

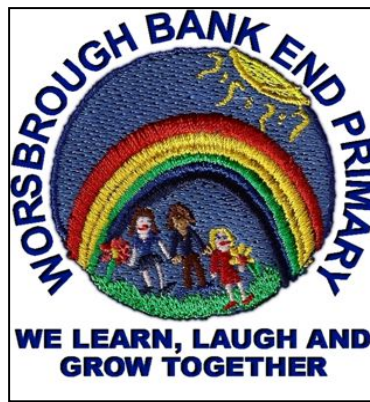
Worsbrough Bank End Primary School Safeguarding Policy



**WE LEARN, LAUGH AND
GROW TOGETHER**

Date of Policy: May 2011

Review Date: May 2012



Worsbrough Bank End Primary School -Safeguarding & Child Protection Policy 2011

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Worsbrough Bank End Primary School

Safeguarding & Child Protection Policy 2011

AIMS OF THIS POLICY

To ensure that children are effectively safeguarded from the potential risk of harm at Worsbrough Bank End Primary School and that the safety and well-being of the children is of the highest priority in all aspects of the school's work. To help the school maintain its ethos whereby staff, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

PURPOSE OF THIS POLICY

To ensure that all members of the school community...
...are aware of their responsibilities in relation to safeguarding and child protection.
...know the procedures that should be followed if they have a cause for concern.
...know where to go to find additional information regarding safeguarding.
...are aware of the key indicators relating to child abuse.
...fully support the school's commitment to safeguarding and child protection.

1 PRINCIPLES

- 1.1 Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State ¹.
- 1.2 This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse.
- 1.3 We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.
- 1.4 We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our teaching and learning, extracurricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity, will at all times act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.
- 1.5 The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.
- 1.6 Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot promise secrecy if concerns are such that referral must be made to the appropriate agencies in order to safeguard the child's welfare.
- 1.7 In our school, if we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the procedures issued by Barnsley Safeguarding Children Board.

1.8 As a consequence, we

- assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process;
- accept totally that safeguarding children is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities.
- recognise that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body;
- will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions;
- will designate a senior member of staff with knowledge and skills in recognising and acting on child protection concerns. He or she will act as a source of expertise and advice, and is responsible for coordinating action within the school and liaising with other agencies;
- ensure (through the designated member of staff) that staff with designated responsibility for child protection will receive appropriate training to the minimum standard set out by the Barnsley Safeguarding Children Board (BSCB)
- will share our concerns with others who need to know, and assist in any referral process;
- will ensure that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, refer such concerns to the Designated member of staff, who will refer on to Children's Social Care in accordance with the procedures issued by Barnsley Safeguarding Children Board.
- safeguard the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs, cyber bullying or Internet technologies
- will ensure that all staff are aware of the child protection procedures established by Barnsley Safeguarding Children Board and, where appropriate, the Local Authority, and act on any guidance or advice given by them;
- will ensure through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children,
- will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.

2 DESIGNATED MEMBER OF STAFF

2.1 The designated senior member of staff (designated person) for safeguarding protection in this school is: **Nichola Thorpe-Headteacher-Jenny Bowers Deputy Headteacher**

2.2 In their absence, these matters will be dealt with by: **Kerry Heely Learning Mentor**

2.3 The designated person is key to ensuring that proper procedures and policies are in place and are

followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.

2.4 The school recognises that:

- The designated person need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post – they must therefore be a senior member of staff in the school.
- All members of staff (including volunteers) must be made aware of who this person is and what their role is.
- The designated person will act as a source of advice and coordinate action within the school over child protection cases
- The designated person will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
- They should possess skills in recognising and dealing with child welfare concerns.
- Appropriate training and support should be given.
- The designated person is the first person to whom members of staff report concerns.
- The designated person is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the BSCB.
- The designated person is not responsible for dealing with allegations made against members of staff, unless the designated person is also the headteacher.

2.5 To be effective they will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Children's Social Care and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by the Barnsley Safeguarding Children Board.
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, ask the Head of Safeguarding to investigate further.
- Ensure each member of staff and volunteers at the school, and regular visitors (such as Education Welfare Officers, Connexions personal advisors, trainee teachers and supply teachers) are aware of and can access readily, this policy.
- Liaise with the head teacher (if not head teacher) to inform him/her of any issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection regarding this.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.

