



Policy:

Safeguarding and Child Protection Policy

Approved by the governing body on.....

Play together, learn together, achieve together.

SPRINGVALE PRIMARY SCHOOL
Policy for Safeguarding and Child Protection
Spring 2018



Introduction

This policy was created after a period of consultation with relevant stakeholders within school. It has been formally adopted by governors and reflects our approach at Springvale Primary School.

School Aims

The policy is underpinned by the central aims of Springvale Primary and values held by the school community:

Aims of the school

- Springvale is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Springvale School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our **Disability Equality Scheme** we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

Contents

1. Policy Aims, Purpose and Principles
2. Designated Members Of Staff
3. Designated Governor
4. Recruitment
5. Volunteers
6. Induction And Training
7. Dealing With Concerns
8. Safeguarding In School
9. Photographing Children
10. PREVENT
11. Confidentiality
12. Conduct Of Staff
13. Physical Contact And Restraint
14. Allegations Against Members Of Staff
15. Before And After School Activities
16. Contracted Services
17. Parents And Carers
18. Provision to Help Pupils Stay Safe
19. Implementation, Monitoring and Review

AIMS OF THIS POLICY

- To ensure that children are effectively safeguarded from the potential risk of harm at Springvale 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 children feel safe and secure.
- 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.
- Are fully informed in order to ensure their own safety and 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. This policy has been drawn up with reference to Keeping Children Safe in Education (Sept 2016) and Working Together to Safeguard Children (March 2015).
- 1.2 This school recognises its legal and moral duty to promote the well-being of children, protect them from harm and to 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 whatever capacity, will at all times operate 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 should not 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 If we have suspicions that a child's physical, sexual or emotional well-being is being harmed, or is likely to be, or that they are being neglected, we will take appropriate action in accordance with the procedures issued by Barnsley Safeguarding Children Board (from here on referred to as BSBC).
- 1.8 As a consequence, we:
 - 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. In our school, this person is the Headteacher.
 - 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;
 - Ensure (through the designated member of staff) that staff with responsibility for child protection will receive appropriate training to the minimum standard set out by the 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 BSCB
 - Safeguard the welfare of children whilst in the school, through positive measures to address bullying, including where this involves 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

- Will make all visitors, pupils and parents aware of key safeguarding staff
- Will designate a Governor with specific responsibility to monitor and evaluate safeguarding issues

2 DESIGNATED SAFEGUARDING LEAD

2.1 The Designated Safeguarding Lead for safeguarding protection in this school is **the Headteacher**.

2.2 In his absence, these matters will be dealt with by the **Deputy Headteacher**, who is the Deputy Safeguarding Lead. Should both of these people be out of school, responsibility for Safeguarding will pass to the most senior member of the SLT.

2.3 The Designated Safeguarding Lead 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 Safeguarding Lead 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 Safeguarding Lead will act as a source of advice and coordinate action within the school over child protection cases
- The Designated Safeguarding Lead 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 Safeguarding Lead is the first person to whom members of staff report concerns
- The Designated Safeguarding Lead is responsible for referring cases of suspected abuse to the relevant investigating agencies according to the procedures established by the BSCB
- The Designated Safeguarding Lead is responsible for dealing with all

allegations regarding members of staff unless the allegation directly implicates the Headteacher who as Springvale's Designated Safeguarding Lead would then inform the Chair of Governors

2.5 To be effective the Designated Safeguarding Lead 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, volunteers at the school and regular visitors (such as external advisors, trainee teachers and supply teachers) are aware of and can readily access this policy
- Ensure that this policy is updated and reviewed every year 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 this Safeguarding and 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 Safeguarding Lead for child protection at the receiving school.
- 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. Where a parent is electing to home educate they must be referred to the Local Authority in line with their Elective Home Education Policy
- To hold a half-termly review meeting with the designated Governor for safeguarding

2.6 The Designated Safeguarding Lead 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 GOVERNORS

The Designated Governor for Safeguarding at this school is: **Claire Throssell.**

