a prohibition to touch a child in such a manner that the employee will experience this contact as sexual or erotic. The employee can never join sexual liaisons with a child, even if a child desires such or invites him/her to do so.

## Notification procedure by the Daisy Chain Playgroup

The law on the child welfare states that when an employee of an institution has a suspicion that an employee of the same institution is guilty of undesirable behaviour or sexual abuse or he/she hears about it, they has an **obligation under the law** and must directly communicate this suspicion to the team leader/supervisor.

 The team leader/supervisor has the duty to inform the relevant authority immediately of this.

### Notification by a child

If the report of sexual intimidation, assault or rape comes from a child, the first and most critical action is to relief and support the child. The person who hears from the child initially must never promise secrecy and is obliged to report this to the team leader or supervisor. They must act discreetly and with sensitivity and informs the other staff, who likewise behave in the same fashion. If the parent/guardian of the child is a staff member, they should be informed separately. The employee must always report to the team leader/supervisor. Beside the lead authority other agencies to assist can be called upon for aid if necessary. The parents of the child are informed. Support for the parents must be arranged. Guaranteeing the feeling of security of the child is main point of these actions.

### Notification by a parent

If the report comes from the parents, there will have to be an investigation based on the information the parents have provided. The person who receives the report is obligated to report this to the team leader/supervisor. They must act discreetly and with sensitivity and informs the other staff members, who likewise behave in the same fashion.

### Notification by an employee

When an employee observes sexual abuse by a colleague or suspects such abuse has taken place, he/she is responsible for reporting this to the team leader/supervisor. They must act discreetly and with sensitivity and inform the other staff members, who likewise behave in the same fashion. The employee who reported the incident or suspicion will have support offered.

### Notification by someone else

If the report comes from a third party, it should also be investigated based on the information they have. The person who receives the report is obligated to report this to the team leader/supervisor. They must act discreetly and with sensitivity and informs the other staff members, who likewise behave in the same fashion.

## Measures to be taken as a result of an allegation or incident

In all cases the relevant people are to be informed as soon as possible of any allegation or incident. They are obligated to take all necessary measures with respect to:

1) Assisting in the support of both child and parents,

2) Shielding of the child from the possible suspect

3) Establishing an investigation

Support for the child and parents.

* Contact the official agencies for assistance, guidance and specialised help.
* In consultation between parents, the playgroup, and involved agencies, determines what is the best support plan for the child and parents.
* The lead person of the combined team will inform the parents of the possibility of reporting the incident to the police.
* The lead person or another designated member keeps in contact and shows involvement and informs the parents regularly concerning the progress of the research and other matters which are important for the parents.

### Support to families

The Daisy Chain Playgroup believes in building trusting and supportive relationships with families and staff in the group.

The Playgroup makes clear to parents its role and responsibilities in relation to Child Protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with “Veilig thuis Haaglanden”.

The Playgroup continues to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.

We follow the ‘Landelijk model method kindermishandeling’ in relation to the:

* 1. Playgroup's designated role and tasks in supporting the child and the family, subsequent to any investigation.
	2. Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the procedure and only if appropriate under the guidance of the ‘Landelijk model method kinderopvang’.

## Shielding the child from the alleged perpetrator

* The investigating team decides if in the interest of the child the alleged suspect pending the outcome of the investigation is put on non-active or is suspended leave.
* A member of the team will act as a contact person to the employee concerned to keep them updated and also offer support and counselling.

## Conducting the investigation

1. The team ensures a careful recording of all of the data and opens a file.

2. In consultation with the Supervisor, the team after consulting the parents decides if an internal investigation is carried out firstly or if the Police should be informed immediately. If an internal investigation is done, the team seeks advice from the police. Parents can also decide of course to immediately involve the Police. In this case, the internal investigation takes place in close cooperation with the police.

3. The leader of the team appoints a committee of investigation within 2 working days after the incident report. The committee consists of 3 persons, two internal and one external expert. The members of the investigating committee have to ensure they maintain a strict confidentiality regime, on account of their responsibility as members of the investigation committee and thoroughly and diligently gather all data.

4. The committee conducts the internal investigation and recommends to the team the findings of their research and which measures they deem appropriate to take.

