

Further information can be found in the SSCB Procedures Manual.

http://sscb.proceduresonline.com/chapters/p_alleg_staff.html#initial_action

If the Council decides to remove an individual (paid worker, unpaid volunteer) from work (or would have, had the person not left first) because the person poses a risk of harm to children, the Council's Lead Officer must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason.

14.0 Serious Case Reviews

Serious Case Reviews are undertaken by the Surrey Safeguarding Children Board where there is a serious incident involving a child. If this occurred in the district MVDC would be asked to participate and would co-operate fully.

15.0 Equality and Diversity

This Policy and Procedure will be implemented in accordance with the principles of the Council's Equality Strategy 2013-2018.

<http://www.molevalley.gov.uk/index.cfm?articleid=9693>

It may be necessary to consult the SSCB Procedures Manual on Procedures for Specific Circumstances where there is a child and or incident presenting special circumstances, for example forced marriage or young carers.

http://sscb.proceduresonline.com/chapters/contents.html#specific_circumstances

16.0 Whistle Blowing

The Council has in place a Whistle blowing Policy to ensure serious concerns are reported, investigated and dealt with. The policy sets out how to raise serious concerns. It also clarifies the legal protection under the Public Interest Disclosure Act against reprisals. The policy is available on the Council's intranet.

<http://molly/index.cfm?articleid=10781>

If a member of staff believes that a reported allegation or safeguarding concern is not being dealt with appropriately by the Council they can contact the designated officers detailed in the policy. If they are not satisfied with any action taken internally and they would prefer to take the matter outside the Council they can approach the SSCB. There are also a number of external organisations listed in the policy that can be contacted, for example Public Concern at Work, which is a whistle blowing charity.

<http://www.pcaw.org.uk/>

17.0 Monitoring, Review and Risk Assessment

The Council's Lead Officer for Safeguarding Children is responsible for monitoring and reviewing this Policy and Procedure. It will also be monitored and reviewed from time to time by the Senior Management Team and Scrutiny Committee. The Council will participate in the audit undertaken by the SSCB of the Council's safeguarding activities, as required.

Each Business Unit Manager is responsible for risk assessments of their services. This includes assessment of safeguarding risks and ensuring that mitigations that are place to control those risks such as appropriate training of employees.

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Appendix 1

Categories of Significant Harm

Physical abuse

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

The following are often regarded as indications of concern:

- an explanation which is inconsistent with an injury;
- several different explanations provided for an injury;
- unexplained delay in seeking treatment;
- the parents/carers are uninterested or undisturbed by an accident or injury; and/or
- reluctance to give information or mention previous injuries.

If you notice that a child or young person has injuries such as bruising, bite marks, burns and scalds, or scars and are concerned about the cause, it should be reported using the procedures below.

Emotional Abuse

Emotional abuse is a form of significant harm which involves the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate or not valued. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may also feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the child's developmental capabilities, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another, serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Staff should also be aware and report concerns relating to Domestic Abuse. The definition of Domestic Abuse was changed by Government in September 2012, and is now defined as;

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family member regardless of gender or sexuality. This can encompass, but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Sexual Abuse

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

Staff should also be aware of Child Sexual Exploitation (CSE) as an emerging, high priority concern. CSE is defined as:

“involving exploitative situations, contexts and relationships where young people (or a third person or persons) receive ‘something’ (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of their performing, and/or another or others performing on them, sexual activities. It can occur through the use of technology without the child’s immediate recognition; e.g. being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child’s limited availability of choice resulting from their social/economic and/or emotional vulnerability.”

Sexual exploitation can have a serious long term impact upon every aspect of a child or young person’s life, health and education. It also damages the lives of families and carers and can lead to families breaking up.

It is a multi-agency responsibility of partner agencies to identify those children and young people at risk of exploitation, to protect them and safeguard them from further risk of harm and to prevent children from becoming victims of this form of abuse.

Neglect

Neglect is a form of significant harm which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment;
- be unresponsive to a child's basic emotional needs.

If physical, emotional, sexual or neglect significant harm is suspected, or you have any other concerns regarding significant harm, it is important to report them immediately using the referral method outlined below. A piece of information, no matter how small, could mean that a child at risk is identified. Several small pieces of information from different agencies have in the past identified horrific cases of abuse that would not have been identified by one single agency.

