

KEY ABBREVIATIONS

CSE	Child Sexual Exploitations
DDSL	Deputy Designated Safeguarding Lead
DO	Designated Officer
DSL	Designated Safeguarding Lead
FGM	Female Genital Mutilation
FPOC	First Point of Contact
HBV	Honour Based Violence
KCSIE	Keeping Children Safe in Education
SSCB	Shropshire Safeguarding Children's Board

The College believes that it has a central role and responsibility in caring for the welfare of its students and in both preventing and protecting our students from abuse. Given that the majority of students at Concord are full-time boarders from overseas on a short course of study, most Concord students can be deemed “vulnerable” to possible abuse due to living and working away from their previous support networks of families and friends. For this reason, **all** adults working at Concord College should be particularly conscious of the importance of maintaining caring, but professional relationships with students. All members of the College community should seek to: listen to others’ views; respect their views and differences; be open about their feelings; share their concerns promptly; behave appropriately at all times. This includes Concord staff, Group Leaders and sub-contractors on site and on trips.

In addition, given the age range of Concord’s students and its diverse student body, there is also the potential for students to experience peer-on-peer abuse and other safeguarding issues, including:

- Bullying
- Cyberbullying
- Gender based violence
- Sexual assaults
- Sexting
- Drug taking
- Alcohol abuse
- Truancy
- Sexting
- Radicalisation (see Preventing Extremism and Radicalisation Policy)

Particular vigilance is needed by **all** adults who work at Concord College who should be prepared to **deter, detect, share** information about, and act upon, any concerns about possible abuse in a timely manner. Any scale of concern should be taken seriously. See page 4 for the Summer School procedures for:

- protecting students from abuse, dealing with allegations of abuse & raising concerns
- dealing with students who go missing or absent without leave
  - absence in the morning
  - missing from lessons
  - missing at bedtimes
  - absence from an activity or whole school excursion
  - absence during whole school excursion
- arranging exeats
- staff/visitor identification

There is a need to investigate whenever a student shows signs of abuse, or when there is suspicion of the actions that have been taken by another student or member of staff. It recognises its statutory duties to pass on these concerns and to work with other agencies in the field of Safeguarding Children. Furthermore, the College strives to meet the Five Outcomes of the government publication, “Every Child Matters” in helping its students to achieve their full potential in terms of: Staying Safe; Being Healthy; Enjoying & Achieving; Making a Positive Contribution; Achieving Economic Wellbeing. This policy is compliant with the statutory guidance contained in: “[Working together to Safeguard Children 2015](#)” & “[Keeping Children Safe in Education](#) - (or KCSIE - updated 5<sup>th</sup> Sept 2016)”.

Under this policy the College will: operate safe recruitment procedures; require the DSL to receive training in child protection and inter-agency working, which shall be updated every two years; require the Course Director and all staff to receive training in child protection, which shall be updated regularly (& at least annually); and require that any deficiencies or weaknesses in child protection arrangements be remedied without delay.

One member of the Board of Trustees has responsibility for Child Protection and the Board of Trustees receives an annual report on Child Protection from the DSL. Mr David Peck, in his capacity as the Chairman of the Trustees’ Welfare Committee & can be contacted via the following e-mail address: [DPeck@concordcollege.org.uk](mailto:DPeck@concordcollege.org.uk).

The Prevent Strategy, Counter-Terrorism & Security Act (2015) - Duty to Protect children from extremism and radicalisation:

Our College promotes tolerance and harmony between different cultural traditions; we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of students and prepares them for the opportunities, responsibilities and experiences of life. Concord recognises its duty to promote fundamental British values and protect all members of its community from extremism and being drawn into both violent and non-violent forms of terrorism. The College aims to provide a safe place in which young people can understand and discuss sensitive topics, including terrorism and extremist ideas that are a part of terrorist ideology. The College has filters in place to ensure that students are safe from terrorist and extremist material on the internet as well as educating its students about internet safety. (Education about internet safety is delivered via the College’s Orientation programme as well as during assemblies.)

All staff should be aware of their statutory duty as set out in “[Prevent duty guidance](#)” to:

- “Identify children at risk of being drawn into terrorism.” Staff should be alert for changes in behaviour which might be different from other signs and symptoms of abuse. They should also be aware that some children might seek to hide their views.
- “Intervene appropriately when children are at risk of being radicalised.” (Radicalisation is defined as, “the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups”.) Suitable intervention could involve discussing appropriate advice and means of support with DSL and/or making a referral to the “Channel” programme which aims to provide support for young people identified as being vulnerable of being drawn into terrorism.
- “Ensure that any visiting speakers - whether invited by staff or by children themselves - are suitable and appropriately supervised.”

For further details, please refer to the separate “[Preventing Extremism & Radicalisation Policy](#)”

Prevention of Honour Based Violence (HBV) including the prevention of Female Genital Mutilation (FGM) & duty to report acts of FGM on children to the Police

In Annex A of KCSIE (Sept 2016) so-called HBV is defined as encompassing, “crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of motivation) and should be handled and escalated as such. If in any doubt staff should speak to the designated safeguarding lead.”

Prevention of FGM: If staff have concerns that there is a risk of, or the potential for, a future act of FGM taking place on a girl under the age of 18, then a safeguarding referral should be made to the DSL and/or children’s social services.

Reporting of acts of FGM: From October 2015, there is a statutory duty placed upon all teachers, along with social workers and healthcare professionals, to report to the police where they discover that an act of FGM appears to have been carried out on a girl under 18 (- as set out in Section 5B of the FGM Act 2003 and by section 74 of the Serious Crime Act 2015, KCSIE 2016 p.12). Unless there is a good reason not to, teachers should discuss such cases with the DSL and children’s social care should also be involved via the FPOC external telephone no. 0345 678 9021.

For signs/ indicators of FGM please see Appendix 3.

#### Child Sexual Exploitation (CSE)

The College recognises its responsibility to safeguard all members of its community from CSE: sexual exploitation. Sexual exploitation can range from seemingly “consensual” relationships where sex is exchanged for affection or gifts to serious organised crime by gangs or groups. Exploitation is marked out by an imbalance of power in the relationship and can include degrees of coercion, intimidation or enticement, including pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

For signs/ indicators of CSE & SSCB’s Risk Identification & Referral Forms, please see separate forms.

## CONCORD COLLEGE'S CHILD PROTECTION PROCEDURES for:

- a) protecting students from abuse, dealing with allegations of abuse & raising concerns. (-See Appendix 1 for Definitions of the different kinds of abuse and Appendix 2 for a list of Signs & Symptoms of Abuse.)
- b) dealing with students who go missing or absent without leave.
- c) arranging exeats.
- d) staff/visitor identification

### a) Protecting students from abuse, dealing with allegations of abuse & raising concerns:

#### Introduction:

- The procedures below relate to the care of all students who are under 18 years of age. However, the College also recognises that it has a “duty of care” to all of its students (& including those who are 18 and above). Some students at Concord aged 18 or over could still be referred to Adult Social Services due to being “vulnerable”.
- If anyone is worried about the welfare of a child, or young person then a report of an “an initial concern” should be passed to the DSL as soon as possible and act in the best interests of the child. See Staff Handbook and induction programme for further details.
- If at any time there is a risk of immediate serious harm to a child, a referral should be made to the FPOC immediately.
- Many welfare needs of students can be met by the pastoral structures within the College in terms of its listeners & medical staff. However, some students’ problems are more complex & serious and can originate beyond the limits of the College.
- Whenever there is any doubt, the FPOC is to be contacted on external telephone number 0345 678 9021. Via the FPOC, a wide range of professional services provided by Shropshire’s “Compass” organisation can be accessed. If an “initial concern” is investigated and then progressed it can become a “referral” for either an investigation under [Section 17 of the Children’s Act 1989](#) to determine that a child is “in need” of early help, or an investigation under [Section 47 of the Children’s Act 1989](#) if it is thought that a child might be “at risk of significant harm”.
- In general, it is best to consult with the parents of children before raising initial concerns with the FPOC unless: a child is believed to be at risk of significant harm; the information could be used to prevent or solve a crime.

#### Procedure to be followed:

1. The welfare of the child is the paramount consideration. Does the child require immediate removal to a “place of safety”, or does the child require urgent medical attention?

#### 2. **EMERGENCY CONTACT DETAILS:**

*The Police must be informed if a Child Protection allegation involves a case of serious harm, or if there is a suspicion that a crime has been committed. (Dial (9) 999 or contact the Public Protection Unit of the West Mercia Police on 0300 333 3000)*

All “initial concerns” relating to student welfare and possible Safeguarding/ Child Protection/ Extremism or Radicalisation concerns are to be reported to the:

During Summer Courses, concerns should be reported to the:

<b>The Summer Course Designated Safeguarding Lead</b>	<a href="mailto:SummerDSL@concordcollege.org.uk">SummerDSL@concordcollege.org.uk</a>
---	--

**Note:** An exception is when an allegation is made against a member of staff. Such allegations against a member (or members) of staff are to be reported to the:

Course Director	Kari Butler	Internal 'phone numbers: Office = 160
-----------------	-------------	--

### **Whistle Blowing**

Anyone has the option of directly contacting external agencies themselves and “blowing the whistle” but, where possible, a conversation should normally take place with the DSL first. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Social Services via the contact 'phone numbers show in the table below. Anybody can make such a referral directly to children’s social care. The DSL should normally be informed as soon as possible after a referral is made.

Contact numbers for the police are given above and for Social Services, the DO & Chairman of the Trustees in the tables below.

Any concerns reported to the College’s “Designated Persons” need in addition to be reported to:

Social Services (-see point 6.i. below)	The First Point of Contact Team (or FPOC)	External tel. no. 0345 678 9021 (weekdays)
	Emergency Social Work Duty Team (after office hours & at weekends)	External tel. no. 08456 789040 (after office hours & at weekends)

### **Allegations against staff**

All allegations against adults who work with children or young people which meet the 3 criteria set out below should be reported to the DO or Designated Officer (-formerly known as the LADO or Local Authority Designated Officer).

The DO (or Designated Officer)	Ellie Jones	Via the First Point of Contact Team (or FPOC) on 0345 678 9021 or via her e-mail address: <a href="mailto:Ellie.Jones@shropshire.gov.uk">Ellie.Jones@shropshire.gov.uk</a>
--------------------------------	-------------	---

Members of staff likely to receive allegations against members of staff are: the Course Director, the Chairman of the Board of Trustees or the DSL. They must contact the DO immediately. If the Course Director or DSL are both unavailable to receive allegations from members of staff, then the member of staff receiving the allegation should contact the DO themselves. Any allegation should be shared with the Course Director unless it is against the Course Director (-see below for contact details of the Chairman of the Trustees in such cases).

**Note:** If the incident involves an allegation against the Course Director (or a member of the Board of Trustees), the Chairman of the Board of Trustees needs to be informed.

The Chairman of the Board of Trustees	Dr Iain Bride	Via his e-mail address: <a href="mailto:imbride@concordcollege.org.uk">imbride@concordcollege.org.uk</a>
---------------------------------------	---------------	---

The 3 criteria for such allegations to be reported to the DO are as follows:

- i) Behaved in a way that has harmed a child or may have harmed a child; or
- ii) Possibly committed a criminal offence against, or related to , a child; or
- iii) Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

### ***Reporting to other agencies:***

In order for the College to meet its statutory obligations in dealing with Child Protection issues in cases of serious allegations against teachers and/or head teachers, referrals/ reports will be sent to the following:

- the DBS (or Disclosure & Barring Service) - in cases where the school dispenses with a person's services because of unsuitability to work with children, or would have done so had the person not resigned.
- the NCTL (National College for Teaching & Leadership) - in cases where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate, because of "unacceptable professional conduct", "conduct that may bring the profession into disrepute", or a "conviction at any time for a relevant offence".

### ***Internal Reporting Procedures:***

Any "initial concerns", allegations or disclosures of abuse should be reported to the DSL or DDSL - with the exceptions of: allegations against staff/ volunteers which should be reported to the Course Director; allegations against the Course Director which should be reported to the Chairman of the Trustees directly & without informing the Course Director.

If the DSL receives any allegations relating to staff/volunteers, the Course Director will be informed.

