



# **Safeguarding Children at Baildon Village Pre-school**

## **Safeguarding Children & Child Protection**

### ***Definition***

*Safeguarding and promoting the welfare of children is defined as:*

- *protecting children from maltreatment*
- *preventing impairment of children's health or development*
- *ensuring that children grow up in circumstances consistent with the provision of safe and effective care*
- *taking action to enable all children to have the best outcomes*

*KCSIE 2019*

### **Policy Statement**

Baildon Village Pre-School recognises its legal and moral duty to promote the wellbeing of children and protect them from harm and quickly respond to suspected or known child abuse. The pre-school works with children, parents, carers and appropriate agencies in the best interests of the child. We believe that every child has the right to feel safe and be protected from all forms of abuse - physical, emotional, sexual and neglect. Any disclosures or fears a child may share will be taken seriously, however staff will not promise secrecy. If concerns arise, the pre-school's child protection procedures will be followed.

Safeguarding includes:

- safe recruitment
- behaviour management
- curriculum and PSED
- dealing with bullying
- attendance
- record keeping
- staff conduct
- school security and the physical environment
- managing allegations
- whistle-blowing
- e-safety
- health and safety
- first aid and medicines
- child protection

These factors promote welfare and underpin the duty of safeguarding.

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## **Safeguarding has three key aspects:**

### **Prevention:**

- designated safeguarding lead and named person
- safe recruitment practices
- induction
- staff training
- visitors
- appropriate curriculum
- pastoral support
- monitoring attendance
- awareness of vulnerable groups
- understanding the wider safeguarding context - the child's family, Baildon, Bradford and nationally
- code of conduct e.g. mobile phone use
- use of reasonable force

### **Protection:**

- addressing concerns at an early stage including poor parenting
- responding to suspicions of abuse
- disclosures
- confidentiality and sharing information
- good record keeping
- working with other agencies including the 'Bradford Partnership' which consists of Bradford Council (through the Children's Services department) the Airedale, Wharfedale and Craven, Bradford City and Bradford Districts CCG (Clinical Commissioning Group) in Health and West Yorkshire Police
- prevent duty
- criminal exploitation – county lines
- serious violence
- child sexual exploitation
- honour based violence - female genital mutilation, breast ironing, forced marriage
- upskirting
- gender based violence / violence against women and girls
- domestic violence
- fabricated or induced illness
- private fostering
- peer on peer abuse
- allegations against a member of staff

### **Support:**

- children
- families
- colleagues

The policy sets out how our pre-school aims to fulfil its safeguarding responsibilities guided by the following documents:

- The Rehabilitation of Offenders Act (1974)
- UN Convention on the Rights of the Child (1989, ratified by UK in 1991)
- Children Act (1989)

- Education Act, Section 175 (2002)
- Sexual Offences Act (2003)
- Children Act (2004 )
- Safeguarding Vulnerable Groups Act, Schedule 4 (2006)
- Childcare Act (2006)
- Safeguarding Children in whom Illness is Fabricated or Induced (2008)
- The School Staffing (England) Regulations, 2009
- See section 29, CTSA (2015)
- The PREVENT Duty (2015)
- FGM Act 2003 (section 74 serious crime act 2015)
- Information Sharing Advice for Safeguarding Practitioners (2015)
- What to do if you are worried a child is being abused (HM Government, 2015)
- Working Together to Safeguard Children (DFE, 2015)
- Statutory Guidance for the Early Years Foundation Stage (2017)
- Children Missing Education (Bradford Council, September 2017)
- General Data Protection Regulation (2018)
- Information sharing March 2018
- Keeping Children Safe in Education (DFE, 2019) FGM, CSE, Prevent, RSE
- Bradford Safeguarding Children Board Procedures. Electronic version only now available on BSCB website (now referred to as The Bradford Partnership)

# **Prevention**

## **Designated Safeguarding Lead and Named Persons**

The Designated Safeguarding Lead (DSL) at Baildon Village Pre-School is Sarah Scholefield.

Catherine Murray is a named person. The DSL or named person must be on site during pre-school sessions or available by telephone in exceptional circumstances.

All staff and volunteers must know who the DSL and named persons are. This information is displayed at Baildon Village Pre-School.

The Designated Safeguarding Lead and named person keep their training up to date and ensure all staff are trained to understand current safeguarding policies and procedures.