Appendix 2

Safeguarding Lead Officer Details

Safeguarding Lead Officer

Rachel O'Reilly Corporate Head of Service

rachel.o'reilly@molevalley.gov.uk 01306 879 358 07917 328895

Designated Safeguarding Officers

Alison Wilks Strategic Housing Manager

alison.wilks@molevalley.gov.uk 01306 870 645 07774 821 420

Kirsty Jones Housing Options Manager

kirsty.jones@molevalley.gov.uk 01306 879 210 07769 651 914

Appendix 3 Training Schedule

Training and Awareness	Provider	Participant
Induction	E-Learning module A senior manager at remote sites (these managers to receive training). Lead Safeguarding Officer for new member induction training	All new employees and members
Awareness training once every three years on safeguarding information and good practice guidelines for working with children, awareness of the Council's safeguarding policy and procedures, how to seek advice, refer concerns and handle disclosures.	Lead Safeguarding Officer or alternative appropriate training provider	All staff
Half day Safeguarding Children Training To be refreshed once very three years	Surrey Training Officers Group or alternative appropriate training provider	Employees who come into contact on a regular basis with children, and adults who are parents or carers (eg home visits), who may be in a position to identify concerns about maltreatment.
Modules 1, 2 and 3 Specialist SSCB courses as required To be refreshed once very three years	Surrey Safeguarding Board	Employees working with children, housing officers and designated safeguarding children officers.
Modules 1, 2 and 3 Specialist SSCB courses as required, including supervision for managers To be refreshed once very three years	Surrey Safeguarding Board	Housing officers that attend child protection conferences and designated safeguarding children officers.

Appendix 4

Photograph Consent Form

Name of Child/Young Person

.....

Name of Event or Activity

.....

I give my consent for my child's photograph(s) and name to be used by Mole Valley District Council for publicity purposes in all media (e.g. newspapers, leaflets, websites etc).

Name of Parent/Carer

.....

Signed

.....

Date

.....

Address

.....

.....

.....

Telephone Number

.....

.....

Appendix 5

The Seven Golden Rules for Information Sharing

The HM Government guidance **Information Sharing: Guidance for Practitioners and Managers** 2008, provides seven golden rules for Information Sharing;

- Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately;
- Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so;
- Seek advice if you are in any doubt without disclosing the identity of the person where possible;
- Share with consent where appropriate and where possible respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case;
- Consider safety and well being: Base your information sharing decisions on considerations of the safety and well being of the person and others who may be affected by their actions;
- Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, it is shared only with those people who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely;
- Keep a record of your decision and the reasons for it - whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Appendix 6

Children's Safeguarding Incident Report Form

Please use this form to report children safeguarding incidents and concerns.

Full description of concern/incident and location.

Date.....Time.....

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Action taken

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Completed By

Signed.....

Name.....

Job title

Date.....

Countersigned by the Children's Safeguarding Lead Officer

Signed.....