2. A written statement is to be completed by the person raising the concern, or receiving a disclosure/ allegation from a student, and a written record is to be kept by the "Designated Person" dealing with the matter.
3. On the information received, the following options are to be considered:
  - i) The College's DSL, or any other person wishing to report a concern should make contact with the FPOC on 0345 678 9021 (& the Police should also be called if an incident involves serious harm on 0300 333 3000).

After hours and at weekends the Emergency Social Work Duty Team on 08456 789040 (you could try the number above as opening times vary).

- ii) If staff are unable to contact any of the above, then the organisations/individuals listed below should be approached.
  - Shropshire's Safeguarding Children Board on 0345 678 9008
  - The NSPCC on (0808) 800 5000
  - Childline on 0800 1111
- iii) An investigation will be carried out as necessary by the relevant individuals and organisations concerned. All relevant agencies will be kept informed and regularly up-dated. An open and honest culture is necessary to ensure the paramount need for the protection of the student is met.

iv) If an allegation is made against a member of residential staff, the College will make arrangements for the member of staff to be accommodated off campus until matters are resolved.

#### POINTS TO NOTE:

- Safe recruitment and induction procedures are followed at Concord College (including DBS checks - formerly known as CRB or criminal background checks) and appropriate training is given to staff involved in staff recruitment. For more details please refer to the College's "Recruitment & Selection Policy".
- Induction - All College staff (including the Course Director as well as all temporary staff, group leaders and volunteers) receive information about safeguarding and child protection as part of their induction. All staff are required to have read: this Safeguarding & Child Protection Policy; part 1 of "Keeping Children Safe in Education (or KCSIE - updated 5<sup>th</sup> Sept 2016)" & incl. the "Staff Code of Conduct" document contained in the Staff Handbook and complete Educare training on Prevent. Training sessions will be conducted during the induction programme for the summer programme for all summer course staff. All staff are required to know the identity & function of the DSL & the DDSL.
- Training - All College staff (including temporary staff and volunteers) receive refresher safeguarding training regularly. All staff should watch for signs of abuse and know how to raise concerns by familiarising themselves with the procedures outlined above.
- For more detailed information about Safeguarding Procedures in Shropshire, visit following website: <http://www.safeguardingshropshireschildren.org.uk/>
- All Staff should be familiar with the TWO College systems available for passing on and recording Child Protection concerns as follows:

"Expression of Concern about a Student's Welfare" for raising "initial concerns" and passing on mild, vague, unspecific concerns/ worries or observations. Expressions of concern should be shared as soon as possible through either the Student Log, email to [summerDSL@concorcollege.org.uk](mailto:summerDSL@concorcollege.org.uk) or verbally.

"Incident Report Form - Child Protection" for recording signs of abuse, disclosures of abuse and/or suspicion of actions taken by another student or member of staff. Such forms are likely to be made where there is a suspicion that the threshold for a "referral" to FPOC is needed and where the threshold of "the risk of significant harm to a child" is likely to have been met.

The DSL needs to be informed immediately of any Child Protection concerns where a child is at risk of significant harm.

- House Parents need: (1) knowledge and training in recognising abuse and the College undertakes to provide suitable training for them (2) to be vigilant for signs of abuse (particularly after trips) (3) to be particularly familiar with the procedures for reporting concerns as outlined in this document. All House Parents will receive training during induction.
- The College Nurses should be sought in the first instance if any physical injuries are involved. These should be recorded on a body chart.

- Students should know: the identity of the College’s DSL and feel able to approach the DSL or the DDSL directly with their concerns; they are able to approach any other member of the Staff with their concerns. In order to achieve this, students should be informed of the identities and responsibilities of the relevant “Designated Person” as part of their induction. Information will be in the Student Handbook and on notice boards around campus, including in Boarding houses. They should also be informed about the existence of the College’s “Independent Listener” (Mr John Long, ‘The Firl’, Acton Burnell, tel. no. 01694 731517 or 07762 182670) who will be kept informed about our procedures for dealing with the protection of students from abuse and hold a copy of this document, and the “Student Counsellor”, Miss Sarah Leighton, [summer.counsellor@concordcollege.org.uk](mailto:summer.counsellor@concordcollege.org.uk) 07891 123340. Teaching students about staying safe online and when “out and about” forms a part of the College’s Orientation programme and features in welcome assemblies.
- Staff receiving disclosures from students should: respond sensitively; not promise to keep what is said confidential - since there is a legal duty to share concerns and make referrals about child protection matters; not ask leading questions - since there could be a Police investigation as a result of a student disclosure.
- The DSL and/or DDSL will: make prompt contact with external agencies where there is an initial concern that a child is in need of help or might be at risk of significant harm; liaise with external agencies (such as the DO, or the Police) in relation to allegations made; maintain links with local Children’s Social Care Services and the SSCB; keep staff informed and aware of child protection issues and concerns.

