



# STEP Academy Trust

## Child Protection and Safeguarding Policy

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### About this Document:

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## Introduction

STEP Academy Trust Board of Trustees has agreed this Policy and as such, it applies to all Academies within the Trust.

<b>DESIGNATED SAFEGUARDING LEAD:</b>	[enter]
<b>DEPUTY DESIGNATED SAFEGUARDING LEAD:</b>	[enter]
<b>DESIGNATED SAFEGUARDING GOVERNOR:</b>	[enter]

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## Introduction

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. (Keeping Children Safe in Education – DfE, 2019)

This Child Protection and Safeguarding Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our Academies. It should be read in conjunction with the Recruitment Policy, Staff Code of Conduct Policy, Anti-Bullying Policy, Behaviour Policy, Health and Safety Policy, Off-Site Policy, E-safety Policy, Social Media Policy and Policy for Use of Images of Children. It should also be read in conjunction with Keeping Children Safe in Education (DfE, 2019).

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education 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.

## 2. Statutory framework

Section 175 of the Education Act 2002 (*Section 157 for Independent schools*) places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

The development of appropriate procedures and the monitoring of good practice in each Academy are the responsibilities of STEP Academy Trust.

Our Academy(s) work in accordance with the following legislation and guidance:

- Children Act 1989
- Children Act 2004
- [Keeping Children Safe in Education](#) (DfE, 2019)
- Working Together to Safeguard Children (revised February 2017)
- [Counter-Terrorism and Security Act \(HMG, 2015\)](#)
- [Serious Crime Act 2015](#) (Home Office, 2015)
- PREVENT Duty Guidance (2015)
- Children Missing in Education (2016)
- Sexual Offences Act (2003)
- Education (Pupil Registration) Regulations 2006
- Information sharing advice for safeguarding practitioners (HMG, 2015)
- Data Protection Act 1998

### **3. Roles and responsibilities**

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our Academy with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are shown on the cover sheet of this document.

#### The Board of Trustees/Academy Committees

The Board of Trustees and the Academy Committees (ACs) ensure that the policies, procedures and training in our Academies are effective and comply with the law at all times. They ensure that all required policies relating to safeguarding are in place and that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The ACs ensure there is a named designated safeguarding lead and deputy safeguarding lead in place in each Academy.

The AC has the duty to ensure that the Academy(s) meets their statutory responsibilities and ensures that the children and young people attending the Academy(s) are safe.

A Governor will liaise with the Designated Safeguarding Lead and Headteacher to plan strategic and monitoring visits throughout the year.

All members of the AC need to understand their duties relating to safeguarding, including Prevent Duty.

With regards to Safer Recruitment, the AC must be clear about the checking and vetting processes, before shortlist, during the interview and afterwards. They need to be assured that there are effective processes in place for arranging checks, including DBS, identity, right to work in the UK and any required overseas police checks. They will also ensure that any person employed to teach has the required teaching qualifications and has successfully completed any statutory induction required.

The AC must also ensure that the Academy keeps a single central record, detailing the range of checks it has carried on its staff. All relevant persons, including those responsible for governance will undergo a Section 128 check.

The ACs ensure the Academies contribute to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The ACs ensure that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

The ACs ensure that children are taught about safeguarding, including online, ensuring that that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.

The ACs and Academy leadership teams are responsible for ensuring the Academies follow recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place. It ensures that volunteers are appropriately supervised in school.

#### The Designated Safeguarding Lead (and Deputy)

The Designated Safeguarding Lead in the Academy takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in the Academy (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to the Local Authority Children's Social Care are made in accordance with current procedures. They work with the Local Authority and other agencies as required.

If for any reason the designated safeguarding lead is unavailable, the deputy designated safeguarding lead will act in their absence.

The practice of Designated Safeguarding Leads is supervised by the STEP Head of Standards who will also conduct safeguarding audits of each Academy (at least annually).

#### The Headteacher

The Headteacher works in accordance with the requirements upon all Academy staff. In addition, (s)he ensures that all safeguarding policies and procedures adopted by the AC are followed by all staff.

#### All Academy staff

Everyone in our Academy has a responsibility to provide a safe learning environment in which our children can learn. All staff members are prepared to identify children who may benefit from early help and understand their role within this process. This includes identifying any emerging problems so appropriate support may be provided and liaising with the designated safeguarding lead to report any concerns. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Social Care if there is a need to do so.