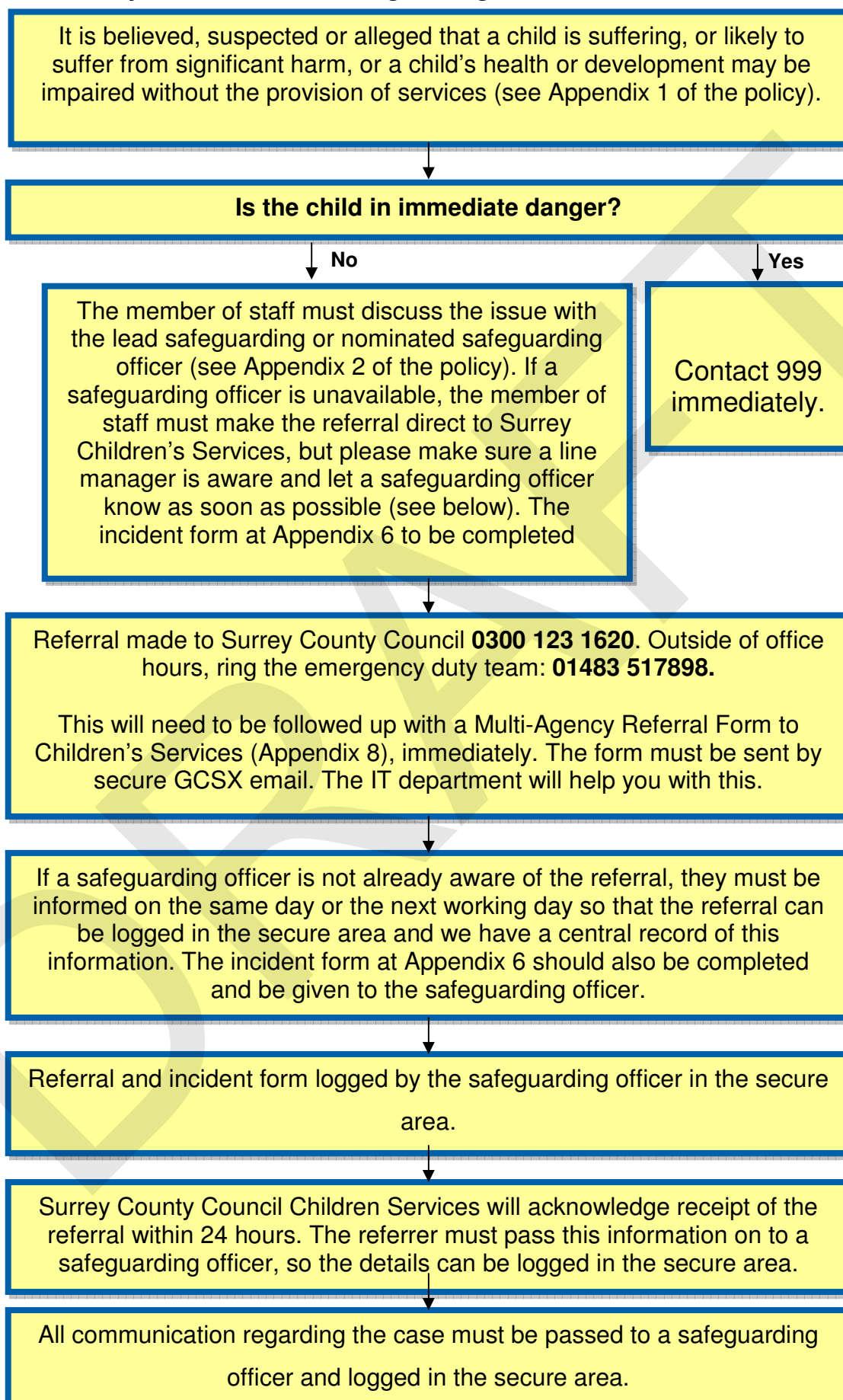
Name.....

Job title

Date.....

Appendix 7

Mole Valley District Council Safeguarding Children Referral Process



Multi-Agency Referral Form to Surrey Children's Service

This form is to be used when **making a referral** which requires a response from Surrey Children's Service. If you are unclear whether to make a referral, please discuss this with your Safeguarding lead and/or the Contact Centre before completing this form

Referral Completed by: <i>(details of person taking the referral)</i>			
Name of referrer:		Job title:	
Address:		Email:	
Date of Referral:		Telephone:	
Time of referral:		Date and time MARF form completed:	

1. CHILD/YOUNG PERSON DETAILS/SIBLING DETAILS						
Last Name	First Name	Age/DOB/EDD	M/F	Ethnicity/Language	Religion	Address and telephone number
2. HOUSEHOLD DETAILS (including extended family)						
Last Name	First Name	Age/DOB/EDD	M/F	Ethnicity/Language	Relationship to child	Address and telephone number
Give details of principal carers and those with Parental Responsibility (if their address is different from the child):						
Last Name	First Name	Age/DOB/EDD	M/F	Ethnicity/Language	Relationship to child	Address and telephone number

Are there any communication/interpreting needs for the child and/or family?	Does the child and/or family have a disability or special needs?
---	--

3. Other professionals involved (to include GP, school and details of any voluntary agencies involved)			
Name	Job Title	Address	Telephone/email