- Ensure parents are aware of the child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible but certainly within the 15 day national requirement, separately from the main file, and addressed to the designated person for child protection.
- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.
- 2.5 The designated person also has an important role in ensuring all staff and volunteers receive appropriate training. They should:
 - Attend training in how to identify abuse and know when it is appropriate to refer a case
 - Have a working knowledge of how Barnsley Safeguarding Children Board operates and the conduct of a child protection case conference and be able to attend and contribute to these when required, [to enhance the implementation of the Child Protection Plan](#).
 - Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.
 - Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

3 DESIGNATED GOVERNOR

The Designated Governor for Safeguarding at this school is: [Linda Higgins Pam Jones](#)

- 3.1 Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.
- 3.2 The Governors will ensure that the designated member of staff for child protection is given sufficient time to carry out his or her duties, including accessing training.
- 3.3 The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:
 - The school is carrying out its duties to safeguard the welfare of children at the school;
 - Hold a termly monitoring meeting with designated safeguarding lead with an agreed focus.
 - Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate;
 - Child protection is integrated with induction procedures for all new members of staff and volunteers

- The school follows the procedures agreed by Barnsley Safeguarding Children Board, and any supplementary guidance issued by the Local Authority
- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity
- Where safeguarding concerns about a member of staff are raised, take appropriate action in line with BSCB Allegations against Staff Procedures and BMBC Disciplinary Procedures.

4 RECRUITMENT

4.1 In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

4.2 We accept that it is our responsibility to follow the guidance set out in “Safeguarding Children and Safer Recruitment in Education”, in particular we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- Identity checks to establish that applicants are who they claim to be²
- Academic qualifications, to ensure that qualifications are genuine
- Professional and character references prior to offering employment
- Satisfy conditions as to health and physical capacity
- Previous employment history will be examined and any gaps accounted for.
- CRB checks

e.g., through birth certificate, passport, new style driving licence, etc...

5 VOLUNTEERS

5.1 We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be recruited in line with BMBC **Recruitment** Policy.

5.2 [‘Working with Volunteers’ policy is in place and WWV1 forms are used for all volunteers working within school.](#)

6 INDUCTION & TRAINING

6.1 All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

6.2 All new staff at the school (including volunteers) will receive child protection information (What To Do If You Suspect A Child Is Being Abused) and a copy of this policy on starting their work at the school.

- 6.3 All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide access to this training **and new staff will also as part of their induction, complete the on line safeguarding training at www.safeguardingchildrenbarnsley.com**
- 6.4 Staff will attend refresher training every three years, and the designated person every two years.
- 6.5 Staff visiting the school for short periods of time e.g. 1 day supply cover, will receive information in relation to designated safeguarding and expected procedures. (See induction policy)
- 6.6 All adults are strongly encouraged to attend safeguarding training. Attendance at school training will be open to parent helpers, volunteers, extended schools providers, governors and any other parties that come in to contact with children on a regular basis. These staff will also be signposted to the online training available via the Barnsley Safeguarding Children Board website.
- 6.7 For staff who are unable to access face to face Safeguarding awareness training the school expects them to complete online training as above. All NQTs and **students** are expected to have completed Safeguarding awareness training prior to commencing their employment.

7 DEALING WITH CONCERNS

7.1 Members of staff and volunteers must not investigate suspicions; if somebody believes that a child may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns in line with DFE and BSCB Procedures. A 'Cause for Concern' is an action, observation or discussion that makes you feel anxious or worried about the well-being or safety of a child.

7.2 To this end, volunteers and staff will follow the procedures below;

- All causes for concern must be recorded immediately and in writing on the cause for concern record sheet by the person with the concern. **Paper copies will be kept in the staffroom**
- This must then be passed to the designated teacher immediately, who will decide on the appropriate actions, completing the 'for designated teacher use' section of the cause for concern sheet.
- Even if this results in no further action a vulnerable pupil file would be raised. This will include:
 - Vulnerable Pupil Information Sheet
 - Monitoring record sheet
 - Cause for Concern Form
 - Sticker on the front of the folder indicating any other siblings
 - This folder is placed in the 'live' vulnerable pupils and families section
 - Make other staff aware that a vulnerable pupil file has been raised as appropriate

Any further discussions, telephone calls or meetings in relation to the child must be recorded on the monitoring record sheet.

Designated leads and other appropriate adults will hold a monthly meeting to discuss and review all live and dormant case files. This provides the opportunity for designated teacher to:

- Monitor that agreed actions have taken place
- Evaluate the impact of these actions
- Agree next steps

- Quality assure written records

All further involvement and documentation must be stored in this file and nowhere else. Files will be stored in a secure place.

7.3 We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of Barnsley Safeguarding Children Board.

7.4 Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

8 SAFEGUARDING IN SCHOOL

8.1 As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

8.2 To this end, this policy must be seen in light of the school's policies on:

- Personal, Social and Health Education and Sex and Relationships Education; child protection issues will be addressed through the curriculum as appropriate.
- Bullying; the school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, cyber bullying or where there appear to be links to domestic abuse in the family home.
- Safe recruitment and code of conduct for staff.
- Racist incidents
- Confidentiality
- Behaviour and discipline
- Health & Safety
- Physical Intervention
- Allegations against members of staff
- E-safety
- Whistle Blowing
- Visitors policy
- Induction policy
- Information sharing policy
- Supervision Policy
- Children Missing Education

9 PHOTOGRAPHING CHILDREN

9.1 We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes.

9.2 However, if there are Health and Safety issues associated with this - i.e. the use of a flash when

taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash.

- 9.3 We will not allow others (visitors to school e.g. theatre groups or workshop providers) to photograph or film pupils during a school activity without the parent's permission.
- 9.4 We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name.
- 9.5 The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

10 CONFIDENTIALITY and INFORMATION SHARING (see separate policy for detail)

- 10.1 The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.
- 10.2 Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.
- 10.3 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the designated member of staff for child protection.

11 CONDUCT OF STAFF

- 11.1 The school has a duty to ensure that high standards of professional behaviour exist between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.
- 11.2 At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:
- working alone with a child
 - physical interventions
 - cultural and gender stereotyping
 - dealing with sensitive information
 - giving and receiving gifts from children and parents contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
 - disclosing personal details inappropriately
 - meeting pupils outside school hours or school duties
- 11.3 If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Barnsley Safeguarding Children Board procedures, we will view this as misconduct, and take appropriate action

- 11.4 An agreed code of conduct in relation to safeguarding has been agreed and adopted by all adults working with children at Worsbrough Bank End Primary School. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures
- 11.5 An agreed Whistle Blowing policy in relation to safeguarding (appendix 1) [to supplement to BMBC corporate policy](#) has been agreed in order to support the school ethos where pupils and staff can talk freely about concerns knowing they will be listened to and appropriate action taken.
- 11.6 There are a range of mechanisms in place to ensure that pupils feel comfortable to express their concerns to adults for example:
- To the school learning mentor via concern boxes
 - Through encouragement to discuss issues at school assemblies
 - Via the school council meetings
 - Learning mentor drop in sessions
 - An open approach to discussing issues with staff

12 PHYSICAL CONTACT AND RESTRAINT

- 12.1 Members of staff may have to make physical interventions with children. Members of staff will only do this in line with school policy.

13 ALLEGATIONS AGAINST MEMBERS OF STAFF

- 13.1 If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:
- Committed an offence against a child
 - Placed a child at risk of significant harm
 - Behaved in a way that calls into question their suitability to work with children
- 13.2 The allegation will be dealt with in accordance with national guidance and agreements, as implemented locally by BSCB.
- 13.3 The head teacher, rather than the designated member of staff will handle such allegations, unless the allegation is against the head teacher, when the chair of governors will handle the school's response.
- 13.4 The head teacher (or chair of governors) will collate basic information about the allegation, and report these without delay to the Local Authority Designated Officer (LADO). The LADO will discuss the concerns and offer advice and guidance on how the situation will be managed and if a strategy meeting will be required.

14 BEFORE AND AFTER SCHOOL ACTIVITIES

- 14.1 Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

15 CONTRACTED SERVICES

- 15.1 Where the Governing Bodies contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

16 PARENTS & CARERS

- 16.1 This policy will be available to download from the school website. www.bankend.org.uk Paper copies are available on request from the school office. A parent friendly leaflet is also available.

- 16.2 [Statement in the school prospectus](#)

17 PROVISION TO HELP PUPILS STAY SAFE

- 17.1 Safeguarding permeates through all aspect of the wider school curriculum. The following examples are not exhaustive but give a flavour for how safeguarding is promoted at Worsbrough Bank End Primary School.

The safety and inclusion of all pupils in our care is very important to us, school takes this aspect of its work very seriously and all safeguarding procedures are in place. As a result of this parents and different groups of children say that they feel safe and will come to school to share concerns and worries, seeking help and advice when required.

Feedback from parents indicates that most parents are pleased with how school deals with alleged incidents of bullying. Comments from parents of children who transfer to us because of incidents of bullying elsewhere say how their children settle well and improve in confidence at Bank End Primary School.

Furthermore, feedback from the children's questionnaires reveals that they feel safe from bullying and discrimination most of the time and despite occasional incidents that have affected them, or that they know about, they attend school well and are generally happy. Children have the confidence within the school that they can get the support they need. Any issues of a racial or homophobic nature are dealt with swiftly and records are kept. A racial incident form is completed each term for the LA. School has a Learning Mentor in post who hosts 'drop in' sessions throughout the school day and is available until 9.30 to speak to children and parents who have concerns. In addition a counsellor offers drop in sessions every Tuesday afternoon and this is funded by Barnsley Academy.

Children's ability to deal with various issues, express their needs in an appropriate manner, and be more aware of the need of others and their own safety are impacted upon by the effective teaching of the SEAL curriculum, missdorothy.com and Dinosaur school. These initiatives are fully embedded in school. This has resulted in children being able to show concern for the safety of themselves and others.

The staff and Governors work hard to ensure a safe, happy and healthy environment. Most children respect the dignity of others and refrain from intimidating or offensive behaviour. The Behaviour Policy was updated in April 2009, which includes sanctions to deal with unacceptable behaviour.

Further PSHE work in school, such as SEAL, missdorothy.com and Dinosaur school ensures children's understanding of safety through work on developing drugs and substance awareness and keeping safe practices. Through this children understand when they are in potentially dangerous situations and respond sensibly. Most children cross the road in a safe manner, which is covered in PSHE. In addition to this, other initiatives have taken place, such as safety Week, year 3 and 4 learning about ICT safety, computer and personal details awareness and year 6 taking part in 'Crucial Crew.' All of these initiatives demonstrate children's awareness and ability to have an accurate perspective on their own safety and that of others.

18 IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW

- 18.1** All adults in school will receive a copy of this policy and will be asked to sign to say that they have read and agree to follow its procedures. It will be discussed at least annually at staff meetings.
- 18.2** The effectiveness of the policy will be reviewed and evaluated the Governing Body annually in light of any specific incidents or changes to local/national guidance.
- 18.3** The designated governor for safeguarding will monitor one aspect of the school's work termly and report back to the full governing body.
- 18.4** The Headteacher will report on safeguarding matters through the termly report and safeguarding will be a standing item on the agenda at each full governing body meeting.
- 18.5** Parents will be consulted via the parents' forum and pupils via the school council.

Appendix 1

Safeguarding Children: Whistle Blowing

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Head Teacher. Although this can be difficult this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who is targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistleblowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistleblowing

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believe

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why
- Approach the Headteacher
- If your concern is about your immediate manager/Headteacher, or you feel you need to take it to someone outside the school, contact the Chair of Governors, [Mandy Guest](#)
- Make sure you get a satisfactory response - don't let matters rest
- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern.

What happens next?

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence

Self reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"

(reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)

Appendix 2: Definitions and Symptoms of Abuse

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse. The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

Physical Abuse

Actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and factitious illness by proxy. This includes excessive punishment.

Symptoms:

Behaviour changes/wet bed/withdrawal/regression	Finger marks
Frequent unexplained injuries	Broken bones
Afraid of physical contact	Cuts and grazes
Violent behaviour during role play	Cigarette burns
Unwillingness to change clothes	Cowering
Aggressive language and use of threats	
Bruising in unusual areas	
Changing explanation of injuries	
Not wanting to go home with parent or carer	

Neglect

Actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.

Symptoms:

Lack of appropriate clothing	Dirty
Cold – complaining of	Body sores
Hunger – complaining of	Urine smells
Unkempt hair	No parental interest

Not wanting to communicate

Behaviour problems

Attention seeking

Lack of respect

Often in trouble – police

Bullying

Use of bad language

Always out at all hours

Lack of confidence – low self-esteem

Stealing

Jealousy

Sexual Abuse

Actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. The involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles.

Symptoms:

Inappropriate behaviour – language

Withdrawn

Change of behaviour

Role play

Rejecting physical contact or demanding attention

Rocking

Physical evidence – marks, bruising

Knowledge

Pain going to toilet, strong urine

Stained underwear

Bruising/marks in genital area

Drawing – inappropriate knowledge

Relationships with other adults or children for example, being forward

Emotional Abuse

Actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. It is important to remember that all abuse involves some emotional ill-treatment.

Symptoms:

Crying

Rocking

Withdrawn

Not wanting to socialise

Cringing

Bad behaviour

Aggression

Behaviour changes

Bribery by parent

Self infliction

Lack of confidence

Attention seeking

Isolation from peers – unable to communicate

Clingy

Afraid of authoritative figures

Treating others as you have been treated

Picking up points through conversation with children