#### STEP Central Team Leads

It is the responsibility of the relevant STEP Central Team Leaders to inform one of the designated STEP Safeguarding Leaders when a new member of the Central Team joins the Trust. The Safeguarding Lead will then work with the Central Team member to ensure the relevant safeguarding checks and training are undertaken.

#### **4. Types of abuse**

Keeping Children Safe in Education (DfE, 2019) defines abuse as the 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"*

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

Our Academy is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. See appendices related to ‘What to do if you have a Safeguarding concern.’

Specific Safeguarding Issues:

Keeping Children Safe in Education (2019): Part 1: Information for all school and college staff highlights that all staff should have an awareness of safeguarding issues that can put children at risk of harm.

children deliberately missing education	children missing from home or care	fabricated or induced illness	homelessness
bullying including cyberbullying	relationship abuse	private fostering	children with family members in prison
drug taking	child criminal exploitation, including county lines	abuse linked to faith or belief	children and the court system
domestic abuse	online safety	mental health issues	child sexual exploitation
preventing radicalisation	‘honour-based’ violence, including FGM & forced marriage	serious violence	peer-on-peer abuse

Female Genital Mutilation (FGM) – also an example of Honour Based abuse

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our Academies will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

Forced Marriage

Forced marriage is also a form of Honour Based abuse, where individuals do not consent to marriage. This is different from an arranged marriage where individuals consent to marriage.

Forced marriage – see KCSIE 2019

### Serious Violence (homicide, knife and gun crime)

It is important that all STEP Academy staff are aware that some children may be at risk of serious violence and in becoming involved in serious violence. This is sometimes linked to concerns related to 'county lines'. Vigilance of key indicators that a child is at risk, including patterns of absence must be acted upon, swiftly. Early intervention and prevention are paramount.

### Prevention of Radicalisation

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the PREVENT duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion;
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas;
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our staff understand how to identify those who may benefit from this support and how to make a referral.

### Allegations Made by children about other children, including peer-on peer abuse

Our Academy may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our Academy recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our Academy understands the different gender issues that can be prevalent when dealing with peer on peer abuse (see STEP Anti-Bullying Policy, Behaviour Policy for further information).

Upskirting is a form of peer-on-peer abuse:

It is a form of sexual harassment that normally involves taking a picture under a person's clothing without them knowing with the intention of viewing their genitals or buttocks. It often occurs in a public crowded place, making it hard for the victim to know that a photograph is being taken, victims are often distressed and feel humiliated. Upskirting is a criminal offence. Staff will need to show that they are familiar with the term and can discuss implications of the practice with the whole school community.

Peer on Peer Abuse – see KCSIE, 2019

### Children with Special Educational Needs and Disabilities

Our Academy understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

### Children Missing from Education - see KCSIE, 2019

Our Academy must inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.

### Child Sexual Exploitation (CSE) – see KCSI, 2019

### Domestic (Family) Abuse and/or sexual violence – see KCSIE, 2019

## **5. Procedures**

All action is taken in accordance with the following guidance:

- Keeping Children Safe in Education (DfE, 2019)
- Working Together to Safeguard Children (DfE, 2015)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

When new staff, volunteers or regular visitors join our Academy they are informed of the safeguarding arrangements in place and the name of the designated safeguarding lead (and deputy) and how to share concerns with them.

When an academy has a visitor, they will be given key safeguarding information to read before they are permitted to enter. By signing in on arrival at an academy, the visitor is confirming that they have read, understood and agree to follow the safeguarding protocols they have been provided with.

Each academy operates a strict visitor checking system. Any organisation that has an employee visiting an academy will be expected to provide written confirmation that they have, as the employing body, sought a DBS which proves the employee is safe to work with children. If an individual visits an academy and is not acting on behalf of an organisation, or the employing body has not provided written confirmation that a DBS check has been sought and returned as clear, the visitor will be expected to show a recent copy of their DBS and ID before they are permitted to enter unaccompanied to the Academy. Any visitor that does not have written confirmation from their employing body or cannot provide a recent and clear DBS, with matching ID (for example a driving licence or passport) will not be permitted to enter the academy without a staff member accompanying them at all times.

Each academy operates a strict visitor lanyard system that relates to each of the following scenarios: A visitor that has passed the outlined DBS and ID checks, and is therefore clear to work with children unaccompanied; any visitor that has not passed the outlined DBS and ID checks, and cannot therefore work with children unaccompanied. It is essential that all visitors are wearing the correct lanyard in line with individual academy system that allows their level of clearance to be known and,

where necessary, questioned if they are unaccompanied.