- 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 Safeguarding Lead 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 half-termly monitoring meeting with the 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 (www.safeguardingchildrenbarnsley.com) , 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. We will log the details of any recruitment panel including their appropriate qualifications/training to ensure that we are transparent about their suitability to appoint in line with safeguarding policies and procedures.
- 4.2 When recruiting new staff, we will ensure that one member of the panel is fully trained in Safer Recruitment procedures. Adverts clearly identify our commitment to safeguarding and we seek assurances about all gaps in employment.
- 4.3 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 be e.g., through birth certificate, passport, new style driving licence, etc...
 - 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.
 - DBS checks
 - Prohibition checks

5 VOLUNTEERS

- 5.1 We understand that some people 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 and the school’s Volunteer Policy.

6 INDUCTION & TRAINING

- 6.1 All new members of staff (including volunteers, students and coaches) will receive induction training by Mrs Kelly as our Health and Safety Co-ordinator. They will also receive a copy of this policy, or a summary of its key points as appropriate. Training will be appropriate to role but will always refer to the reporting of any safeguarding concerns and confidentiality issues.
- 6.2 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

- 6.3 Staff will attend refresher training every three years, and the Designated Safeguarding Lead and his Deputy every two years.
- 6.4 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.

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. Where any action, observation or discussion gives rise to anxiety or concern about the well-being or safety of a child, a Cause for Concern Form should be completed (see Appendix 1). Appendix 2 outlines the four main categories of abuse and the main symptoms associated with them.

The procedure below should then be followed:

- All Cause for Concern Forms must be recorded immediately and in writing on the record sheet by the person with the concern. Blank paper copies will be kept in classrooms/the staff room.
- This must then be passed to the Designated Safeguarding Lead immediately, who will decide on the appropriate actions, completing the 'for Designated Safeguarding Lead 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:
 - Monitoring record sheet
 - Cause for Concern Form or similar record of concern if not relating to an isolated/reported incident
 - Sticker on the front of the folder indicating any other siblings
 - Colour coded tabs to highlight the status of the file and the type of concern that has caused the file to be raised (e.g. welfare/attendance)
 - This folder is placed in the 'live' vulnerable pupils and families section to begin with. This is held by the Designated Safeguarding Lead and stored securely. It will then be monitored and may be escalated for further support or downgraded to a dormant file where the child will continue to be monitored at least half termly by the Designated Safeguarding Lead and the designated Governor for safeguarding.
 - 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 or similar document.

The Designated Safeguarding Lead and designated Governor will hold a half-termly meeting to discuss and review all live and dormant case files. This provides the opportunity for the Designated Safeguarding Lead/governor 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.

- 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 BSCB. All staff- including office staff and SMSA staff had full BMBC safeguarding and child protection training in September 2017.
- 7.4 It is important that all staff recognise that they have a responsibility to report any concerns. For this reason we will hold weekly safeguarding briefings and share email summaries for staff.

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 care.
- 8.2 To this end, this policy must be seen in light of the following school policies and procedures:
- Sexual and Relationships Education (SRE); child protection issues will be addressed through the curriculum as appropriate.
 - Anti - Bullying; the school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. This will include 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.
 - Equal opportunity/Gender Equality
 - Confidentiality
 - Behaviour
 - Health & Safety
 - First Aid
 - Restraint

- Allegations against members of staff and Whistleblowing
- E-safety
- Staff Induction
- Freedom of Information
- Nursery Home Visits
- Children Missing from Education
- Disability Equality scheme and associated policies
- Managing Medical Needs and Infection Control
- Substance Misuse
- Educational Visits
- Intimate care
- Buildings security

All of these policies are subject to regular review and approval by the Governing Body.

9 PHOTOGRAPHING CHILDREN

- 9.1 We understand that parents like to take photos or video of 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, there may be Health and Safety issues associated with this. If for example 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 media release consent from a parent.
- 9.4 We will not allow images of pupils to be used on school websites, publicity, or press releases, without media release consent from the parent, or carers.
- 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. Parents are advised at all events that they must not upload images onto any form of social media.

