

# **BUTCOMBE CLIFTON COLLEGE PRE-PREP SCHOOL**

## **CHILD PROTECTION (SAFEGUARDING) POLICY**

**This policy is reviewed annually, and any deficiencies within the policy are addressed immediately. This policy complies with DCFS Guidance *Safeguarding children and Safer Recruitment in Education* (January 2007)**

**For the purposes of this policy, all children at Butcombe, i.e. in the Early Years Foundation Stage and Key Stages 1 and 2, are generally referred to as ‘children’ rather than ‘pupils’. However, guidance that applies to all age groups may refer to ‘children’ as ‘pupils’.**

**Staff will find further guidance on many issues contained in this policy in the Butcombe Staff Handbook).**

**This policy is written in accordance with locally agreed inter-agency procedures of Bristol City council. The Local Authority Designated Officer (LADO) for the management of allegations against professionals for Bristol City Council is Sandy Marwick (from February 2011), on 0117 9037795, or email at [sandy.marwick@bristol.gov.uk](mailto:sandy.marwick@bristol.gov.uk) Further details can be accessed through the following link: <http://www.bristol.gov.uk/ccm/navigation/health-and-social-care/safeguarding-children/>**

### **Introduction**

**At Butcombe the health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. Butcombe aims to ensure that this expectation is the reality. In order to do this a wide range of measures are put in place. These are referred to in this policy:**

1. ‘Every Child Matters’
2. Health and Safety
3. First Aid
4. Administering Medicines
5. Site Security
6. Attendance
7. Procedure for the Non-Collection of a Child
8. Missing Child Procedure
9. Appointment and Induction of Staff
10. Visitors, Volunteers and Work Experience Placements
11. Child Protection
12. Allegations Against a Member of Staff
13. Complaints
14. The Curriculum
15. Internet Safety
16. Equal Opportunities
17. Behaviour

18. Anti-Bullying
19. Racial Tolerance
20. Photographing and Videoing
21. Physical restraint
22. Appendix A – Signs of Abuse

In addition, this *Child Protection (Safeguarding) Policy* should be read in conjunction with the cross-College *Guidance on Safe Working Practices*, available on Sharepoint, which gives guidance on the following:

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| <ol style="list-style-type: none"> <li>1. Duty of Care</li> <li>2. Exercise of Professional Judgement</li> <li>3. Power and Positions of Trust</li> <li>4. Confidentiality</li> <li>5. Propriety and Behaviour</li> <li>6. Gifts</li> <li>7. Infatuations</li> <li>8. Social Contact and Communication</li> <li>9. Meetings in Staff Houses</li> <li>10. Physical Contact</li> <li>11. Physical Education and other activities which require physical contact</li> <li>12. Pupils in distress</li> <li>13. Behaviour Management</li> </ol> | <ol style="list-style-type: none"> <li>14. Care, Control and Physical Intervention</li> <li>15. Sexual Contact with Young People</li> <li>16. One-to-One situations</li> <li>17. First Aid</li> <li>18. Intimate care</li> <li>19. Transporting Pupils</li> <li>20. Curriculum</li> <li>21. Photography, Videos and other Creative Arts</li> <li>22. Internet Use</li> <li>23. Alcohol, Tobacco and Illegal Drugs</li> <li>24. Whistle-blowing</li> <li>25. Sharing Concerns and Recording Incidents</li> </ol> |
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The following Policies and other documents are referred to in this policy, all of which are available on Sharepoint:

1. Health and Safety Policy
2. Fire risk Assessment
3. Major Incident Plan
4. Cooking and Food Policy
5. Complaints Procedure
6. Guidance on Responding to Allegations of Abuse
7. Curriculum Policy
8. Spiritual, Moral, Social and Cultural Policy
9. Personal, Social and Health Education Policy
10. Equal Opportunities Policy
11. Learning Difficulties and Disability Policy
12. Behaviour and Discipline Policy
13. Anti-Bullying Policy

The governing body of the school (Clifton College Council) undertakes an annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged. There is a nominated member of Council who oversees child protection and safeguarding within the College.