## **Safe Recruitment Practices**

Baildon Village Pre-School pay full regard to **Part 3 of Keeping children safe in education (DfE 2019)**.

Applicants for posts within the setting are clearly informed that the positions are exempt from Rehabilitation of Offenders Acts 1974. Candidates are informed of the need to carry out 'enhanced disclosure checks' with the Disclosure and Barring Service (DBS) before posts can become confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and challenge the correct information. Baildon Village Pre-School abide by Ofsted requirements in respect of references and Disclosure and Barring Service checks for staff, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children. We would seek advice from The Bradford Partnership when a DBS check has been returned with information of concern to us as an employer. Each circumstance may be different and judged independently with regard to information provided.

As well as verifying identity the following information is collected to ensure safer recruitment of staff:

- full name
- certificate number, date of issue and provider of the enhanced DBS (including barred list information, for those who will be engaging in regulated activity)
- types of ID presented
- two references
- evidence of the right to work in the UK
- evidence of qualifications
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate (see paragraph 114 of Keeping Children Safe in Education)

Volunteers are not left unsupervised with children and are not allowed to provide intimate care. All volunteers are given a copy of the Safeguarding policy. As well as verifying identity the following information is collected to ensure regular volunteers are suitable to work with children or be on the committee:

- full name
- role
- certificate number, date of issue and provider of the enhanced DBS (including barred list information, for those who will be engaging in regulated activity)

- types of ID presented
- EY2 (committee only)

Staff and volunteers also make an annual criminal record self disclosure declaration.

Staff and volunteers are expected to disclose any convictions, cautions, court orders or reprimands and warnings which might affect their suitability to work with children (whether received before or during their employment with us). Baildon Village Pre-school abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment or resigns in circumstances that would have otherwise have lead to dismissal for reasons of child protection concerns.

### **Induction**

All staff and volunteers will be made be aware of the systems at Baildon Village Pre-School which support safeguarding and these will be explained to them as part of their induction. This will include:

- safeguarding and child protection
- behaviour policy
- code of conduct
- the role of the designated safeguarding lead

### **Training**

All staff receive training and will annually read Part 1 and Annex A of the DfE document 'Keeping Children Safe in Education'. The DSL will annually read the whole document. Staff are required to understand their individual responsibility for recognising abuse and taking action to protect a child: passing concerns on at an early stage enables the pre-school to offer the child and family early help; and to make a referral to social care themselves or press for re-consideration if they believe that action is not being taken to protect a child for whom they have concerns. See: [Keeping children safe in education - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/616222/Keeping_Children_Safe_in_Education.pdf)

### **Visitors**

Baildon Village Pre-School has procedures in place for recording the details of visitors to the setting. Visitors wear a visitor's lanyard. Security procedures are in place to ensure that staff have control over who come in to the setting so that no unauthorised person has unsupervised access to the children.

### **Appropriate Curriculum**

We encourage children to play and communicate with each other in a positive way at all times. We provide an environment that celebrates individuality and helps children develop a positive body image. We teach Personal, Social and Emotional Development to support children to:

- understand relationships
- develop self-confidence and self-awareness
- manage their feelings and behaviour

### **Pastoral Support**

At Baildon Village Pre-School we provide pastoral support by:

- meeting the differing needs of all children so that each child is able to succeed
- supporting children to address social, spiritual, mental, emotional and physical needs
- creating an atmosphere in which children feel secure, are encouraged in their learning, growth and social development and know that they are valued within a healthy and safe environment.
- working with parents, agencies and other settings to ensure the positive outcomes for individual children.

### **Monitoring Attendance**

Children who go missing from settings can be at greater risk of abuse. At Baildon Village Pre-School the register is completed accurately each session. In cases where a parent/carer has not reported the reason for the child's absence staff telephone the parent to establish a reason. Each child has at least two emergency contacts ideally from two different addresses. Concerns about attendance will be recorded and used to inform any wider safeguarding concerns.

### **Awareness of Vulnerable Groups**

Baildon Village Pre-School recognise that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g. those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc. (Safeguarding Vulnerable Groups Act 2006).

### **Understanding of the Wider Safeguarding Context**

Baildon Village Pre-School look beyond the child to take into account the wider safeguarding issues - home / family, Pre-School, peers, Baildon Community, Bradford and nationally.