10. PREVENT

- 10.1 School recognises that it has a duty to protect children from the dangers of radicalisation. We take this responsibility seriously and, given the nature of our location, adopt a measured and circumspect approach. We take a broad interpretation of the word radicalisation and recognise that this may come from religious, ethnic, extreme left or right wing perspectives.
- 10.2 All staff and governors have been made aware of their responsibilities under the Prevent agenda. Key staff have had Prevent training in September 2017.
- 10.3 School has ensured that our internet connections are fully PREVENT compliant.

11 CONFIDENTIALITY and INFORMATION SHARING

- 11.1 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.
- 11.2 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.
- 11.3 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 Safeguarding Lead for child protection.

12 CONDUCT OF STAFF

There is a separate school policy on Staff Code of Conduct.

13. WHISTLEBLOWING

There is a comprehensive policy for Allegations of Abuse against staff and Whistleblowing available in school, the following points are taken from that policy.

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Headteacher. Although this can be difficult it 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 people who are 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 believed

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
- 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, Richard Fletcher, or the Local Authority Designated Officer
- 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 whistleblowing can be difficult and stressful. If you feel it helpful advice and support is available from your line manager and/or your professional 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)

14 PHYSICAL CONTACT AND RESTRAINT

- 14.1 Members of staff may have to make physical interventions with children. Members of staff will only do this in line with the Restraint Policy. Staff must have had the appropriate training and ensure that it is in date and in line with a pupil's PHP (Personal Handling Plan).

15 ALLEGATIONS AGAINST MEMBERS OF STAFF

- 15.1 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,

The allegation will be dealt with in accordance with national guidance and

agreements, as implemented locally by BSCB.

- 15.2 The headteacher will handle such allegations, unless the allegation is against the headteacher, when the chair of governors will handle the school's response.
- 15.3 The headteacher (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.

16 BEFORE AND AFTER SCHOOL ACTIVITIES (7.45 a.m. – 6.00 p.m.)

- 16.1 When school is offering before or after school activities for pupils, (such as sports or music clubs etc.) we will ensure that those delivering the activity are compliant with appropriate safeguarding policies and procedures, and that there are arrangements in place to link with the school on such matters. School will check DBS certificates. Individuals running the sessions will be expected to sign to say they have read the school's Safeguarding and Child Protection Policy.

17 CONTRACTED SERVICES

- 17.1 Where the Governing Body contracts 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.

18 PARENTS & CARERS

- 18.1 This policy will be available to download from the school website. www.springvaleprimary.org. Paper copies are available on request from the school office. Key points are included in the school prospectus.

19 PROVISION TO HELP PUPILS STAY SAFE

- 19.1 Safeguarding permeates through all aspects of the wider school curriculum. The following examples are not exhaustive but give a flavour for how safeguarding is promoted at Springvale Primary School.

Through a personalised PSHCE programme that specifically meets the needs of our children, they learn to engage with others in a safe and mutually respectful way. Our robust Anti-bullying Policy is reinforced regularly. Pupils who have particular needs or difficulties in these areas are supported by a

range of social and emotional support strategies and programmes, as well as receiving additional individual support from parents and staff.

Initiatives such as sports coaches, School/Class Council, eSafety and Bikeability, along with highly effective work with other agencies, ensure that children are well placed to keep themselves and other children safe in their everyday lives.

20 IMPLEMENTATION, MONITORING, EVALUATION AND REVIEW

- 20.1** All adults in school, including volunteers and governors, will receive a copy of this policy or an appropriate summary. It will be discussed at least annually at staff meetings.
- 20.2** The effectiveness of the policy will be reviewed and evaluated by the governing body annually in light of any specific incidents or changes to local/national guidance.
- 20.3** The designated governor for safeguarding will monitor one aspect of the school's work termly and report back to the full governing body.
- 20.4** The headteacher will report on safeguarding matters through the termly report to governors.

Appendix 1: Springvale Primary School Cause for Concern Form

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. Symptoms such as cuts and grazes, may also be accidental and not a sign of abuse.

Physical Abuse

Physical abuse may include actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child.. 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

Neglect may include 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. In addition, it could also be 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

This may include actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. It also covers 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	
Relationships with other adults or children, for example being forward	
Drawing – inappropriate knowledge	

Emotional Abuse

This may include 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