5. The period for internal research is to be a maximum of 3 weeks.

## Procedure of investigation

a. The committee asks the parents to tell them how the child is reacting and what changes have been noticed by them. If the child is able to say what happened, and the experts and parents agree that the child will not be further traumatised they should listen to the child’s description of events. It should be ensured that this is done by an expert.

b. The committee also hears the employee’s concerned account of what took place, and record what is said. The employee is informed of further steps in the procedure, which may follow

c. The committee conducts conversations with all persons involved within the maximum timeframe of 2 weeks after being called upon to investigate. On the basis of these conversations the committee advises the team concerning the provisional findings and actions to follow for the child and the employee.

d. A written report is made of the conversations which must be approved by the interviewed or signed on the child’s behalf by the parent/guardian.

e. All reports are collated and accompanied with the committee’s recommendation, and are handed over to the team. **This information is secret.**

### Recording suspicions of abuse and disclosures

Where a child makes comments to a member of staff that gives cause for concern (disclosure), or a staff member observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect that member of staff will inform the appropriate person as detailed in these guidelines and at the time:

Listens to the child and offers reassurance and gives assurance that she or he will take action;

Does not question the child;

Makes a written record that forms an objective record of the observation or disclosure that includes:

The date and time of the observation or the disclosure;

The exact words spoken by the child as far as possible;

The name of the person to whom the concern was reported, with date and time and;

The names of any other person present at the time.

These records are signed and dated and kept in the child's personal file which is kept securely and confidentially together with any other related material.

### Allegations against staff

We ensure that all parents know how to complain about staff action within the Playgroup, (which may include an allegation of abuse (the Complaints Procedure)

We follow the guidance of the Complaints Procedure when responding to any complaint that a member of staff has abused a child.

We respond to any disclosure by children or staff that abuse by a member of staff may have taken, or is taking place, by first recording the details of any such alleged incident.

We refer any such complaint immediately to the “**Vertrouwensinspecteur van de Inspectie van het Onderwijs”** to investigate:

We co-operate entirely with any investigation carried out “Vertrouwensinspecteur van de Inspectie van het Onderwijs” conjunction with the police as given in this document.

Where the investigative team and “Vertrouwensinspecteur van de Inspectie van het Onderwijs” agree it is appropriate in the circumstances, the team leader will suspend the member of staff on full pay, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

### Confidentiality

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the ‘Landelijk model method kindermishandeling’.

### Disciplinary action

Where a member of staff is dismissed from the setting because of misconduct relating to a child, we notify the police department in Den Haag:

Phone: 0900 – 8844.

## Measures undertaken as a result of the investigation

### Rehabilitation:

When the team concludes that there is, on the basis of the conducted investigation, no reason that undesirable intimacies/sexual abuse has taken place, the employee who is suspended for the duration of the research or has been put on non-active leave will be re-establish in their post by the team leader in honorary.

### Warning:

The team can decide to give a written warning, advising the employee that any recurrence will have a severe impact for the employee.

### Suspension volunteer agreement:

When the team observes that on the basis of the conducted investigation, unwanted behaviour has taken place, the team will take measures to cancel the employee’s employment and deny the employee access to the playgroup.

### Informing the Police and Judicial authorities:

The team will, when the report of the investigating committee confirms formally that sexual abuse took place inform forthwith the police and other official agencies as required.

## Dealing with Media

If an incident takes place the chances are high that the media will also hear about it.

The team is recommended to think of how to deal with the media in advance in such an eventuality. Preferably one team member will be appointed to maintain contact with the media and issue statements if and when appropriate.

### Some points in dealing with the press:

* By informing the press yourself you have more control over what they hear.
* Appoint a fixed, preferably experienced person to maintain those contacts with the press. A person not involved in any investigation and therefore removed from the case might be best. Ask the police to advise in this.
* Prepare your statement in advance and read from it. Select: who do we speak to and who not?
* Note conditions: for example questions in advance on paper, think carefully before answering any question. Ask to see text for any publication in advance.
* When is the press informed? Not before staff, parents and children have been well informed.
* What is our benefit of discussing questions from the press? What is desirable, what is necessary?
* Stay in an open communication within limits: tell the truth, limited to the actual facts. Don’t give names, stay focussed.
	1. Make sure you have time to prepare:
	2. Don’t go live immediately,
	3. Be allowed to see the questions in advance,
	4. Avoid direct phonecalls,
	5. Arrange an appointment later that day.
* Don’t be in contact with the press alone: prepare the message with others, take someone along or let them listen, evaluate together.

## Informing the involved

###  Informing the team

* An important step is to inform all the members of the team. They must be all informed and kept in the information loop. Everyone must sing from the same song sheet. In addition :
* dealing with the shock
* dealing with questions and comments by the parents;
* dealing with questions and comments from outside
* To keep an eye open for possible other victims.
* All staff should deal with the situation in the same way.

Do not underestimate the loyalty of employees towards the accused colleague. Experience shows that colleagues chose the side of the adult over a child, in doubtful situations especially in case of sexual intimidation. Reports of sexual intimidation seldom rely on observed facts by adults. In general the adult must rely on the word of the child. Belief and disbelief, allegiance with respect to the colleague or the child, can split up a team and create division. It is important to tell the team members that they don’t have to decide what is true or false. They are, however, responsible for the well-being and the security of the children.

### Points of interest and considerations in informing the team

* Make sure all team members and the investigating committee is present.
* Make sure all team members can be present. The accused will not be present, but will later have to be informed about the overall content.
* Determine which other employees must be invited
* Inform absentees and sick colleagues personally what has been discussed.
* Consider if outside experts should be present.
* Invite the team members personally.
* Inform during the meeting, actual information on how the investigation is progressing and steps taken so far and the steps to be taken. Make clear the expectations required by the team members.
* Allow emotions, questions and letting off steam. (But Control)
* Make agreements on how to deal with the outside world: - refer to the appointed team member in case of questions, - no judgements to the press, - no contact with the accused.
* Organise psychological support if necessary

### Informing the other parents

* A difficult, but necessary step is to inform the other parents. Parents are entitled to information, especially if their child is also a possible victim.
* Sometimes there can be considerations to not inform the parents (yet):
* Parents of a victim require confidentiality.
* Police asks for confidentiality. Consult the police whether the information of the parents can be withheld.

### Points of interest and considerations in informing the parents:

* Inform parents in writing and orally.
* Determine which parents must be invited for a parent evening. The parents of the kids which are now in the group of the accused, the parents of the kids which have been in the group previous years, all kids' parents if the accused is someone dealing with all kids.

### The size of the group to be informed

Make sure that the parents of the victims are informed of this evening to come. Talk to them about what information is given.

 Invite experts to give answers to questions, for example police, youth doctor/youth nurse, person to talk to in confidence.

Invite parents in writing; do not give letters to children to take home.

Take into account language problems with foreign parents.

The leader of the meeting is preferably the leader of the investigative team. The investigating committee and experts should possibly sit beside him/her. Discuss in advance who does what.

Give actual information taking privacy of people concerned into account.

 Point out which steps have been taken and and which will follow.

Point out where parents can go if they suspect their child to also be a victim.

Point out what the playgroup can offer.

Allow questions and emotions form parents.

Be prepared to witness anger, don’t go into defence. The anger of parents will be aimed, rightly or not, towards the playgroup

Thank parents for their presence and involvement.

# Appendix 1

## General comments:

#### The Findings

A report comes almost always unexpected and at an inconvenient moment. It is advisable in such a case to have a step-by-step plan in how to act. You should realise however, that these are only guidelines and that every situation is both unique and specific.

The following considerations and points of interest are important:

* Try to have a conversation (between the reporting employee and the team) as soon as possible.
* Don’t have this conversation alone.
* Reporting. Make a dossier. Note as precisely as possible: data, times, facts, appointments, people concerned. It might be important to read this again later. Tell the reporter that you have to write things down.
* Inform the reporter of the procedure. The board will inform the accused as soon as possible of the report.
* Take, if necessary, protective measures with regards to the accused. If it is an employee for instance, then they might not be safe.
* Inform the accused of the procedure.
* If the reporter is a child, inform the parents as soon as possible.
* Is the child now safe?
* Do the parents accept the responsibility for the care for their child? Or do they seek help? If not, then you can communicate this also to the relevant agency.
* Advise the reporter and the accused not to talk to anyone else concerning the report.
* Don’t promise confidentiality. If action is needed, you can’t keep this promise.
* Ask yourself if this is an offence and if you have a duty to report.
* Is everyone who must be involved, informed?
* Is an interpreter necessary?
* Who is to be informed of the report?
* Should other parents to be informed, should an information evening be organised for the parents or everyone.