### **Code of Conduct**

The staff code of conduct sets out standards which staff and volunteers are required to adhere to. Links to safeguarding include:

- dress code
- mobile phone use
- images
- social media
- confidentiality

### **Use of Reasonable Force**

All staff should observe guidelines set out in the document 'Use of Reasonable Force in Schools 2013 - Reviewed 2015'

The term 'reasonable force' covers the broad range of actions used by most EYPs at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to 'control' or 'restrain'. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

'Control' means either 'passive physical contact', such as standing between a child and an exit to block a child's path, or 'active physical contact' such as leading a pupil by the arm away from danger.

'Restraint' means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

## **Protection**

## **Addressing Concerns at an Early Stage including Poor Parenting**

All staff should be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

The local authority has an early help strategy to ensure that problems for children and families are identified early and responded to effectively as soon as possible. The aim is to ensure problems do not escalate to become more acute, to the detriment of children and families, by investing in effective community services and multi-agency coordination.

Poor parenting which can also be described as 'low level neglect' can be supported by the early help process giving families with the opportunity for positive outcomes.

Any member of staff who thinks a child or their family might benefit from early help should discuss their concerns with a DSL.

## **Involving Parents and Carers**

In general, we will discuss concerns with parents/carers before approaching other agencies and will seek their consent to make a referral. The DSL or named person will approach the parents / carers to explain the situation and provide information about the submission of a 'Common Referral Form' and 'The Bradford Partnership'.

If staff believe a child is at risk of serious harm (section 47) pre-school will contact another agency **before** informing parents / carers.

Where there are any issues relating to parental responsibility, guidance will be taken from ['Understanding and dealing with issues relating to parental responsibility'](#) (January 2016)

## **Responding to Suspicions of Abuse**

The protection and welfare of the child is always paramount. The protection of children is a shared responsibility. Failure to provide an effective response can have serious consequences for the child. Staff are in a unique position to identify and help abused children. **All suspicions of abuse must be reported to the DSL or a named person immediately.**

Abuse of children can take different forms – physical, emotional and sexual as well as neglect (see appendix A for definitions and key indicators). We are also aware of wider safeguarding risks including serious violence and exploitation. When children are suffering from physical, sexual or emotional abuse or may be experiencing neglect this may be demonstrated through:

- significant changes in their behaviour
- deterioration in their general well being
- comments which give cause for concern
- things they say (direct or indirect disclosure)
- changes in their appearance, behaviour or play
- unexplained bruising, marks or signs of possible abuse or neglect

We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability. We are aware of other factors that affect children's vulnerability – these are outlined in the following sections.

## **Disclosures**

In the event of a disclosure:

- listen carefully to the child - avoid expressing your own views on the matter
- let them know they've done the right thing
- tell them it's not their fault - abuse is never the child's fault and they need to know this
- say you will take them seriously – a child could keep abuse secret in fear they won't be believed
- explain what you'll do next - explain to the child you'll need to report the abuse to someone who will be able to help
- don't delay reporting the abuse- tell the DSL or named person and keep accurate written records

## **Confidentiality and Sharing Information**

- the DSL and named person are responsible for co-ordinating child protection
- when there are concerns about a child, the DSL will decide what steps should be taken - see flowchart (Appendix B)
- child protection information is confidential – a written record will be made of what information has been shared with who, and when.
- staff will be informed of relevant details only when the DSL feels that knowledge of a situation will improve their ability to deal with an individual child and /or family
- copies of child protection records will be stored securely in a central place separate from academic records.
- records should be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation
- records should be transferred securely to a child's new setting
- parents should be kept up to date regarding any concerns or developments by the appropriate members of staff
- information that would put a child at risk of significant harm should not be shared with the parent / carer

## **Good Record Keeping**

Staff are required to:

- keep written records of concerns about children, even where there is no need to refer the matter immediately
- only record facts – don't make assumptions or include opinions
- accurately record what the child said using the exact words spoken by the child as far as possible
- ensure all records are kept securely - paper copies are to be kept in locked locations

## **Working with Other Agencies**

- Baildon Village Pre-School work in partnership with other agencies in the best interests of the children
- when necessary, staff will liaise with appropriate agencies and make referrals to The Bradford Partnership
- if a child already has a social worker, the referral should indicate that fact and the social worker should also be informed
- Baildon Village Pre-School will co-operate with The Bradford Partnership to facilitate child protection
- if a child is subject to an inter-agency child protection plan, school will contribute to the preparation, implementation and review of the plan, as appropriate

If a member of staff is in any doubt about sharing information they should speak to the designated safeguarding lead or a named person. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children. The Data Protection Act 2018 and General Data Protection Regulation (GDPR) does not preclude this in any way.