## **1. Every Child Matters and the Children's Plan**

In 2003, the Government published a Green Paper called *Every Child Matters* (ECM) alongside the formal response to the report into the death of Victoria Climbié. After a thorough consultation process, the Children Act 2004 became law. This legislation is the legal underpinning for ECM, which sets out the Government's approach to the well-being of children and young people from birth to age 19.

ECM raises five key issues deemed essential in the all-round development of each and every child. These are that every child must be able to:

- be healthy
- stay safe
- enjoy and achieve
- achieve economic well-being
- make a positive contribution

The ECM agenda has been further developed through publication of the *Children's Plan* (CP) in December 2007. The CP is a ten-year strategy to make England the best place in the world for children and young people to grow up. It places families at the heart of Government policy, taking into account the fact that young people spend only one-fifth of their childhood at school. Because young people learn best when their families support and encourage them, and when they are taking part in positive activities outside of the school day, the CP is based around a series of ambitions which cover all areas of children's lives.

The Plan aims to improve educational outcomes for children, improve children's health, reduce offending rates among young people and eradicate child poverty by 2020, thereby contributing to the achievement of the five ECM outcomes.

The above documents along with the government directive *Safeguarding Children* (DfES/027/2004) were used in formulating this safeguarding policy. It is the responsibility of all members of staff, teaching and support staff, to ensure that the school does its best to deliver good practice in each of the five aspects of ECM.

## **2. Health and Safety**

The school has a *Health and Safety Policy* which is reviewed annually and monitored each term by the Health and Safety (H&S) representative and the School Nurse. A copy of this policy is available on Sharepoint.

The Headmistress, the Deputy Head (H&S representative), the Facilities Manager and the Governor with responsibility for H&S oversee health and safety issues. Any concerns from staff are reported to any of the above and the Facilities Manager carries out an initial examination, assessing what remedial action needs to take place.

The school conducts an annual *Fire Risk Assessment*. Each term there is a fire drill that practices efficient evacuation from the buildings.

There is a *Major Incident Plan* that details what staff should do in the case of emergencies. It can be found in a blue ring-binder in the School Office. Other copies are kept in the Preparatory School office and the main reception of 32 College Road.

There is a *Cooking and Food Policy* that outlines safe practices in school, the kitchen, cookery room and dining hall.

### **3. First Aid**

The school employs a full time Paediatric Staff Nurse (RSCN). All members of staff receive paediatric First Aid training. There are a number of first aid kits situated around school. When a child suffers an accident, staff will:

- Get assistance from a trained first aider
- Log the incident in the accident book
- For head injuries a Head Note is issued to parents
- If there is any doubt at all about the child's welfare a parent is contacted.

For matters of an intimate nature staff are instructed to deal with a child with utmost sensitivity and always to seek guidance from the Headmistress or Deputy Head. All children have a right to safety, privacy and dignity when contact of an intimate nature is required (e.g. assisting with toileting or removing wet/soiled clothing). The parents may be asked to come into school immediately so that they are part of the decision-making process for such matters.

There is a detailed *Clifton College First Aid Policy* available on Sharepoint.

### **4. Administering Medicines**

If a child needs to have medicine administered whilst in school an Authorisation Form must be filled in and signed by the parent or guardian. The school nurse normally administers this medicine, or another first aider in her absence. Parents can also fill in a form allowing their child to be given a pain killer if needed.

### **5. Site security**

Butcombe is situated on a secure site which is controlled by precise management directives, but inevitably there is the possibility of human error so staff should be vigilant at all times. The following procedures are designed to minimise all risks:

- Gates operated by swipe cards or padlocks will be locked at all times from 9.00 a.m. until 3.15 p.m.. Staff should carry their swipe card at all times to enable them to get into the buildings.
- Internal office doors have coded locks that should be activated at the end of the day, or when the building is left unattended during the day.
- Visitors, volunteers and students must only enter through the main entrance and always sign in at the office. They should also sign out when they leave the campus.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Children will never be allowed to leave school alone, or with elder siblings in the Pre. Special arrangements may be made for collection by siblings aged 14 or over.
- No member of staff should put themselves at risk from physical attack. In the event of coming upon a stranger within the building or campus, the person should be politely challenged, and walked off the campus. Following this, staff should inform the Headmistress or Deputy Head immediately, notify College Reception, the Marshall, and the Pre and Upper School offices of the presence of a stranger on the campus, with a description if possible (n.b. contract staff will have identity badges and should not be allowed on site without checking with the Works Department of their authenticity).
- In the event of criminal activities (e.g. theft) being detected, staff should inform the Headmistress or Deputy Head immediately, notify College Reception, the Marshall, the Pre and Upper School offices, and contact the police. Butcombe House is now alarmed.
- Empty classrooms should have closed windows.