# Appendix 2 Contact details for reporting.

## Contact Details for local agencies

It is important to have this data as up to date as possible with the organizations and agencies of the region where your “kinderopvangorganisatie” is based, and that this is in available for all the staff etc.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisation** | **Tel Number** | **Address** | **E-mail**  | **Remarks** |
| **Police** |  **112** | **None** | **None** | **Alarm number emergencies** |
| **Crisis dienst Regionale Bureau Jeugdzorg** | **070****300 4444** | **Bureau Jeugdzorg HaaglandenDe Horst 42592 HA** **Den Haag** | [**www.bjzhaaglanden.nl**](http://www.bjzhaaglanden.nl/)  | **For emergencies** |
| **Advies en Meldpunt Kindermishandeling** | **070****346 9717** | **Neherkade 30542521 VX** **Den Haag** | **http://www.amk-nederland.nl/** |  |
| **Algemeen Maatschappelijk Werk** | **070****205 2222.** |  | [**www.hulponlinedenhaag.nl**](http://www.hulponlinedenhaag.nl) |  |
| **Bureau Jeugdzorg** | **070****311 9025** | **Waldeck Pyrmontkade 8722518 JS** **Den Haag** | **communicatie@bjzhlzh.nl** |  |
| **GGD** | **088****355 01 00****070** **353 7224** |  | [**http://www.ggdhaaglanden.nl/Home.htm**](http://www.ggdhaaglanden.nl/Home.htm)**jgz.tokin@ggdhaaglanden.nl.nl** | **Mon-Fri****0900 -1700** |
| **Jeugdgezondheidszorg** | **0800** **285 4070** | **Koningin Sophiestraat 120****2595 TM** **Den Haag** | **contact@cjgdenhaag.nl** | **Hoofdvestiging CJG Den Haag** |
| **Confidence Education Inspector** |  **0900-113111** |  |  | **Suspected abuse by occupation force (Article 1.51b Childcare Act)** |
| **Veilig Thuis Haaglanden** | **070-3469717 or 0800-2000** | **Waldeck Pyrmontkade 872, 2518 JS Den Haag** | **info@veiligthuishaaglanden.nl** | **24** [**hours**](http://dictionary.cambridge.org/dictionary/english/hour) **a** [**day**](http://dictionary.cambridge.org/dictionary/english/day)**, 7** [**days**](http://dictionary.cambridge.org/dictionary/english/day) **a** [**week**](http://dictionary.cambridge.org/dictionary/english/week) |

# Appendix 3 Important Contact General Information Web-sites

Information about the reporting (via central government)

[www.meldcode.nl](http://www.meldcode.nl)

Information about the reference registry for at-risk youths

[www.verwijsindex.nl](http://www.verwijsindex.nl)

Information about the approach to child abuse

www.aanpakkindermishandeling.nl

Information about domestic violence

 [www.huiselijkgeweld.nl](http://www.huiselijkgeweld.nl)

Information about sexual violence

 www.seksueelmisdrijf.nl

Information about female genital mutilation (FGM)

[www.meisjesbesnijdenis.nl](http://www.meisjesbesnijdenis.nl)

Information about the sexual behaviour of children

www.movisie.nl

Information about “HONOUR RELATED” violence

www.rijksoverheid.nl

# Appendix 4 Important Information Web-sites

Advice and reporting child abuse (AMK)

0900 - 123 123 0

[www.amk-nederland.nl](http://www.amk-nederland.nl)

Association babysitting / child services

[www.kinderopvang.nl](http://www.kinderopvang.nl)

BOinK, association of parents in child care

 [www.boink.info](http://www.boink.info)

Office youth care (BJZ)

[www.bureaujeugdzorg.info](http://www.bureaujeugdzorg.info)

Centre for youth and family

[www.cjg.nl](http://www.cjg.nl)

ggd Nederland

 [www.ggd.nl](http://www.ggd.nl)

Mental health (adult and youth)

www.ggznederland.nl

Education inspectors

0900 – 111 31 11

 [www.onderwijsinspectie.nl](http://www.onderwijsinspectie.nl)

JSO expertise centre for youth, society and education

 0182 - 547888

[www.jso.nl](http://www.jso.nl)

MO group well-being social services

 [www.mogroep.nl](http://www.mogroep.nl)

Police (also social youth and morals cases)

0900 - 8844 (not urgent) / 112 (urgent)

[www.politie.nl](http://www.politie.nl)

Council for child protection

[www.rvdk.nl](http://www.rvdk.nl)

Support centre domestic violence (SHG)

0900 - 126 26 26

 [www.shginfo.nl](http://www.shginfo.nl)

Care advisory team, national support centre (ZAT)

 [www.zat.nl](http://www.zat.nl)

# Appendix 5 what should I do? UK definitions, signs and symptoms

## Child abuse

## This is taken in part from the UK government website and in part from the NSPCC. I have amended some of the text for ease. Though not a pleasant subject, it’s important in this day and age to have an understanding of the issues and subject matter. We at daisy chain have strict policy guidelines on this and are bound by law to report any cases or suspicions to the Dutch authorities.

## As this is a very emotive subject we would of course follow our policy with the upmost tact discretion and professionalism.

## If you have any suspicions our advice would be to do the same and seek advice.

If you are concerned about the wellbeing of a child, it is important that you report it to the relevant authorities or seek guidance from a professional person. Even if you’re not sure, it's always best to tell professionals about your concerns. Social services and the police can investigate concerns about a child's safety. Daisy chain website lists agencies to contact.

### If you think that a child:

* is being abused
* has been harmed in any way
* is likely to suffer harm

You should contact the agencies responsible for Children’s Safety in the area that the child lives.

### What you will be asked

You will be asked to give information such as:

* where the child lives
* their personal or family details, if known
* who cares for them
* your concerns

### What to report

Child abuse includes:

 Physical

 Sexual

Emotional abuse

Neglect

Even if you are not 100% certain that your suspicions are - it’s OK to report a concern.

### What is child abuse?

Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse.

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event.

### Types of child abuse

#### Domestic abuse

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn’t just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse.

Abusive behaviour can occur in any relationship. It can continue even after the relationship has ended. Both men and women can be abused or abusers.

Domestic abuse can seriously harm children and young people.

Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships.

It's often difficult to tell if domestic abuse is happening, because it usually takes place in the family home and abusers can act very differently when other people are around.

#### Signs

Children who witness domestic abuse may:

* become aggressive
* display anti-social behaviour
* suffer from depression or anxiety
* Do not do as well at school - due to difficulties at home or disruption of moving to and from refuges.

#### Things you may notice

If you're worried that a child is being abused, watch out for any unusual behaviour.

* withdrawn
* suddenly behaves differently
* anxious
* clingy
* depressed
* aggressive
* problems sleeping
* eating disorders
* wets the bed
* soils clothes
* takes risks
* misses school
* changes in eating habits
* obsessive behaviour
* nightmares
* drugs
* alcohol
* self-harm
* thoughts about suicide

### Sexual abuse

A child is sexually abused when they are forced or persuaded to take part in sexual activities. This doesn't have to be physical contact, and it can happen online

A child is sexually abused when they are forced or persuaded to take part in sexual activities.

This doesn't have to be physical contact and it can happen online.

Sometimes the child won't understand that what's happening to them is abuse.

They may not even understand that it's wrong.

### How do you define child sexual abuse?

There are 2 different types of child sexual abuse. These are called contact abuse and non-contact abuse.

Contact abuse involves touching activities where an abuser makes physical contact with a child, including penetration. It includes:

* sexual touching of any part of the body whether the child's wearing clothes or not
* rape or penetration by putting an object or body part inside a child's mouth, vagina or anus
* forcing or encouraging a child to take part in sexual activity
* Making a child take their clothes off, touch someone else's genitals or masturbate.

Non-contact abuse involves non-touching activities, such as grooming, exploitation, persuading children to perform sexual acts over the internet and flashing. It includes:

* encouraging a child to watch or hear sexual acts
* not taking proper measures to prevent a child being exposed to sexual activities by others
* meeting a child following sexual grooming with the intent of abusing them
* online abuse including making, viewing or distributing child abuse images
* allowing someone else to make, view or distribute child abuse images
* showing pornography to a child
* Sexually exploiting a child for money, power or status (child exploitation).

Children who are sexually abused may:

### Stay away from certain people

* they might avoid being alone with people, such as family members or friends
* They could seem frightened of a person or reluctant to socialize with them.

### Show sexual behaviour that's inappropriate for their age

* a child might become sexually active at a young age
* they might be promiscuous
* They could use sexual language or know information that you wouldn't expect them to.

### Have physical symptoms

* anal or vaginal soreness
* an unusual discharge
* sexually transmitted infection (STI)
* Pregnancy.

### Neglect

Neglect is the ongoing failure to meet a child's basic needs. It's dangerous and children can suffer serious and long-term harm.

Neglect is the ongoing failure to meet a child's basic needs and is the most common form of child abuse.

A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care.

A child may be put in danger or not protected from physical or emotional harm.

They may not get the love, care and attention they need from their parents.

A child who's neglected will often suffer from other abuse as well. Neglect is dangerous and can cause serious, long-term damage - even death.

### Worried about a child?

The do something to help, even if just seeking the advice of a trained professional.

### Types of neglect

### ****Physical neglect****

Failing to provide for and meet a child’s basic needs, such as food, clothing or shelter. Failing to adequately supervise a child, or provide for their safety.

Educational neglect

Failing to ensure a child receives an education.

### ****Emotional neglect****

Failing to meet and provide a child’s needs for nurture and stimulation, perhaps by ignoring, humiliating, intimidating or isolating them. It’s often the most difficult to prove.

Medical neglect

Failing to provide for and give appropriate health care, including dental care and refusal of care or ignoring medical recommendations.

## Meeting a child's needs

Neglect happens when parents or those who care can't or won't meet a child's needs. Sometimes this is because they don't have the skills or support needed, and sometimes it's due to other problems such as mental health issues, drug and alcohol problems or poverty.

Although professionals may be worried about a child, it's not always easy to identify neglect. There's often no single sign that a child or family need help. So, professionals look for a pattern of ongoing neglect before they step in.

## Defining a child's needs

Christine Cooper's parenting checklist gives a description of a child's basic needs. Published in 1985, it is still used by many practitioners today. There are 7 definitions:

### Basic physical care:

* Providing warmth and shelter
* adequate food and rest
* grooming (hygiene)
* protection from danger

### Affection (Which includes)

* physical contact
* holding
* stroking
* cuddling and kissing
* comforting
* admiration
* delight
* tenderness
* patience
* time
* making allowances for annoying behaviour
* and general companionship and approval

### Security

### Continuity of care, the expectation of continuing in the stable family unit, a predictable environment, consistent patterns of care and daily routine, simple rules and consistent controls and a harmonious family group.

### Stimulation and innate potential

By praise and encouragement;

* Curiosity and exploratory behaviour
* By developing skills though responsiveness to questions and to play
* By promoting educational opportunities

### Guidance and control

### To teach adequate social behaviour which includes discipline within the child's understanding and capacity and which requires patience and a model for the child to copy, for example in honesty and concern and kindness for others.

### Responsibility

For small things at first such as self-care, tidying playthings or taking dishes to the kitchen and gradually elaborating the decision making that the child has to learn in order to function adequately, gaining experience through his/her mistakes as well as his/her stresses and receiving praise and encouragement to strive to do better.

### Independence

Neglect can have serious and long-lasting effects. It can be anything from leaving a child home alone to the very worst cases where a child dies from malnutrition or being denied the care they need. In some cases it can cause permanent disabilities.

Neglect can be really difficult to identify, making it hard for professionals to take early action to protect a child.