### **Prevent Duty**

All staff and visitors:

- have a duty to protect children under the Counter Terrorism Security Act 2015
- must report any suspicions
- attend relevant training
- must ensure that children are safe from terrorist and extremist material when accessing the internet
- promote British values
- understand when it is appropriate to make a referral to the local authority Channel Programme

The Single Point of Contact (SPOC) for Prevent is Sarah Scholefield. Any concerns or referrals related to the Prevent Duty should be discussed immediately with her immediately.

### **Criminal Exploitation and Serious Violence – County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes from education, when the victim may have been trafficked for the purpose of transporting drugs.

All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence, a change in friendship or relationships with older individuals or groups, a significant decline in performance, signs of self harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. It is important to take into account contextual safeguarding as it may be a family member or community issue that in turn affects the child.

### **Child Sexual Exploitation**

Staff and volunteers have a responsibility to:

- prevent CSE by identifying, referring and supporting victims
- be aware that CSE can take many forms and may form part of contextualised safeguarding
- understand that CSE can involve children being given gifts or affection in exchange for engaging in sexual activities
- know that children may exhibit sexualised behaviour

### **Honour Based Violence**

Honour based violence includes female genital mutilation, breast ironing, forced marriage. **It is important to take into account contextual safeguarding as it may be a family member or community issue that is impacting on the child or increases the risk to a child.**

**Female Genital Mutilation (FGM)** - All school staff must:

- be alert to the possibility that a girl is at risk of/has suffered FGM
- know that victims of FGM typically come from communities that adopt this practice
- be sensitive when approaching the subject of FGM with girls, as some may not know what it is

- activate local safeguarding procedures, contact social care services or the police if you are concerned about any girls (It is a statutory duty that **teachers** report to the Police where they discover that FGM appears to have been carried out on a girl under 18).

There are a range of indicators that can suggest FGM: two or more signal that a child may be at risk.

**Indicators of heightened risk:**

- the position of the family and their level of integration into UK society
- girls with relatives (mother/sister/cousin) subjected to FGM
- girls withdrawn from PSHE

**Indicators that FGM could be imminent:**

- when a female family elder from the country of origin visits
- girls confide about a 'special procedure' or ceremony to 'become a woman'
- girls request help due to awareness of risk
- talk of a holiday to her country of origin or somewhere the practice is prevalent

**Indicators that FGM has taken place:**

- difficulty in walking, sitting, or standing
- spending longer than normal in the toilet
- periods away from the pre-school with bladder problems
- prolonged or repeated absence followed by withdrawal
- reluctance to undergo normal medical examinations
- asking for help, but not being explicit about the problem

**It is mandatory to report FGM.** Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

**Breast Ironing** – Breast flattening (often called breast ironing) is the pounding and massaging of a young girl's breasts, to prevent and stunt breast growth. It is usually carried out on pubescent girls by pressing, massaging or pounding the breasts using hard or heated objects. It is a traditional practice mainly originating from Africa. Breast ironing is physical abuse and must be reported.

**Forced Marriage** - Forced marriage is when one or both spouses do not consent to the arrangement of the marriage and some elements of duress are involved. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced Marriage is an abuse of human rights and, where a child is involved, an abuse of the rights of the child.

**Upskirting**

'Upskirting' became a specific criminal offence under the Voyeurism (Offences) Act 2019. It typically involves taking a photograph under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification or causing humiliation, distress or alarm. The revised version of Keeping Children Safe in Education lists upskirting as a form of abuse of which school staff should be aware.

**Gender Based Violence**

Gender-based violence (GBV) is a term used to describe harmful acts perpetrated against a person based on socially ascribed differences between males and females. Examples of GBV include but are not limited to: sex-selective abortion, differential access to food and services, child marriage and deprivation of inheritance or property. **Violence Against Women and Girls (VAWG)** can include:

- domestic abuse and violence (including coercive control)
- rape and sexual violence

- female genital mutilation
- forced marriage
- crimes in the name of “honour”
- sexual harassment
- stalking
- trafficking
- prostitution / sexual exploitation

These issues need to be considered for children and their contextual safeguarding.