4. Reason for Referral	
<p>What was the date and time of presentation? If NO, please give details of where the child was at the time of referral and who they were with:</p>	<p>Was the child/young person present? <input type="checkbox"/> YES <input type="checkbox"/> NO</p>
<p>Why are you worried about this child/these children?</p>	
<p>What has happened? What are these concerns based on? Why is Children's Services involvement needed now?</p>	
<p>What are the known views of parents/child?</p>	
5. Previous involvement	
<p>Has a Common Assessment Framework (CAF) been completed? <input type="checkbox"/> No <input type="checkbox"/> Yes , please attach</p>	<p>If No, please say why not:</p>
<p>What services have already been offered by your agency and/or other agencies and what were the outcomes?</p>	
<p>Are you aware of any previous social work involvement with this family? If YES, please give details, including approximate dates:</p>	<p><input type="checkbox"/> YES <input type="checkbox"/> NO</p>
6. Consent (Please note that parents/carers have to consent to this referral unless obtaining this consent will place the child at further risk of harm)	
<p>Have parents/carer(s) given consent for this referral? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Has the child given consent for this referral? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>If consent has not been obtained, please give reason.</p>	
7. Are there any issues we should be aware of when contacting parents/carers?	



APPENDIX B

Child Protection Policy

2008

SECTION A

CHILD PROTECTION POLICY

1. INTRODUCTION

- 1.1 This document sets out the District Council's policy on protecting children and young people. It is necessary to achieve the highest standards of service delivery in our work with children and young people aged 0-18years. This Policy covers all employees (NB employees includes councillors) who come into contact with children and young people while carrying out their duties regardless of where those duties are carried out. The Council will need to assess against set criteria whether a member of staff should be subject to a Criminals Record Bureau Standard (CRB) check, an enhanced CRB check, whether they should be offered specific child protection training or whether it is sufficient to make them aware of the content and implications of the policy. By adopting this Policy the Council have committed to regulate certain practices including recruitment, selection and training.

2. WHY A POLICY?

- 2.1 This policy has been produced to provide a framework for employees who come into contact with children and young people whilst carrying out their duties in recognition of the fact that such staff have a duty to protect and promote their welfare.
- 2.2 Every week hundreds of thousands of children and young people happily and safely take part in a wide variety of activities through the care of dedicated people. However, there is a growing recognition that the actions of some individuals can be harmful to children and young people. To ensure that this good practice continues in a safe environment, organisers, coaches, parents and children should be aware of child protection issues.

3. THE AIM OF THE POLICY

- 3.1 It is the aim of this policy to put in place set procedures and to offer guidance for all those working to protect children and young people. This policy highlights key issues and provides recommended actions. Those key issues include recruitment policies for those working with children and young people,

their induction and training, how to respond to suspicions or allegations of abuse and effective communication of this policy and its aims.

- 3.2 These procedures are designed to provide a framework for good practice and to promote commitment to the task of protecting children. It is recognised that no set of procedures can cover every possible eventuality or alter the ultimate personal and professional responsibility of those in direct contact with children and families. No set of procedures can be substituted for good professional practice.

4. PROMOTING GOOD PRACTICE IN MOLE VALLEY

- 4.1 All children and young people have the right to be safe and to be treated with dignity and respect. The following key issues and recommendations are important procedures in order to promote good practice and to help safeguard children, young people, staff, volunteers and the organisation concerned.

Recruitment and Employment

- 4.2 Anyone may have the potential to abuse children or young people in some way and it is important that all reasonable steps are taken to ensure unsuitable people are prevented from working with children and young people. To ensure that a standard approach is adopted with regard to recruitment and employment of paid and voluntary staff, who will or may come into contact in the course of their duties with children and young people it is imperative that a number of specific procedures are undertaken to assist in the protection of children and young people.

Procedures for recruitment and employment:

- Write relevant job descriptions and person specifications and issue along with an application form.
- All staff/volunteers should complete an application form.
- All staff/volunteers should be interviewed and if relevant within the interview child protection awareness will be discussed.
- Request and check qualifications and details of competence.
- References will be sought including if possible at least one which involves working with children and young people.

- In order to promote good practice and help to safeguard children, young people, staff and volunteers and all adults working directly with children or young people will undergo checks through the Criminal Records Bureau. The following checklist will be applied:
 - (a) Does the post require the member of staff to have 1:1 contact with children and young people.
 - (b) Does the post require the member of staff to work with organised groups of young people, (eg Youth Council) and visit schools or frequently bring them into contact with children and young people eg leisure centre staff, entertainment staff.
 - (c) Is the post covered by Ofsted requirements?

If (a), (b) or (c) above apply then the minimum standard should be a standard CRB clearance, child protection training and the requirement to sign to confirm that they have read the Council's Child protection Policy.

- (d) Does the post or contract bring staff into contact with young people on an adhoc basis, eg parks staff.

If the post complies with (d) then the minimum standard is for the post holder to attend child protection training.

- (e) Does the post come into contact with young people, eg work experience students, on an adhoc basis where the contact is limited, in a populated environment and infrequent.

If the post complies with (e) then the minimum standard should be that the post holder is aware of and has access to the Council's Child Protection Policy and Procedures.

- Staff/volunteers will have renewal of CRB check every three years.

Training and Education

- 4.3 The provision of quality training and information is an essential process in raising awareness and addressing child protection issues for the education of staff and volunteers so they are aware and sensitive to potential situations.

- New staff should attend an appropriate induction programme to familiarise them with their role and that of the organisation/department in general and with specific reference to child protection issues.
- Provide and promote an ongoing programme of Child Protection training opportunities.
- All Council staff are kept updated on current information and policies regarding Child Protection.
- All staff will be given a copy of the Child Protection Policy or advised to access it via the Intranet.
- Children and young people should not be photographed unless their parent/carer have given written permission with the sole exception of photographs being taken for official Identification Cards.

Communication

4.4 To ensure that this child protection policy is effective, it is essential that the issues and recommendations are communicated and adopted by Mole Valley's community.

- Mole Valley in partnership with partner agencies is:
 - (i) Taking responsibility for raising awareness of Child Protection issues at a local level; and
 - (ii) will encourage and support the development of Child Protection policies in local clubs and organisations.

Mole Valley will also need to designate a Council Child Protection Officer and within certain departments a Departmental Child Protection Officer.

Good Practice

4.5 The following are indicators of good practice:

- Staff and volunteers should not spend excessive amounts of time alone with children and young people away from others. Meetings with individual children or young people should take place as openly as possible. If privacy is needed, the door should be left partly open and other staff and volunteers informed of the meeting.

- Staff and volunteers should be advised not to have unnecessary physical contact with children and young people. There may however, be occasions when physical contact is unavoidable or positively desirable or necessary, such as providing comfort and reassurance for a distressed child, or physical support, for example when working with a disabled child. Physical contact should only take place with the consent of the child or young person and the purpose of the contact should be clear.
- It is not good practice to take children or young people alone in a car or to travel with them alone however short a journey may be. Where this is unavoidable, it should be with the full knowledge and consent of the child or young person and of the parents or carers, and someone in charge of the organisation. Staff should be able to state the purpose and anticipated length of the route. Check insurance liability.
- Staff and volunteers should not meet with children or young people outside organised activities, unless it is with the knowledge and consent of parents and the person in charge of the organisation.
- It must be recognised that whilst becoming a volunteer or taking part in work experience can be a most positive experience for a young person, s/he will need adequate supervision and monitoring and should not be given responsibilities beyond his/her age and capabilities.
- Staff and volunteers should never:
 - (i) Engage in sexually provocative or rough physical games, including horse-play
 - (ii) Allow children to use inappropriate language unchallenged or use inappropriate language themselves.
 - (iii) Make sexually provocative comments in front of, about, or even to a child, even in fun
 - (iv) Let allegations made by a child go without being addressed and recorded
 - (v) Deter children from making allegations through fear of not being believed
 - (vi) Do things of a personal nature for children that they can do themselves
 - (vii) Share a bedroom with a child or young person

- (viii) Invite or allow a child or young person to visit you or stay with you at home unsupervised
- (ix) Jump to conclusions about others without checking facts
- (x) Rely on their own good name to protect them.

Relationships of Trust

- 4.6 'The inequality at the heart of a relationship of trust should be ended before any sexual relationship begins.' *Caring for Young People and the Vulnerable? Guidance for preventing abuse of trust (Home Office, 1999)*
- 4.7 This statement recognises that genuine relationships do occur between different levels of volunteers and participants in a group but that no intimate relationship should begin whilst the member of staff or volunteer is in a 'position of trust' over them. The power and influence that an older member of staff has over someone attending a group or activity cannot be underestimated. If there is additional competitive aspect to the activity and the older person is responsible for the young person's success or failure to some extent, then the dependency of the younger member on the older will be increased. It is therefore vital for volunteers to recognise the responsibility they must exercise in ensuring that they do not abuse their positions of trust. Young people aged 16-18 can legally consent to some types of sexual activity; however, in some provisions of legislation they are classified as children.