Having one of the signs or symptoms below doesn't necessarily mean that a child is being neglected. But if you notice multiple, or persistent, signs then it could indicate there’s a serious problem.

### Children who are neglected may have:

Poor appearance and hygiene:

They may:

* Be smelly or dirty
* have unwashed clothes
* have inadequate clothing, e.g. not having a winter coat
* seem hungry or turn up to school without having breakfast or any lunch money
* have frequent and untreated nappy rash in infants

### Health and development problems:

They may have:

* untreated injuries, medical and [dental issues](https://www.nhs.uk/conditions/Dental-decay/Pages/Introduction.aspx)
* repeated accidental injuries caused by lack of supervision
* recurring illnesses or infections
* not been given appropriate medicines
* missed medical appointments such as [vaccinations](https://www.nhs.uk/conditions/vaccinations/Pages/vaccination-schedule-age-checklist.aspx)
* poor muscle tone or prominent joints
* skin sores, rashes, flea bites, [scabies](https://www.nhs.uk/conditions/Scabies/Pages/Introduction.aspx) or [ringworm](https://www.nhs.uk/conditions/Ringworm/Pages/Introduction.aspx)
* thin or swollen tummy
* [anaemia](https://www.nhs.uk/conditions/Anaemia-iron-deficiency-/Pages/Introduction.aspx)
* tiredness
* faltering weight or growth and not reaching developmental milestones (known as failure to thrive)
* poor language, communication or social skills

### Housing and family issues

### Physical abuse

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.

It isn’t accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, and slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI). Sometimes parents or minders will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don’t need and making the child unwell – this is known as fabricated or induced illness (FII).

There’s no excuse for physically. It causes serious, and often long-lasting, harm – and in severe cases, death.

### Physical abuse Signs, indicators and effects

### Physical symptoms

### [Bruises](https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/physical-abuse/signs-symptoms-effects/)

* commonly on the head but also on the ear or neck or soft areas - the abdomen, back and buttocks
* defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet
* clusters of bruises on the upper arm, outside of the thigh or on the body
* bruises with dots of blood under the skin
* a bruised scalp and swollen eyes from hair being pulled violently

Bruises in the shape of a hand or object

### [Burns or scalds](https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/physical-abuse/signs-symptoms-effects/)

* can be from hot liquids, hot objects, flames, chemicals or electricity
* on the hands, back, shoulders or buttocks; scalds may be on lower limbs, both arms and/or both legs
* a clear edge to the burn or scald
* sometimes in the shape or an implement for example, a circular cigarette burn
* multiple burns or scalds

### Bite marks

* usually oval or circular in shape
* visible wounds, indentations or bruising from individual teeth

### Fractures or broken bones

* fractures to the ribs or the leg bones in babies
* multiple fractures or breaks at different stages of healing

### [Other injuries and health problems](https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/physical-abuse/signs-symptoms-effects/)

### Emotional abuse

Children who are emotionally abused suffer emotional maltreatment or neglect. It's sometimes called psychological abuse and can cause children serious harm.

Emotional abuse at a glance

Emotional abuse is the ongoing emotional maltreatment or emotional neglect of a child. It’s sometimes called psychological abuse and can seriously damage a child’s emotional health and development.

Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them.

Children who are emotionally abused are usually suffering another type of [abuse or neglect](https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/) at the same time – but this isn’t always the case.

## Official definitions of emotional abuse (England)

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a

### Emotional abuse Signs, symptoms and effects

There often aren’t any obvious physical symptoms of emotional abuse or neglect but you may spot signs in a child's actions or emotions.

Changes in emotions are a normal part of growing up, so it can be really difficult to tell if a child is being emotionally abused.

### Babies and pre-school children who are being emotionally abused or neglected may:

* be overly-affectionate towards strangers or people they haven’t known for very long
* lack confidence or become wary or anxious
* Not appear to have a close relationship with their parent, e.g. when being taken to or collected from nursery etc.
* be aggressive or nasty towards other children and animals

Older children may:

* use language, act in a way or know about things that you wouldn’t expect them to know for their age
* struggle to control strong emotions or have extreme outbursts
* seem isolated from their parents
* lack social skills or have few, if any, friends