All visitors, at all times, are expected to wear a visitors' lanyard.

Any member of staff, volunteer or visitor to the Academy who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the designated safeguarding lead (or, in their absence, the deputy designated safeguarding lead).

The designated safeguarding lead or the deputy will immediately refer cases of suspected abuse or allegations to the Local Authority. Essential information will include the pupil's name, address, date of birth, family composition, the reason for the referral, whether the child's parents are aware of the referral plus any other relevant information or advice given.

The Academy will always undertake to share an intention to refer a child to Children's Social Care with the parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from the LA and/or Police.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for reconsideration of the case with the designated safeguarding lead.

Safeguarding contact details are displayed in the Academy ensure that all staff have unfettered access to safeguarding support.

## **6. Training**

### The DSL/Deputies

The DSL & Deputies undertake Designated Safeguarding Lead Training or Level 3 Child Protection training at least every two years. They will attend training in inter-agency working and other matters as appropriate. In addition, the DSL attends termly safeguarding briefings led by the Local Authority.

It is an expectation that the DSL, DDSL, Headteacher, one other member of the SLT and at least one member of the AC complete Safer Recruitment training every three years in each Academy.

### All Staff

All staff members will undertake safeguarding and child protection training, including whistle-blowing procedures, at induction to ensure they:

- understand the Trust and/or Academy's Safeguarding procedures;
- understand their responsibilities;
- can identify signs of abuse or neglect;
- know who the Designated Safeguarding Leads are in the academy and how to alert and record any concerns.

This training is repeated annually. All staff also receive training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children who may be at risk of being drawn into terrorism and to challenge extremist ideas.

All STEP Staff, including Central team, governors and Trustees will also receive regular safeguarding and child-protection updates as required. This may be through emails, e-bulletins, scenarios and staff meetings. Safeguarding training, as relevant to those responsible for governance, at academy and Trust wide level, will be made available annually.

## **7. Professional confidentiality**

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to a pupil and will not agree with a pupil to keep a secret as, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further investigation by appropriate authorities.

All staff members are informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Any information shared with a member of staff in this way is held treated confidentially.

## **8. Records and information sharing**

The Trust uses CPOMS to record concerns and actions related to Child Protection and Safeguarding. When a visitor to an Academy has a concern, they are requested to complete a Record of Concern which will be scanned and uploaded by the Designated Safeguarding Lead to the child's CPOMS record.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 (GDPR) places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will make an accurate record as soon as possible noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All CPOMS records are dated and will include the action taken. The designated safeguarding lead (or deputy), will decide on appropriate action and record this accordingly.

All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth. If a pupil transfers from our Academy to another school, their child protection records will be forwarded to the new educational setting in accordance with GDPR (2018).

## **9. Interagency working**

It is the responsibility of the designated safeguarding lead to ensure that the Academy is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the Academy is part of the core group, the designated safeguarding lead will ensure the Academy is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and/or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place

the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

## **10. Allegations about members of the workforce**

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Handbook/Code of Conduct.

The Academy works in accordance with statutory guidance and the Local Authority in respect of allegations against an adult working with children (in a paid or voluntary capacity).

The Academy has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the designated safeguarding lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the Academy must operate within statutory guidance around Data Protection.

Where the concern involves the Headteacher, it should be reported direct to the Chair of Governors. STEP Academy Trust procedures require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team within one working day. However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The Academy does not carry out any investigation before speaking to the LADO.

## **11. Whistleblowing**

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the Academy or members of the public.

All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the Academy's Code of Conduct/Whistleblowing policy.

We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## APPENDIX 1

### What to do if you have a safeguarding concern at a STEP Academy Trust Academy

#### Why are you concerned?

For example:

- Disclosure
- Child's appearance
- Child's comments
- Behaviour change
- Witnessed concerning behaviour
- The actions of others have left you, a child or another adult feeling uncomfortable

#### Immediately Inform the Designated Safeguarding Lead (or Deputy Safeguarding Lead in their absence)

- Clarify your concerns if necessary (TED: Tell, Explain Describe)
- Use child's own words
- Reassure the child

**If concern is about a professional, inform the Head Teacher or Head of School**

#### Record your concerns

If you are a member of the Academy site, record your concerns on CPOMS



If you are a visitor to the Academy Site, complete the 'Cause for Concern' form

#### The DSL will review the referral and make a decision about next steps.

Feedback (on a need-to-know basis) is given to the referrer on the next steps.