## **6. Attendance**

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone immediately. If there is no notification school has a policy of phoning home to ascertain each child's whereabouts.

Attendance rates are monitored each term by the Headmistress. Positive measures are in place to encourage children to attend regularly and punctually.

A child will be sent home if they have diarrhoea or vomiting when at school. They are to remain at home for 48 hours after symptoms last presented themselves.

## **7. Procedure for the Non-Collection of Child**

School closes at 15.30. After School Care closes at 18.00 daily and parents must collect their children by this time. If a parent is unavoidably delayed due to circumstances beyond their control they should make all efforts to contact the school via the telephone (a late collection charge of £10.00 is made if a parent or other adult authorised to collect the child is late).

If a child is not collected by 18.00 and a parent has not made contact, the After School Care Supervisor will make every effort to contact the parents via their work, home and emergency contact numbers on their booking form, double-checking these numbers on Sims as necessary.

If no contact has been made with the parents or emergency contacts by 18.30 then the ASC Supervisor will contact the Headmistress/Deputy Head. Two members of ASC staff or the Headmistress/Deputy Head will remain on site until the child is collected.

If no contact has been made with the parents by 19.00, the ASC Supervisor or Headmistress/ Deputy head will contact the local police. A police officer may collect the child from school, or it might be deemed better for the child for him/her to wait with younger Pre pupils in Poole's, the preparatory school girls' boarding house. It will be the role of that officer to find a responsible person to look after the child.

## **8. Missing Child Procedure**

To ensure a child has not gone missing, a register is taken at the start of the morning and afternoon sessions. When trips take place a list of the children out on the trip is sent to the school office before departure. At all time, on and off site, children are made aware of the boundaries of the areas they may work or play in. Children are supervised at all times and staff on duty remain vigilant. Visitors are recorded arriving and leaving.

**IF A CHILD IS REPORTED MISSING ON SITE, ALL BUTCOMBE TEACHING AND SUPPORT STAFF ARE TO TAKE PART IMMEDIATELY IN THE SEARCH FOR THAT CHILD, ENSURING THAT OTHER CHILDREN STILL ON SITE ARE PROPERLY SUPERVISED**

### **Procedure if a child is found to be missing on site:**

- Contact the Headmistress and/or deputy immediately
- Call the register to check and establish which child is missing
- Members of staff will check grounds and rooms to ensure the child has not hidden or been locked in anywhere within the boundary
- One appointed member of staff should leave the site to look around the immediate locality
- Other parts of the campus and sites are to be contacted to check the child has not joined another group after an activity or outing if appropriate
- A member of staff should contact all members of Butcombe staff still on site, the Head of College, Head of the Pre, the Bursar, the Marshall, who will in turn inform their departments
- The Headmistress/Deputy Head will contact the police and the parents

### **Procedure if a child is found to be missing whilst on an outing:**

- If a child is found to be missing while on an outing the member of staff supervising should contact the Headmistress/Deputy head immediately
- The rest of the group should be kept together and the register re-checked
- Other members of staff present and the children should look in the area for the child and wait for the member of staff in charge to advise them
- The member of staff in charge will should contact all members of Butcombe staff still on site, the Head of College, Head of the Pre, the Bursar, the Marshall, who will in turn inform their departments
- The Headmistress/Deputy Head will contact the police and the parents

### **9. Appointment and Induction of Staff**

This policy complies with DCFS Guidance *Safeguarding Children and Safer Recruitment in Education (January 2007)*.

All staff that are appointed to work in school have a criminal records search called a CRB check. This search highlights people who have a criminal record or if previous allegations have been made them. If staff are found to have a criminal record the appointment is reconsidered by the Headmistress and the Human Resources Department. However, as from 26 July 2010 the CRB are introducing a new application form to coincide with ISA registration of the Vetting and Barring Scheme. The Vetting and Barring Scheme will become mandatory from November 2010. Therefore any new member of staff employed will need to be registered with the ISA prior to employment with the College.