#### b) Dealing with students who go missing or absent without leave

Registrations take place at regular times throughout the day, including all meal times, all lessons and also at bedtime. On weekends, additional registrations take place in the morning and afternoon, and on trip days before departing and upon arrival back at College. The Safeguarding team regularly monitor Live Reg to check all students have registered, and deploy designated staff to find students who fail to register in the allocated window of time.

#### Absence in the morning

The Safeguarding Team monitor Live Reg from 0815 (weekdays) and 0915 (weekends) and send staff to find students who are running late for breakfast or in some cases, pre-empt students who are regularly late to first lesson. They send male and female course assistants to the student bedroom in the first instance, at the same time as checking which students are in the medical room. All staff communicate using radios to provide an update if they have found the student or found the room empty. Live Reg is refreshed regularly to reflect students who have since registered, and the Safeguarding Team use the radio to cancel the search for a student if they have registered in the meantime.

If the student is not in their bedroom or in the medical room and still not registered, the course assistants go to the dining room to look for the student in the event they failed to swipe on entry to the dining room. If they are found in the dining room but failed to register\*, they are given a verbal warning to remember to register and a note added on the ‘student log’. If they have lost their ID card, they are instructed to request a new one from the Safeguarding Team immediately after breakfast, when a note is added to the ‘student log’.

\* The staff monitoring the meal queues collate a list of students who have lost / forgotten their ID card, and inform the Safeguarding Team via radio.

If the student is not in the dining room, then the Safeguarding Team coordinates a campus search using CCTV in conjunction with using the tracking in CallMy and sending staff out by foot

and on bicycles to search for the student. Friends of the missing student are also searched for to ask when / where they were last seen. If the student is found, the student is sent to the safeguarding manager and a note added to the 'student log'.

If the student is still not found, then the Course Director will be informed and a decision made regarding when to contact the local police.

### **Missing from lessons**

In addition to students electronically registering for all lessons, teachers are required to take a paper register which is kept on the teacher's desk. Staff record student absence on the 'student log' which the Safeguarding Team update if they are with the medical team, or been sent back to their rooms for rest, which saves a record on the individual student log and also sends an email to the teacher / member of staff who logged the absence.

\* Confidential / medical notes are not included in the automatic email sent to staff.

In the event that a student absence is unknown, the absence in the morning procedure is put into effect.

### **Missing at bedtime**

House Parents are required to take a paper register at bedtime which are checked on a regular basis to ensure they are correct procedures are being followed and to monitor lateness. If students choose to go to bed early, house parents must use the master key to check that the student is inside their room.

If a student is missing from their room, house parents should check communal bathrooms and/or the student's friends within the house to find out when and where they were last seen. If the student is not found, they should check with the student's friends in other boarding houses when and where they were last seen.

If a student is still missing, the house parent should call the Directors' office who will check CallMy, and call the student mobile phone. If a student cannot be located quickly, then the Course Directors will undertake a risk assessment and this might well result in them:

- notifying parents
- informing local Police as necessary

### **Absence from an activity or whole school excursion**

If a student fails to register for an activity or whole school excursion the Assistant Course Directors should locate the missing student:

- check if the student is with the medical team
- check if the student is still in their bedroom, or in a communal bathroom
- check with a student's friends when and where they were last seen

If after 30 minutes a student cannot be found and the coach must leave, the Course Directors team will remain on campus to find the student and ensure that the relevant care is in place for them. If a student is ill and there is no nurse on duty, a member of senior staff should also remain on campus.

\* During whole school excursions, a duty porter takes responsibility for the school property and is situated in the Directors office with access to emails, telephone and radio

## **Absence during whole school excursion**

If a student fails to register whilst on a whole school excursion the trip lead should locate the student:

- call the student mobile telephone
- check with a student's friends when and where they were last seen

If a student cannot be located quickly, then the team leader should call the duty porter, who will check CallMy, and inform trip staff where to locate the student. The staff should visit the location identified to find the student.

If a student cannot be located, or is not available on CallMy, the duty porter should call the Course Director who will undertake a risk assessment and this might well result in them:

- notifying parents
- informing local Police as necessary

See Behaviour and Discipline Policy for subsequent consequence of registration failures.

### **c) Arranging exeats**

Exeats during Summer Courses are rare. Any requests must come from the parent or guardian of the student, in writing, for each specific occasion. It is important that the College knows as much as possible about where they are going/what they are doing/who they are staying with. This information should be contained in the e-mail/letter/fax giving parental permission and also obtained from the student concerned and written down.

The identity of the person collecting the student will be checked in conjunction with the student verifying their identity. All requests for exeats must go through the Course Director's office and clear travel plans and return times will be established before departure. Unless leaving the country, the student's passport and return ticket will remain in the College unless specifically requested by the parent/guardian.

#### d) Staff/Visitor Identification

It is the responsibility of **all** Concord College staff, group leaders, sub-contractors and visitors to wear their ID badges at all times. **Anyone on campus not wearing a badge should report to reception in Main Hall.** Any Concord College staff member has the right to, and is expected to, challenge any adult on campus who is not wearing either an ID badge or a Visitor's badge. This policy needs to be adhered to in order to ensure the safeguarding of the students.

If a staff member sees someone they do not recognise or someone not wearing a badge, they should carry out the following procedures:

- 1- Ask the person who they are
- 2- Ask them why they are on campus
- 3- Escort them to reception (or the Director's office in Main House if reception is closed) for them to be given a temporary badge
- 4- Ask that they sign out when leaving if they are a visitor
- 5- Pass any concerns about this onto the DSL and/or Course Director

Visitors should be accompanied at all times and should not enter Boarding Houses unless permission has been granted.

#### Auditing

Concord College complies with SSCB audit requirements and completes returns when required in order to ensure best practice as well as to comply with requirements.

#### Updating this policy

All staff should discuss promptly with the College's DSL or DDSL any concerns about this policy, its effective implementation, poor/unsafe practice & potential failures in the College's safeguarding regime. This policy is a "living document" which responds to and reflects the changing welfare needs of students.

## Appendix 1 - Definitions of Different Types Of Abuse

(The following is an extract from part one of “Keeping Children Safe in Education - (or KCSIE - updated 5<sup>th</sup> Sept 2016)”).

35. **All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.**

36. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

37. **Physical abuse:** a form of abuse which 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 fabricates the symptoms of, or deliberately induces, illness in a child.

38. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. 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 feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability 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. It may involve serious bullying (including cyberbullying), 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 maltreatment of a child, although it may occur alone.

39. **Sexual abuse:** 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 (for example rape or oral sex) 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 images, watching sexual activities, encouraging children to behave in 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.

40. **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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

## **Appendix 2 - A List of Possible Signs & Symptoms of Abuse**

### **Possible signs of abuse**

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered. Any change in behaviour which does not “feel right” for the child giving cause for concern could be an indicator of abuse.

#### **Signs of possible physical abuse**

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness

#### **Signs of possible sexual abuse**

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

#### **Signs of possible emotional abuse**

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

#### **Signs of possible neglect**

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

### Appendix 3 - Signs/ Indicators of FGM

There are a number of indications that FGM may be about to take place soon:

The age at which girls undergo FGM varies enormously according to the community. **The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy.** However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

It is believed that **FGM happens to British girls in the UK as well as overseas** (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

There can also be clearer signs when FGM is **imminent**:

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent (see Section 2.5 for the nationalities that traditionally practise FGM).
- Parents seeking to withdraw their children from learning about FGM.

There are a number of indications that a girl or woman **has already been subjected** to FGM:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

#### Appendix 4 - Signs/ Indicators of CSE

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