5. RESPONDING TO AN ALLEGATION OF ABUSE

- 5.1 The way in which an allegation of abuse is responded to depends on whether the allegation is made by a child, a young person or by others including parents/adults.

Responding to a child making an allegation of abuse

- 5.2 If a child or young person makes an allegation of abuse:
- Stay calm and do not show your emotions.
 - Listen carefully to what is said.

- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets.
- Allow the child/young person to continue at his/her own pace.
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer.
- Reassure that child that they have done the right thing in telling you and continue to provide a warm and friendly relationship with the child.
- Tell them what you will do next and with whom the information will be shared.
- Keep all information on child protection matters completely confidential, apart from informing social services which is the responsibility of the designated person.
- Record in writing on an incident form what was said using the child's or young person's own words as soon as possible – note date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.

Responding to others making allegations of abuse

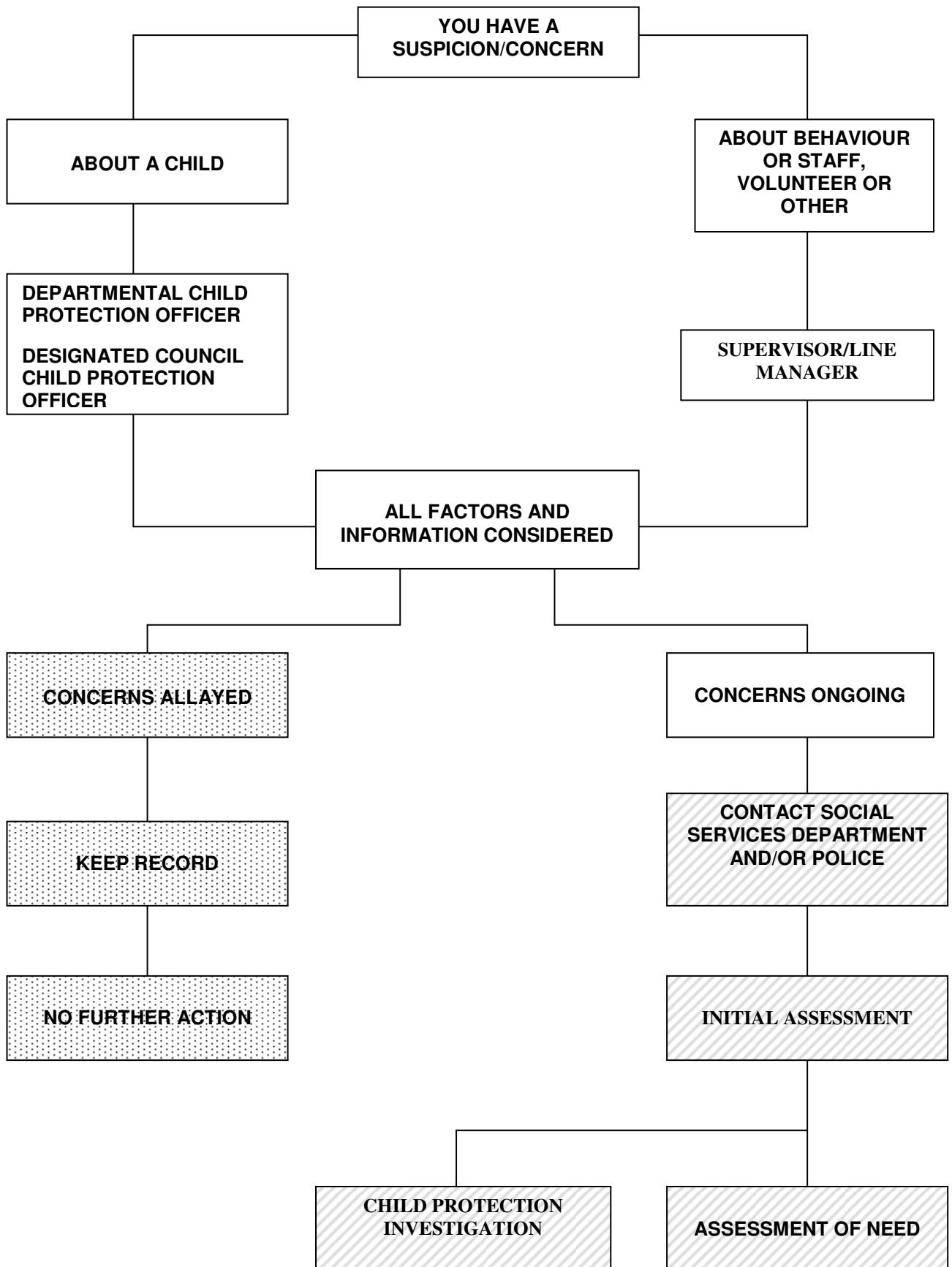
5.3 If a parent or adult makes an allegation of abuse:

- Stay calm and try not to show your emotions.
- Listen carefully to what is said.
- Inform the parent or adult at the earliest opportunity that it is likely that the information will need to be shared with the appropriate people in line with this document and advise them of the Council's formal complaints procedure.
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer.
- Keep all information on child protection matters completely confidential, apart from informing the line manager, or the designated person.
- Record in writing on an incident form what was said using the person's own words as soon as possible – note date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.

Staff response if suspect abuse

- 5.4 If at any time you suspect that a child or young person is being abused:
- Inform the project leader or the most senior member of staff available without delay who will then inform their line manager or the designated person
 - Do not discuss the matter with any other person.
 - Record your observations in detail, on an incident form carefully noting the relevant dates.
- 5.5 Whoever first encounters a case of alleged or suspected abuse is not the person responsible for deciding whether abuse has occurred. That is the task for the professional child protection agencies following a referral to them of concern about a child or young person.

REPORTING CHILD PROTECTION CONCERNS



SECTION B

6. DEFINITION OF CHILD ABUSE

6.1 The term child abuse is used to describe ways in which children and young people are harmed, usually by adults. It refers to damage that has been or may be done to a child's or young person's physical or mental health.

6.2 Abuse may take many forms and these can be broadly separated into five main categories: Physical, Neglect, Emotion, Sexual and Bullying. Defining child abuse is made more difficult because of each person's different values and ideas about what constitutes abuse. It is not the responsibility of those involved to decide whether certain actions (or lack of action) constitute abuse, rather to be aware of possible indicators of abuse in order to inform others appropriately.

Physical Abuse

6.3 Physical abuse may occur, where adults physically hurt or injure children or young people by –

- Hitting
- Shaking
- Squeezing
- Burning
- Biting
- Giving them alcohol
- Drugs or poison
- Attempted suffocation or drowning

Physical abuse, as well as being a result of a deliberate act, can also be caused through omission or the failure to act to protect. In sports situations, physical abuse might occur when the nature and intensity of training exceeds the capacity of the child's immature and growing body.

Neglect

6.4 Neglect is where adults fail to meet a child's or young person's basic physical and/or psychological needs. This includes:

- Food
- Shelter
- Warm clothing
- Love
- Affection
- Attention
- Appropriate medical care and treatment

Emotional Abuse

6.5 Emotional abuse may occur where there is persistent:

- Lack of love and affection
- Shouting or threatening behaviour
- Taunting
- Neglect
- Physical abuse
- Sexual abuse

This may also take the form of constant criticism, humiliation, bullying, or unrealistic pressure to perform to high expectations consistently. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual Abuse

6.6 Sexual abuse might occur where adults, both male and female, use children or young people to meet their own sexual needs. This could include:

- Full sexual intercourse
- Masturbation
- Oral sex
- Anal intercourse
- Fondling
- Inappropriate exposure by an adult, or of a child or young person and inappropriate sexual conversation and photography.

Activities which involve physical contact with children could potentially create situations where sexual abuse may go unnoticed. Boys and girls can also be sexually abused by other young people from all walks of life.

Bullying

- 6.7 Bullying, racism and other types of discrimination, although not formally recognised are forms of child abuse, even though those responsible are often children and young people. Bullying by adults is also a form of child abuse and can harm children and young people both physically and emotionally. It is important to recognise the impact and extent of bullying and discrimination in their lives. It involves an imbalance of power in which the powerful attack the powerless, and occurs over time rather than being a single act. Bullying can include deliberately embarrassing or humiliating a child or young person, treating them unfairly or verbally abusing them, or deliberately ignoring them.