Next STEPS recorded on CPOMS

#### Referral/Further Decision

- Consider whether a child is at immediate risk of harm e.g. unsafe to go home
- Discussion/refer to other agencies as appropriate – SPOC/MASH/ Early Help
- If allegation is against a professional, Head Teacher will notify LADO.

#### In School Monitoring

- Be clear about what is being monitored-behaviour, trends, appearance, attendance
- How long will this be monitored for?
- Where, how and whom will you feedback/ record monitoring (teacher/referrer/SLT)
- Where and how will you record?
- Inform parent/carer of support provided
- Meetings/support plans

#### Record Decision

Child is deemed at risk of significant harm or the likelihood of danger or significant harm and/or risk/  
Decision made to refer to Children's Social care (MASH/Early Help)

At all stages, the child's circumstances will be kept under review. The DSL/staff will re-refer if required to ensure the child's ongoing safeguarding and welfare needs are addressed.



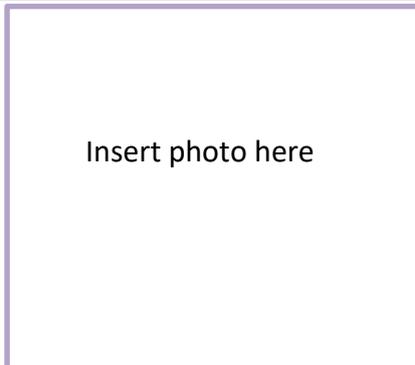
XXX Academy  
Designated Safeguarding Leads

Designated Safeguarding Lead



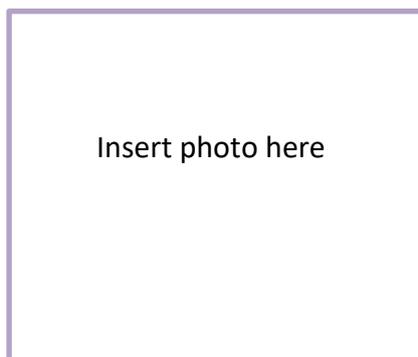
Insert Name and Role

Deputy Designated Safeguarding Lead



Insert Name and Role

Governor for Safeguarding



Insert Name

## RECORD OF CONCERN

(Pupil)

(please complete electronically or in pen)

Child's Name :		Date and Time of Concern :		
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion :	Class:
Your Account of the Concern: (what was said, observed, reported and by whom)				
Additional Information: (your opinion, context of concern/disclosure)				
Your Response : (what did you do/say following the concern)				
Your Name :		Your Signature :		
Date and Time of this Recording :				
Action and Response of DSP / HT				
Name: .....			Date:.....	

## APPENDIX 5

### Signs and Indicators of Abuse

#### Signs of Abuse

Recognising child abuse is not easy. It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do however, have both a responsibility and duty, as set out in your organisation's child protection procedures, to act in order that the appropriate agencies can investigate and take any necessary action to protect a child. The following information should help you to be more alert to the signs of possible abuse.

#### Physical Abuse

Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern, although this can be more complicated with burns, as these are often delayed in presentation due to blistering taking place sometime later.

- Unexplained bruising, marks or injuries on any part of the body
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks
- Multiple burns with a clearly demarcated edge

#### Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression
- Withdrawn behaviour
- Running away from home

#### Emotional Abuse

Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care. Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress

### Sexual Abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

It is also important to remember that it not just adult men who sexually abuse children – there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults

## Neglect

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- Constant hunger, sometimes stealing food from other children
- Constantly dirty or 'smelly'
- Loss of weight, or being constantly underweight
- Inappropriate clothing for the conditions.

Changes in behaviour which can also indicate neglect may include:

- Complaining of being tired all the time
- Not requesting medical assistance and/or failing to attend appointments
- Having few friends
- Mentioning being left alone or unsupervised.

## Bullying

Bullying is not always easy to recognise as it can take a number of forms. A child may encounter bullying attacks that are:

- Physical: pushing, kicking, hitting, pinching and other forms of violence or threats
- Verbal: name-calling, sarcasm, spreading rumours, persistent teasing
- Emotional: excluding (sending to Coventry), tormenting, ridiculing, humiliating

Persistent bullying can result in:

- Depression
- Low self-esteem
- Shyness
- Poor academic achievement
- Isolation
- Threatened or attempted suicide

Signs that a child may be being bullied can be:

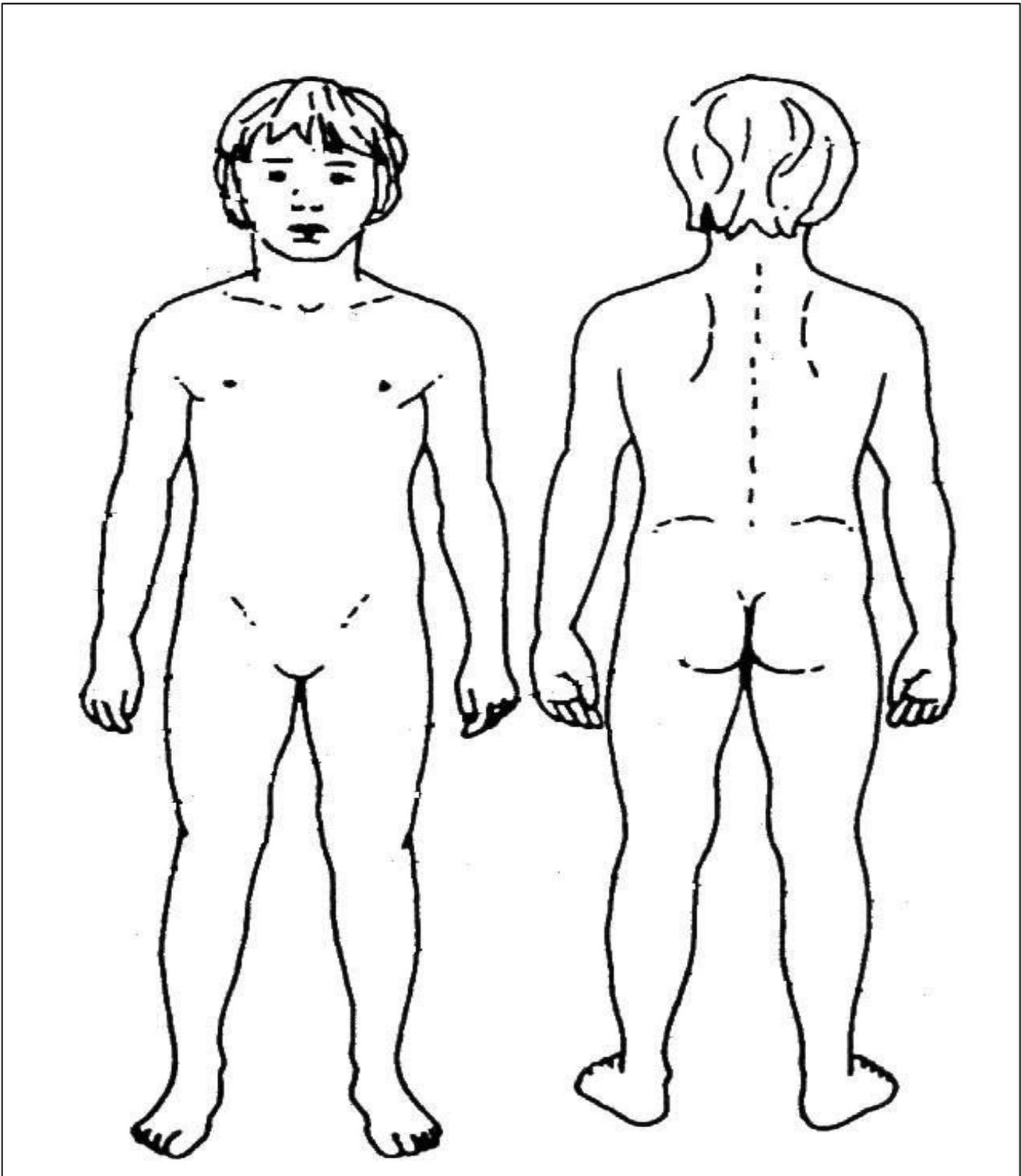
- Coming home with cuts and bruises
- Torn clothes
- Asking for stolen possessions to be replaced
- Losing dinner money
- Falling out with previously good friends
- Being moody and bad tempered
- Wanting to avoid leaving their home
- Aggression with younger brothers and sisters
- Doing less well at school
- Sleep problems
- Anxiety
- Becoming quiet and withdrawn

These definitions and indicators are not meant to be definitive, but only serve as a guide to assist you. It is important too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or the birth of a

new baby in the family or relationship problems between parents/carers. In assessing whether indicators are related to abuse or not, the authorities will always want to understand them in relation to the child's development and context.

**APPENDIX 6**  
**Body Maps**

**Child Body Map**



**Baby/infant Body Map**