The Headmistress sits on all appointment panels where candidates are external applicants. The Headmistress has undertaken the NCSL training on safer recruitment, and the school operates safe recruitment procedures.

New staff, including part-time and voluntary staff, are inducted into safeguarding practices. Newly appointed staff are assigned a mentor for the induction period. It is the responsibility of the mentors to familiarise new staff with child protection (safeguarding) procedures and policy, which affect the health and safety of all at school but especially the children. The senior teacher ensures volunteers are made familiar of child protection (safeguarding) procedures and policies. All staff must ensure their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil, e.g. in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil. Guidance on this is given in the College Staff Handbook, available on Sharepoint.

### **10. Visitors, volunteers and work experience placements**

Volunteers and people undertaking work experience must also have Criminal Records Bureau clearance. For parents making a 'one-off' visit to the school, e.g. to talk about their work as part of a topic, a CRB check is not necessary, but in all other circumstances, including more regular help in school, a CRB check will be necessary. It is assumed that visitors with a professional role, i.e. members of the police, already have relevant clearance but the office will endeavour to check this before admittance is granted and a note made of anyone entering without clearance.

The College acknowledges its duty, as of 20 January 2009, to report to the Independent Safeguarding Authority (ISA), with one month of leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. Its address for referrals is PO Box 181, Darlington DL1 9FA (tel: 0300 123 1111). For implementing the above, please see ISI Handbook – The Regulatory Requirements (0909) paras 69 – 71.

### **11. Child Protection**

#### **The role of the Designated Person and Butcombe**

The persons with status and authority designated to take lead responsibility for safeguarding children ('designated person' or DP) are the Headmistress and the Deputy Head. The latter has particular responsibility for the Early Years Foundation Stage (EYFS). The DPs have had child protection and inter-agency working training which is up-dated every two years. All staff have had appropriate child protection training, which is updated at least every three years. The DPs will liaise with local statutory children's services as necessary.

### **Child Abuse**

When incidents of child abuse are suspected, staff should immediately report it to the DP, who in turn should immediately report concerns to the child protection agency previously identified by the Local Safeguarding Children Board (LSCB) of allegations of abuse, i.e. the Social Services Division (local office CP duty desk on 0117 9036500). The DP should also inform the College Medical Officer.

### **Procedures**

The DP is responsible for ensuring procedures set out by the local LSCB which for this area is the Bristol City Council LSCB, known as the BSCB (please see attached link):

<http://www.bristol.gov.uk/ccm/navigation/health-and-social-care/safeguarding-children/safeguarding-children-board/;jsessionid=D00096610DDDCD2F84A7701FBECD7FAA.tcwwwaplaws1> are followed, which take account of guidance issued by the Department for Schools, Children and Families.

The DP ensures that:

- parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus/ website.
- notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- provide child protection training within the induction programme for all new staff
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- keep written records of concerns about children, even when there is no need to refer the matter immediately.
- ensure all records are kept securely, separate from the main pupil file, and in locked locations
- follow procedures where an allegation is made against a member of staff or volunteer.
- ensure that the duty of care towards pupils and staff is promoted, by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice.

### **Supporting the Pupil at Risk**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the content of the curriculum
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- the school behaviour policy which promotes high self esteem, with clear guidance for dealing with all pupils who break the golden rules. All staff will agree a consistent approach which focuses on the behaviour of the offence committed by the child, but does not damage the pupil's self worth.
- liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- keeping records and notifying Social services as soon as there is a recurrence of a concern.

## **Responding to an allegation of abuse**

When responding to a child telling about abuse by one or more pupils against another pupil, staff should:

- Refer **immediately** to the DP
- Listen with care
- Reassure the child that he/she is not to blame
- Not show disbelief
- Not give a guarantee of confidentiality
- Take allegations seriously
- Affirm the child's feelings as expressed (don't tell the child how he/she should feel)
- Avoid asking leading questions
- Avoid being judgmental about information given by the child
- Avoid a "whodunit" approach (a casual enquiry about who did it is all right, but do not pursue the matter; remember it can be distressing for a child to be faced with persistent questioning)
- make notes during the interview and write them up on the same working day
- Inform the child protection agency detailed above and parents of all parties within 24 hours of the disclosure if suspicion of abuse remains after staff investigation

Whilst the primary function of school staff is to listen and record, some casual questioning may be appropriate. The child should not be interrogated. Any questions should aim to obtain basic information. If the child does not respond the matter should not be pursued further. The pursuit and recovery of evidence is for the police. Where questions are asked 'open-ended' questions should be used rather than "leading" questions which suggest possible answers.

### **12. Allegations against a member of staff**

If a child reports abuse by a member of staff (including volunteers and the Head), the College guidance on 'Responding to an Allegation of Abuse' is followed. This guidance is available on Sharepoint.

In the event of an allegation of child abuse involving a member of staff, the Headmistress undertakes to:

- fully investigate the allegation
- inform the Social Services Division/ CP Unit
- on advice, to suspend the member of staff on full pay pending an investigation by the SSD/CPU

### **13. Complaints**

The School Complaints Procedure is available on the website, and is included in the Handbook for Parents that each new parents receive when their child enters the school.

### **14. The Curriculum**

The curriculum aims to promote child protection (safeguarding) by raising awareness of child protection issues and equipping children with the skills needed to keep them safe.

deals with safeguarding in two ways. In Personal, Social and Health Education (PSHE) relevant issues are discussed with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and discuss these issues.

In addition, safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology. At all times there has to be appropriate staffing levels and when the curriculum is taking place out of school appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk, a trip form is filled in and all trips are finally authorised by the Headmistress (*See Butcombe Curriculum Policy; PSHE Policy; SMSC Policy*).

### **15. Internet Safety**

Children are encouraged to use the internet when appropriate, but at all times in a safe way. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child, the issue should be reported to the Headmistress without delay.

As the DP, the Headmistress has overall responsibility for internet safety. She liaises with the ICT Department who assume the roles of internet and email manager and has direct access to all passwords used by pupils.

#### **16. Equal Opportunities**

Butcombe has an *Equal Opportunities Policy*, which is available on Sharepoint. Children with disabilities must be able to take a full and active part in every lesson and every measure must be taken to ensure this. The College has a *Learning Difficulties and Disability Policy* which is reviewed annually.

#### **17. Behaviour**

At Butcombe we have high expectations for good behaviour, essential in any community. The *Behaviour and Discipline Policy* is available on Sharepoint, which details the rewards and sanctions available to staff. There are numerous rewards available to children, which include:

- Stickers
- Showing another teacher good work
- Chips in the jar
- Certificates
- Golden tickets

Although the emphasis is always on the positive there are also times when children have to be disciplined in order to maintain the safety and security of all children. Sanctions range from:

- A 'telling off'
- Being removed from the class
- Loss of playtime
- Reporting to a senior member of staff
- A letter home
- Exclusion

#### **18. Physical Intervention**

The document *Guidance on Safe Working Practices* includes advice on the use of physical restraint in different scenarios. This school follows DfES guidelines 10/98 which asserts that physical restraint may be used if there is the possibility that a child may be about to cause harm to him/ herself or to another. It also asserts that on no occasion should such physical contact be used as a punishment.

Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property, or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents should be informed about it on the same day.

#### **19. Anti-Bullying**

The *Anti-Bullying Policy* is available on Sharepoint which gives guidelines and procedures to be followed in the suspected case of bullying in the school.

The Butcombe definition of bullying is: “A systematic and extended victimisation of a person or group, by another or group of others.”

The school’s response to this is unequivocal: **bullying of any kind is unacceptable and will not be tolerated. Adults must be informed immediately and action will take place.**

Although bullying in this school is rare the school always acts swiftly with a process of investigation, communication and action.

## **20. Racial Acceptance (tolerance)**

Racism is tackled in both the RE and in the PSHE curricula. The children take part in discussions designed to raise awareness and promote acceptance of other faiths and cultures (the word ‘acceptance’ is preferred to ‘tolerance’ as the latter implies something having to be tolerated, which is not the correct message we are trying to impart). From time to time visitors work with the children also e.g. Bollywood dance workshop; African drumming. We have close links with a school in Sri Lanka and in New Delhi.

## **21. Photographing and videoing**

Many College activities involve recording images. These may be undertaken as part of the curriculum, extra-curricular activities, for publicity, or to celebrate achievement. Using images of pupils for publicity purposes requires the age-appropriate consent of the individual concerned and their parents or legal guardians. Images should not be displayed on websites, in publications or in a public place without such consent. Parents are asked to give permission (or otherwise) for the school to take photographs by signing a permission slip upon entry to school. .

The school allows parents to take photographs and videos of their child in the school setting and at special events for their own personal use.

## ***Appendix I***

### **TYPES OF ABUSE**

The categories of significant harm defined in 'Working Together to Safeguard Children' 1999 are used for the Register and statistical purposes.

#### **Neglect:**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect, or unresponsiveness to, a child's basic emotional needs.

#### **Physical Abuse:**

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as fabricated and induced illness or Munchausen's Syndrome by proxy.

#### **Emotional Abuse:**

The persistent emotional ill-treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age-inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

#### **Sexual Abuse:**

Involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact including penetrative, (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways

### **RECOGNISING ABUSE**

## POSSIBLE SIGNS OF SEXUAL ABUSE

### **Children under the age of five may:**

- Become insecure or cling to parent in a fearful way
- Show extreme fear of a particular person
- Cry hysterically when their nappy is changed
- Become hysterical when clothing is removed, particularly underclothes
- Have some physical signs in the genital or anal, smell of semen, etc
- Have soreness or bleeding in the throat, anal or genital areas
- Regress to a much younger behavioural pattern
- Behave in a way sexually inappropriate to their age, being obsessed with sexual matters as opposed to normal exploration
- Stare blankly, seem unhappy, confused, sad
- Become withdrawn, stop eating, have chronic nightmares, begin wetting again when previously dry
- Play out sexual acts in too knowledgeable a way with dolls or other children
- Produce drawings of sex organs such as erect penises
- Stop enjoying activities with other children, such as stories or games
- Seem to be bothered or worried, but won't tell why as if keeping a secret
- Change from being happy and active to being withdrawn and fearful
- Repeat obscene words or phrases said by the abuser
- Say repeatedly that they are bad, dirty or wicked
- Become aggressive and hurtful
- Act in a sexually inappropriate way towards adults.

### **Children from ages of five to twelve may:**

- Hint about secrets they cannot tell
- Say that a friend has a problem
- Ask if you will keep a secret if they tell you something
- Begin lying, stealing, blatantly cheating in the hope of being caught
- Have unexplained sources of money
- Have terrifying dreams
- Start wetting themselves
- Exhibit sudden inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities, such as music, sport, art, scouts or guides, going to summer camp, gym club
- Be reluctant to undress for gym
- Become fearful of or refuse to see certain adults for no apparent reason; show a dislike of a particular baby-sitter, relative or other adult.
- Act in a sexual way inappropriate to their age
- Draw sexually explicit pictures depicting some act of abuse
- Seem to be keeping secret something which is worrying them
- Have urinary infections, bleeding or soreness in the genital or anal areas
- Have soreness or bleeding in the throat
- Have chronic ailments, such as stomach pains or headaches
- Take over the parent role at home, seem old beyond their years (if a victim of incest)
- Become severely depressed, even attempt suicide
- Have a poor self-image, self mutilate

- Continually run away
- Regress to a younger behaviour, such as thumb sucking, surrounding themselves with previously discarded cuddly toys
- Show discomfort when walking
- Say that they are no good, dirty, rotten
- Be wary, watchful
- Repeat obscene words or phrases which may have been said during the abuse
- Attempt to sexually abuse another child
- Talk or write about sexual matters
- Find excuses not to go home or to a friend's house after school (places where abuse may be happening)
- Act in a sexually inappropriate way towards adults

#### POSSIBLE SIGNS OF PHYSICAL ABUSE

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away

#### POSSIBLE SIGNS OF EMOTIONAL ABUSE

- Physical, mental and emotional lags
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb-sucking)
- Self mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food and clothes

#### POSSIBLE SIGNS OF NEGLECT

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (e.g. rocking, hair-twisting, thumb-sucking)
- No social relationships
- Compulsive stealing
- Scavenging for food and clothes

*Produced courtesy of Kidscape 'Protecting Children' Pack*

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