7. ABUSE OF DISABLED CHILDREN AND YOUNG PEOPLE

- 7.1 Any child or young person with a disability is by definition a 'child in need' and may be vulnerable to physical, emotional or sexual abuse or neglect as any other child or young person, though the level of risk may be raised given that they may also find it more difficult to recognise and report abuse, and to be believed. For example, if their disability means that they:

- Have not developed the social skills needed to work out what the behaviour and attitudes of others mean resulting in them less able to understand what is appropriate and inappropriate behaviour.
- Are afraid to challenge potentially abusive situations because of fear of the consequences. It is often easier to be compliant and pleasing rather than risk angering an authority figure and getting into trouble.
- May not be able to report abuse either because there is no-one they can report it to or because they do not have the appropriate language to use.
- May not be able to recognise that abuse has taken place.
- Feel powerless because they have to depend on others for personal support.
- May not be able to physically remove themselves from abusive situations.
- Are not believed because their authority figures cannot accept that anyone would abuse a disabled child.

- May feel guilt or shame about the abuse which prevents them from reporting it.
- May not have a sense of ownership of their own bodies because they are so used to being examined physically by others as part of their medical and physical care.
- Lack of access to 'keep safe' strategies available to others

8. RECOGNISING CHILD ABUSE

8.1 Recognising child abuse is not easy and it is not a member of staff's responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. However, staff do have a responsibility to act if they have a concern. The following information will help staff become more alert to the signs of possible abuse.

Physical Abuse

8.2 Most children and young people will collect cuts and bruises in their daily lives. These are likely to be in places where there are bony parts of their bodies like elbow, knees and shins. Some bruising can be caused almost only non-accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury or when it appears on parts of the body where accidental injuries are unlikely e.g on the cheeks or thighs.

Physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body
- Bruises which reflect hand marks or fingertips (from slapping or pinching)
- Cigarette burns
- Bite marks
- Broken bones
- Scalds

Changes in behaviour which 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, e.g wearing long sleeves in summer
- depression
- Withdrawn behaviour running away from home

Neglect

8.3 Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children. Evidence of neglect is built up over a period of time and can cover different aspects of parenting.

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 dress for the conditions

Changes in behaviour which can also indicate neglect may include:

- Complaining of being tired all the time
- Not requesting medical assistance
- Having few friends
- Mentioning their being left alone or unsupervised
- Child thrives away from home environment

Emotional Abuse

8.4 Emotional abuse can be difficult to measure, and often children and young people who appear well cared for may be emotionally abused by being taunted, put down or belittled. Emotional abuse can also take the form of children not being allowed to mix/play with other children. The indicators of emotional abuse are often also associated with other forms of abuse.

8.5 Physical signs of emotional abuse include:

- A failure to thrive or grow, particularly if the child puts on weight in other circumstances, e.g. in hospital or away from their parents' care

- Sudden speech disorders
- Developmental delay, either in terms of physical or emotional progress

8.6 Changes in behaviour which can also indicate emotional abuse include:

- Neurotic behaviour, e.g hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Self harm
- Fear of parent being approached regarding their behaviour
- Low self esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others

Sexual Abuse

8.7 Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioral. In all cases, children and young people who talk about sexual abuse do so because they want it to stop so it is important that children are listened to and taken seriously.

8.8 Physical signs of sexual abuse may include:

- Pain/itching or bruising/bleeding in the genital/anal areas.
- Sexually transmitted disease.
- Vaginal discharge or infection.
- Stomach pains.
- Discomfort when walking or sitting down,
- Pregnancy

8.9 Changes in behaviour which can indicate sexual abuse include:

- Sudden or unexplained changes in behaviour.
- 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 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.

Bullying

8.10 Bullying can be psychological, verbal, or physical in nature. It involves an imbalance of power in which the powerful attack the powerless, and occurs over time rather than being a single act.

8.10 Examples of bullying behaviour may include:

- Name calling, insulting remarks or verbally abused.
- Physical assault or threatened with violence.
- Having possessions taken and thrown around.
- Having rumours spread about.
- Being ignored and left out.
- Being forced to hand over money or possessions.
- Being attacked because of your religion or colour.

8.11 Bullying by adults is less common than bullying by children and young people but some of example of this behaviour may include:

- Being deliberately embarrassed or humiliated.
- Being unfairly treated or verbally abused.
- Being ignored or not spoken to.

9. CONCLUSION

- 9.1 Child abuse is a distressing issue that cannot be ignored. It is necessary to increase the concern in a non-alarmist way for the welfare and protection of children and young people.

- 9.2 This document will be reviewed and updated regularly to comply with national and international developments in legislation and guidance.