### **Domestic Violence**

Domestic abuse can include, but is not limited to:

- coercive control (a pattern of intimidation, degradation, isolation and control with the use or threat of physical or sexual violence)
- psychological and/or emotional abuse
- physical or sexual abuse
- financial abuse
- harassment and stalking
- online or digital abuse
- honour based abuse

Even if children are not physically harmed, children may experience emotional and psychological damage as a result of witnessing violence, becoming frightened and distressed when they see a parent, brother or sister beaten or abused. The safeguarding procedure should be followed to ensure child and parents receive the support they need. Please note that the perpetrator of domestic violence can be male or female.

### **Fabricated or Induced Illness**

Fabricated or Induced Illness (FII) is when a parent or carer

- fabricates the signs and symptoms of illness - this may include fabrication of past medical history
- fabricates the signs and symptoms of illness by falsifying medical records, letters and documents or specimens of bodily fluids
- induces of illness by a variety of means

FII is a form of abuse must be reported to the DSL or named person.

### **Private Fostering**

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). There is a duty to inform the local authority if this is the case.

The Pre-School follows the procedures outlined in ‘Keeping Children Safe in Education, (2018)

‘If the school becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 is provided with care and accommodation by someone to whom they are not related in that person’s home, we will notify the local authority of the circumstances so that appropriate safeguarding checks can be made.’

### **Peer on Peer Abuse**

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). We recognise that children are capable of abusing their peers. Abuse will never be tolerated. Help and support will be arranged for the abused and the abuser. Staff will also be aware that the abuser may be exhibiting inappropriate behaviour due to being a victim of abuse. Be aware that children can abuse other pupils by:

- bullying (including cyber-bullying)
- physical abuse
- sexual violence and sexual harassment e.g. verbal comments, upskirting, sexting
- initiation type violence or traditional rituals
- abuse or bias due to gender identity, socio-economic situation

### **Allegations Against a Member of Staff**

These procedures should be used in any case in which it is alleged that a member of staff, visiting professional or volunteer has:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm if they work regularly with children

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children. All potential allegations will be notified **immediately** to Local Area Designated Officer (LADO) (01274 385617) in line with 'Keeping Children Safe in Education' (DfE, September 2019) and the Bradford Safeguarding procedures.

If it comes to our attention that a member of staff providing education or childcare, is disqualified under the Childcare Regulations 2009, we will remove that person from childcare immediately. We will seek advice from LADO or the Bradford Partnership on next steps. We recognise that suspension may be necessary; however if possible, we will always consider alternatives, such as deployment to another role while the allegations are investigated.

### **Whistle-blowing**

Whistle-blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. It is important that staff understand the whistle-blowing procedures and who to talk to if they have a concern about another adult. Further details can be found in the Whistle-blowing Policy.

## **Support**

Children and families are likely to need support to overcome the affects of abuse. Staff may also require support or counselling to deal with exposure to safeguarding issues. Baildon Village Pre-School will ask for support and advice from the Bradford Partnership to ensure the wellbeing of victims and staff.

Baildon Village Pre-School policies support this safeguarding policy. Please also refer to:

- Staff Handbook
- Attendance Policy
- Missing child Policy
- Equality statement
- Accessibility statement
- Educational visits
- Information Sharing Advice (DfE)

- SEN and Inclusion
- Use of reasonable force (DfE)
- Administration of Medicines
- Staff induction procedures
- Staff code of conduct
- Safe working practice guidance
- Online Safety Policy
- Whistleblowing Policy
- Behaviour and anti-bullying policy
- Managing allegations against staff
- DBS and vetting policy
- Admissions statement
- Intimate care policy

# Appendix A:

## Definitions and indicators of abuse:

A form of maltreatment of a child. 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 others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.  
(‘Working together to safeguard children’, September 2019)

## 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.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision (including the use of inadequate care-givers), 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.

Examples which **may** indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

## Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Examples which **may** indicate physical abuse (it is not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather

- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Examples which **may** indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

### **Emotional Abuse**

Emotional abuse is the persistent emotional ill-treatment of a child such 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 involve 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 the child's developmental capability, as well as over-protection 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 child though it may occur alone.

Examples which **may** indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self deprecation

- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

### **Responses from Parents**

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

## Appendix B:

