



SOMPTING ABBOTTS SCHOOL

SAFEGUARDING & PROMOTING THE WELFARE OF CHILDREN POLICY (CHILD PROTECTION)

Including-Reporting allegations against a member of staff, how to act in the case of a missing child, the use of mobile phones and cameras.

THIS POLICY IS FOR THE WHOLE SCHOOL, INCLUDING EYFS & EARLY AND AFTER SCHOOL CARE.

This policy is available to view on the school website and can be obtained on request at the Main Office.

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CONCISE REFERENCES TO KEY PERSONNEL AND MAKING A REFERRAL

For ease of reference, all mentions of the DSL (Designated Safeguarding Lead) refer to the Headmaster, Stuart Douch (headmaster@somptingabbotts.org.uk) 01903 235960

All mentions of the Deputy DSL (Deputy Safeguarding Lead) refer to the Head of Pre-Prep, Kirsty Miles (head_of_preprep@somptingabbotts.org.uk) 01903 235960

All mentions of the LADO (Local Area Designated Officer for Child Protection) refer to- at the time of writing this most recent update - Lindsay Tunbridge-Adams (Lindsey.Tunbridge-Adams@westsussex.gov.uk) 0330 222 3339

All mentions of the Assistant LADO (Local Area Designated Officer for Child Protection) refer to- at the time of writing this most recent update - Claire Coles (Claire.Coles@westsussex.gov.uk) 0330 222 3339

ANYONE CAN MAKE A REFERRAL IF THEY ARE CONCERNED ABOUT A CHILD.

If you are concerned about a child's safety or welfare, you should call the Multi-Agency Safeguarding Hub in Horsham also known as MASH. The person making the referral can also contact the LADO, Lindsey Tunbridge-Adams (0330 222 3339) and make a referral to the West Sussex Safeguarding Children Board (0330 222 5296). Email: lscb@westsussex.gov.uk. You should then inform the DSL, or in his absence, the Deputy DSL.

Be encouraged to "chase up" any action on a referral if you feel more needs to be done.

Details on the full procedures can be found on the website: <http://www.westsussexscb.org.uk>

IF YOU ARE UNSURE OF POTENTIAL SIGNS OR INDICATORS THAT A CHILD IS IN DANGER OF SUFFERING ABUSE, OR WHAT DEFINES ABUSE, REFER TO THE APPENDIX ON PAGES 24-26 OF THIS POLICY.

SAFEGUARDING MISSION STATEMENT

The directors and staff of Sompting Abbotts School believe that the School should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child. The School recognizes the importance of working within the framework for Every Child Matters: Change for Children and the outcomes outlined within it:

- To be Healthy
- To Stay Safe
- To Enjoy and Achieve
- To Make a Positive Contribution
- To Achieve Economic Well-being

“Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as: pupil health & safety; bullying; racist abuse; harassment and discrimination; use of physical intervention; meeting the needs of pupils with medical conditions; providing first aid; drug and substance issue; educational visits; intimate care; internet safety; issues which may be specific to a local area or population, school security.” *(taken from Section 5 on Safeguarding Children, Ofsted 2009)*

“Effective safeguarding arrangements in every local area should be underpinned by two key principles:

- safeguarding is everyone’s responsibility: for services to be effective each professional and organisation should play their full part; and
- a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.” *(taken from Introduction, Working Together to Safeguard Children, updated 2017)*

1. Introduction

The directors, Head and staff of Sompting Abbotts School fully recognize the contribution they must make to safeguarding children and promoting their welfare. Directors and all staff, including volunteers, have a full and active part to play in protecting pupils from harm. The School will provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. Management of safeguarding is the responsibility of the Headmaster, S. Douch.

The aims of this Safeguarding Policy are:

- To support each child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and support staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm; and to emphasise the need for good levels of communication between all members of staff, the Senior Management Team and the directors.
- To develop a structured procedure within the School which will be followed by all members of the school community in cases of suspected abuse and to foster an environment and culture where those procedures will be readily invoked.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults within the School who have access to children have been subjected to the suitability checks required by the Disclosure and Barring Service and Part 4 of the Independent School Standards Regulations in respect of their suitability to work with children.

2. Legal Framework

Sompting Abbotts School is aware of its obligation to make arrangements to safeguard and promote the welfare of pupils at the school as set out in Sections 157 and 175(2) of the Education Act 2002, and the statutory guidance documents, Safeguarding Children and Safer Recruitment in Education (1 January 2007), and Working Together to Safeguard Children (HM Government, 2017 updated document, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf and also available on Google Drive and PP4's class computer) and Dealing with Allegations of Abuse Against Teachers and Other Staff (Oct. 2012). In line with national minimum standards, and consistent with the LSCB Sussex Child Protection and Safeguarding Procedures which is an online document- <http://www.proceduresonline.com/pansussex/scb/> (Feb & Sept 2012) - the School has an appropriate policy on child protection and response to allegations or suspicions of abuse. Recent updates of Keeping Children Safe in Education (2016), Working Together to Safeguard Children (2017) and Information on what to do if you are Worried a Child is being Abused (2015), as well as Information on Information Sharing (2015) are available for staff in Main School Staff Room and in the Pre-Prep.

3. Employment and Disqualification by association

Teachers employed since April 2012 have been checked for a prohibition order. Staff have a legal duty to provide accurate information for this.

The disqualification by association rule and advice applies to employees who work in Early Years provision and to those who work in later years provision for children who have not attained the age of 8 as well as employees who are directly concerned in the management of such provision even though they may not work in the early years or relevant later years provision themselves. The rule and advice does not apply to volunteers and governors.

The School will ask existing employees to self-declare that neither they nor any person who lives or works in the same household as them are “disqualified”. The grounds for disqualification are not only that a person is barred from working with children (included on the children’s barred list) but also include, in summary, that:

- **They have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad**
- **Other orders have been made against them relating to their care of children**
- **They have had their registration cancelled in relation to childcare or children’s homes or have been disqualified from private fostering**
- **They are living in the same household where another person who is disqualified lives.**

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children’s barred list. DfE has advised that relevant convictions are not considered “spent” in this connection.

The School will also ask for this information as part of the pre-employment checks undertaken on appointing new staff.

It is recognised that should any staff fail the ‘by association’ rule then suspension or dismissal may conflict with employment law. For this reason, the ISI recommends that in any such situation the School will contact them and ask for guidance.

Disqualification by association

The disqualification by association rule and advice applies to employees who work in Early Years provision, and to those who work in later years provision for children who have not attained the age of 8, as well as employees who are directly concerned in the management of such provision even though they may not work in the Early Years or relevant later years provision themselves. The rule and advice does not apply to volunteers and proprietors.

The school has asked existing employees to self-declare that neither they nor any person who lives or works in the same household as them are “disqualified”. The grounds for disqualification are not only that a person is barred from working with children (included on the children’s barred list) but also include, in summary, that:

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The school also asks for this information as part of the pre-employment checks they undertake on appointing new staff.

The school keeps a record of the 'by association check' on the SCRA, in the same column and immediate under the medical self-certification.

Should any staff fail the 'by association' rule the school will seek legal advice and guidance from other bodies including ISI before any automatic suspension or dismissal.

4. Procedures

The School's child protection procedures and procedures for dealing with allegations of abuse are in accordance with locally agreed inter-agency procedures.

a) Training for Staff and Volunteers

Staff must ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one contact, sports coaching, conveying a pupil by car). In addition staff should be trained in:

- Arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference.
- How inappropriate attitudes and practices are challenged and how the provision encourages children to value and respect others.
- e-safety and the prevention of cyberbullying, mental health and girls FGM

Staff have read and discussed Part 1 of KCSIE and the DSL updates them when rewrites arrive.

One-to-one contact with pupils: Staff and volunteers should ensure that if working with or talking to pupils on a one-to-one basis they should either be in a room with a window in the door or leave the door ajar at all times. Staff or volunteers must not convey children by car or offer sports coaching on a one-to-one basis, they must be accompanied by or in the presence of another child or adult.

b) New staff

All new members of staff, and volunteers, will be provided with a copy of our child protection procedures as part of their induction into the School and will attend child protection training. All new staff, including temporary staff and volunteers, must be provided with induction training that includes:

1. this child protection policy;
2. the staff code of conduct/behaviour policy including the whistleblowing procedure;
3. the identity of the designated person;
4. a copy of Part 1 of KCSIE.

c) Designated teachers

Sompting Abbots School has designated persons who fulfill the function of Child Protection Officers, namely a Designated Teacher, (the Head) Stuart Douch - He is also the DSL for the EYFS. Kirsty Miles, Head of Pre Prep, is the deputy for the whole school and EYFS.

d) On-going training

All full-time members of staff are given training at whole school in-service training days at least every three years in order to develop their understanding of the signs and indicators of abuse and to know how to respond to a pupil who discloses abuse. A record of this training is kept by the School Office and copies are available to the Designated Teachers. Part-time teachers and volunteers are informed of the arrangements for child protection, including the procedure for reporting allegations. Part-time staff are required to attend in-service training in Child Protection every three years.

Designated persons attend training run by lscbtraining@westsussex.gov.uk

Address:

West Sussex Local Children's Safeguarding Board
Resource Team
Room 16
Durban House
Durban Road
Bognor Regis
PO22 9RE

The training is updated every two years. A record of all training is kept by the School Office.

The School also follows the detailed requirements for safeguarding training outlined at paragraph 3.6 of the EYFS Statutory Framework.

Induction training for staff must include:

- help in understanding roles and responsibilities;
- information about emergency evacuation procedures;
- safeguarding and child protection;
- the provider's equality policy;
- health and safety issues.

The EYFS also introduces the new concept of 'supervision' as a forum for staff to discuss issues and identify solutions as well as receive coaching to improve their personal effectiveness. This is in addition to regular staff appraisals.

Training in paediatric first aid continues to be a requirement, with at least one person holding a current certificate to be on the premises at all times when children are present and accompanying children on outings. It must be clear from the certificate that the course followed has covered first aid for children (with the words 'children', 'child' or 'paediatric' somewhere on the certificate). As a general principle, the first aid training should be appropriate to the age of the children in question.

In the EYFS each child must be allocated a key person. This may be the class teacher, teaching assistant or other member of staff who can ensure that the child's care is tailored to meet his or her individual needs.

e) Support staff

All support staff are subject to police checks as part of the checks on their suitability to work with children. Training in child protection is provided for all employees every three years.

Support staff are required to attend training, as well as teaching colleagues, in respect of the school's policy and procedures, including whistle-blowing and recognizing abuse.

f) Temporary Staff and Voluntary Staff

Temporary (i.e. Supply) Staff and Voluntary Staff are informed of the School's policies for Child Protection and the School's designated person on arrival.

g) Informing parents

A copy of this policy is available to parents on request and can also be viewed on the school website. There are signs on the Pre Prep and Main School notice boards informing parents of how to obtain policies.

h) Safer recruitment

The School carries out all the required checks on staff in line with guidance laid down in Safeguarding Children and Safer Recruitment in Education, a copy of which is available in the School Office or may be downloaded at

www.education.gov.uk/aboutdfe/statutory/g00213145/safeguarding-children-safer-recruitment or via www.teachernet.gov.uk/publications.

An Enhanced DBS/CRB is obtained for all staff. The school will adhere strictly to the new Vetting and Barring regulations, which came into effect on the 1st December 2012.

The Headmaster is trained in Safer Recruitment (training to be updated at least every five years.)

i) Volunteers

Volunteers are provided with a copy of this policy that highlights their responsibilities and the policy as it relates to them. Parents must sign to indicate that they have received and read this prior to undertaking any activity where they will have access to pupils (e.g. accompanying school trips). The Designated Teacher, in this case the Head, will have regard to the guidance in Safeguarding Children and Safer Recruitment in Education (Section 4.56) in deciding whether a DBS/CRB Disclosure should be obtained in respect of a volunteer. A list 99 check may be made if the Headmaster deems it necessary. The Headmaster has consulted the IAPS and has been told by their consultant, Martin Ayres, that we may continue to use trusted parents to help with transport.

j) External Visitors

The appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils (i.e. peripatetic teachers, sports coaches, speech therapists etc). This also applies to the recent Prevent protocols; any visiting speaker will be vetted with regard to whether or not they pose any risk as laid out in the Prevent guidelines.

k) Allegations against staff or volunteers

In accordance with 'Dealing with Allegation of Abuse Against Teachers and Other Staff (Revised Oct. 2012)', the School is aware that a pupil or member of staff or a volunteer may make an allegation against a member of staff or a volunteer. All staff and volunteers must be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues or volunteers. This must be done in a timely manner, as soon as there is concern about the behaviour of the member of staff.

If such an allegation is made, the member of staff or volunteer receiving the allegation will immediately inform the Head. If an allegation is made to anyone other than the Head, they should on all occasions take the matter straight to the Head. If the Head is absent then they should inform the directors. If the allegation is against the Head, the directors will be informed.

In serious cases the police will be called from the outset.

In all cases the Local Authority Designated Officer for Child Protection (LADO) will then be contacted for advice before any investigation takes place and at least within 24 hours of any allegation of abuse being made. Tel: **0330 222 3339**

The LADO for West Sussex County Council is Lindsey Tunbridge-Adams.

Tel: **0330 222 3339** Email: Lindsey.Tunbridge-Adams@westsussex.gov.uk

The Assistant LADO is Claire Coles.

Tel: **0330 222 3339** Email: Claire.Coles@westsussex.gov.uk

In borderline cases, discussion with the LADO can be held informally and without naming the school or individual. [Local Safeguarding Children's Board \(LSCB\) procedures for managing allegations against staff gives more information, a copy of which is available in the School Office.](#)

Making a referral

ANYONE CAN MAKE A REFERRAL. The Staff, Domestic Staff and Proprietors have received training from the DSL and if they are concerned about a child's safety or welfare, they should call the Multi-Agency Safeguarding Hub in Horsham or MASH. The person making the referee can also contact the LADO, Lindsey Tunbridge-Adams (**0330 222 3339**) and make a referral to the West Sussex Safeguarding Children Board (**0330 222 5296**). Email: iscb@westsussex.gov.uk. They should then inform the DSL, or in their absence, the deputy DSL.

Be encouraged to "chase up" a referral if you feel more action needs to be done.

Details on the full procedures can be found on the website: <http://www.westsussexscb.org.uk>

I) Allegations of abuse and instances of abuse by one or more pupils against another

The School's Behaviour and Discipline Policy makes clear the expectations on pupils of acceptable behaviour towards other pupils. Where a pupil (or a member of staff or a volunteer) makes an allegation about the behaviour of a pupil or pupils against another pupil, and this is deemed to be or could be deemed to be a form of abuse, the allegation must be reported to the designated person, the Head, or in his absence the Head of Pre Prep. They will take advice from the local authority social care department in putting in place the measures necessary to safeguard the pupil, which may mean involving external agencies.

The school will contact a welfare agency within 24 hours of a disclosure or suspicion of abuse via the LADO on Tel: **0330 222 3339**

5 Review

Procedures are reviewed annually in response to new safeguarding regulations as required. The Head is responsible for ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay. Pupils of concern is a standing item on the agenda of staff meetings and staff are encouraged to bring any matters of concern to the attention of the relevant person without delay. Safeguarding and promoting the welfare of children is an agenda item at the Education Committee which takes place every term. The Senior Management Team, chaired by a director, will meet and review the safeguarding and promoting welfare policy and procedures annually in the summer term following an audit by the Principal to ensure that the related duties have been carried out efficiently by the Head. All staff, directors and volunteers will be made aware of any changes made to policy and procedures.

6 Responsibilities

The legal responsibility for safeguarding and promoting the welfare of children lies with the directors, and the Head who are responsible for this policy. The Head is responsible for making sure that the policy and procedures are understood by and carried out by all staff and volunteers. The Head and the staff are responsible for implementation. The school is committed to promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child.

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that a report includes as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. 'Compromise agreements' cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to cooperate with an investigation. The Proprietors recognise that they have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources. They will disclose to inspectors all instances of action in relation to safeguarding concerns.

(In this context, ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence and as a consequence could lead to the school being removed from the register of independent schools. 'Compromise agreements' cannot apply in this connection.)

Should a dismissal not reach the threshold for DBS referral, separate consideration should be given to a College for Teaching and Leadership (NCTL) referral where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate.

The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".

7 Designated Persons

The designated person with lead responsibility for dealing with child protection issues and liaising with other agencies is the Designated Teacher, the Head, Mr. Stuart Douch for the whole school including the EYFS. The Deputy to the Designated Teacher is Kirsty Miles. All designated persons have child protection training and training in interagency working, which is updated every two years and provided by iscbtraining@westsussex.gov.uk or another suitable and accredited body.

The designated persons are responsible for:

- Adhering to the LSCB (Local Safeguarding Children's Board), Local Authority and School procedures with regard to referring a child if there are concerns about possible abuse.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.

- Ensuring that all such records are kept confidentially and securely and are separate from general pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Ensuring that any pupil currently on the Child Protection Register who is absent without explanation for two days is referred to Social Services. Where a child is not at morning registration, an explanation of absence should be sought if this has not already been provided and contact is made as soon as possible to find out what explanation is given for absence. If a child is on the Child Protection Register, and depending on the response received, a referral will be made more urgently.

8 Reporting an incident Significant events

In the event of any of the following, parents/guardians Ofsted, ISI and other relevant agencies would be contacted without delay (see also Reporting to RIDDOR in the Health and Safety policy):

- The death of a child.
- Allegations against staff.
- Serious harm inflicted by a child.
- Any serious accident involving a child or adult.
- The outbreak of infectious disease.

The provider must give Ofsted and ISI the following information when relevant:

- details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006;
- the date of the order, determination or conviction, or the date when the other ground for disqualification arose; the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
a certified copy of the relevant order (in relation to an order or conviction).

When a concern arises

Any concerns regarding a child must be logged and discussed with the designated members of staff. Any information recorded will be stored securely on the child's personal file.

Staff must immediately report:

- Any suspicion that a child is injured, marked or bruised, in a way which is not readily attributable to the normal knocks or scraps received in play;
- Any explanation given which appears inconsistent or suspicious;
- Any behaviours which give rise to suspicion that a child may have suffered harm (e.g. worrying drawings or play);
- Any concerns that a child may be suffering from inadequate care, ill treatment or emotional maltreatment;
- Any concerns that a child is presenting signs or symptoms of abuse or neglect;
- Any significant changes in the child's presentation, including non attendance;
- Any hint or disclosure of abuse from any person;
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

a) Guidelines to follow in the event of a disclosure

If a child makes a disclosure of abuse, the following guidelines must be followed. Specialist police officers and social workers are trained in the investigative interview of children. Although your own needs, understandably, will urge you to ask the child a lot of questions about the alleged abuse, this is not your role. You may need to find out just enough about the alleged abuse in order to make a decision about the need for referral. If you need to ask the child questions or clarify what they are saying, make sure that you use open-ended questions which do not lead the child to make specific responses. Should the case go to court you may be called as a witness and the court will need to be convinced that you have not contaminated the evidence by putting words or suggestions into the child's mind.

Examples of open ended, non-leading questions:

- Please tell me how it happened?
- Tell me more?
- Please explain that a bit further?

If you are the first point of contact for a child wishing to disclose you are a very important person for that particular child. Many survivors of child abuse say that having the first person they told be supportive was the first step in recovering from their experience. Children often drip-feed information, giving small clues over a period of time. Your supportive response at each stage will encourage the child to make further disclosure.

b) So what can you do?

- Tell the child that you take what they are saying very seriously.
- Reassure the child that she/he is not to blame.
- Let the child know that you understand how difficult it is to talk about such experiences and that she/he is brave to tell.
- Be calm and reassuring.
- Explain that you cannot promise to keep what the child tells you a secret.
- Say that you take what they say very seriously and will involve a social worker/police officer in order to work towards making the child safe and that you will continue to support them.
- Don't make false promises/reassurances to the child which may not be able to be fulfilled.
- Make accurate records.

It is important to preserve the innocence of the child and not to introduce abusive concepts to them. Corruption is when as professionals we introduce abusive concepts to the non-abused child. Children commonly retract allegations of child abuse. A retraction does not discredit the original allegation but should raise questions about why the child has withdrawn the allegation.

It is not your role to physically examine a child. It is the role of the Designated Safeguarding Lead (Stuart Douch) to alert a Doctor or a medical expert appointed by them. If the child has marks that are easily visible then you should make a record of what you have seen. Do not look under a child's clothing to examine any injuries.

It is difficult to be definitive about whether or not it is acceptable to touch a child who is disclosing child abuse. To a child who has suffered abuse, any touch may have a very different meaning from that intended by the protective adult. Also, a child who has suffered abuse may not have an appropriate sense of boundaries or understand the need to keep themselves safe. It is important therefore to be

cautious and to convey empathy through other means such as tone of voice, non-verbal behaviour or the use of toys.

9 Records

Written recording during the interview.

It may be possible to write down phrases and words whilst the child is talking which can be used to trigger recall when the full recording is made. This should only be done if the child is in agreement and if they feel comfortable.

Written recording immediately after the interview.

It is very important to record exactly what the child said using the child's vocabulary even if the meaning is unclear.

Recording your own responses - your verbal and non-verbal responses should be recorded and it should be clear that a non-leading approach has been used.

Recording the context of the disclosure - The context in which a child chooses to tell about an incident of abuse can provide valuable information to the investigating team, e.g. the child was watching a particular video or was playing with dolls in the home corner.

Recording the emotional context of the disclosure - The emotional context can provide valuable clues to the investigating team. A child may make serious statements in a joking way or may present as tearful and distressed. Children may speak about very serious matters in a matter of fact way that is surprising to adults.

If a child repeats statements these should be recorded. Consistency in a child's repeated statements adds to the strength of the evidence.

Guidelines for designated staff

If an incident is reported to the DSL or another designated member of staff, they should decide how to proceed.

- Wherever possible talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place a member of staff or others at risk
- Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and whether this needs to be undertaken immediately

OR:

- Not to make a referral at this stage but to continue to monitor and log the situation;
- If it would be appropriate to undertake an assessment e.g. Common Assessment Framework (CAF) and/or make a referral for other services;

All information and actions taken, including the reasons for any decisions made, should be fully documented. All referrals to social care should be accompanied by a referral form.

Social services are always available to offer advice to designated staff if action needed is unclear.

10 Supporting Children

The School recognizes that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. In these circumstances a child may feel any of the following: helpless, humiliated, self blame.

The School will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying (see Anti-Bullying Policy).
- Promoting a caring, safe and positive environment within the School.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Ensuring that children have access to a source of counseling, either at school or through an outside agency.
- Notifying Social Services as soon as there is a significant concern, after discussion with W.S.C.C. Children's Service or the appropriate Local Authority for the pupil concerned.
- Providing continuing support to a pupil who leaves the School, about whom there have been concerns, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.
- Gaining assurance that the employees of any other organisation supervising pupils on a different site have undergone the necessary checks.
- If a member of staff has a concern about a pupil they should avoid asking questions that could be construed as leading in any way.

The ISI recommends that our Safeguarding policy should differentiate between:

- i) **safeguarding children who have suffered or are likely to suffer significant harm** and
- ii) **those who are in need of additional support from one or more agencies.** Therefore:

The former should be reported to Children's Social Care immediately (contacting MASH/LADO); the latter should lead to inter-agency assessment using local processes, including use of the "Common Assessment Framework (CAF)" and "Team around the Child" (TAC) approaches.

Decisions to seek support for a child in need (CIN) would normally be taken in consultation with parents and pupils. However, their consent is **NOT** needed if there are reasonable grounds to believe a child is at risk of significant harm.

11 Looked after children

Should any pupil be on the roll who are looked after by a local authority, the proprietors will ensure that staff have the skills, knowledge and understanding necessary to keep such children safe. A designated member of staff will be given responsibility for their welfare and progress and will obtain up to date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, and delegated authority to carers. This will follow the statutory guidance to local authorities about how they are to support schools with the care and education of these pupils: 'Promoting the education of looked after children'.

12 Confidentiality

The School recognizes that all matters relating to child protection are confidential, in the sense that they must not be generally discussed. The Head or other relevant Designated Teacher will disclose any information about a pupil to other members of staff only on a 'need to know' basis. All staff must be

aware that they have a professional responsibility to share information with other agencies, through the defined school channels, in order to safeguard children. All staff must be aware that they cannot guarantee confidentiality to a child when listening to any disclosure since an issue may need to be referred on.

13 Supporting Staff

The School recognizes that staff working in the school who have become involved with a child who has suffered harm or appears likely to suffer harm may find the situation stressful and upsetting. The School will support such staff by providing an opportunity to talk through their anxieties with a designated person and to seek further support as appropriate.

14 Prevention

The School recognizes that it plays a significant part in the prevention of harm to its pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection. The School community will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty.
- Promote the good use of mentoring by peers in the house and form system and through the support given by older children to younger members of the School.
- Include in the curriculum opportunities in Personal Social Health Economic Education lessons (PSHEE), which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

15 Use of electronic equipment and mobile phones at Sompting Abbots School including the EYFS

Aim

To prevent the misuse of mobile phones and mobile phone cameras by staff in school.
To ensure the correct use of all electronic equipment by staff, volunteers and pupils.

Introduction

This policy provides guidance on the appropriate use of digital cameras, laptops, desktops, netbooks, tablets, personal mobile phones and cameras, smart phones, devices with Wi-Fi connectivity and external hard drives or USB sticks including the potential consequences of misuse and should be seen as safeguarding members of staff, the pupils and the school. This extends to anybody working in Sompting Abbots School in a professional capacity.

Key points Staff are made aware of the following when using the Internet.

- No member of staff is allowed any electronic communication, which includes social networking sites, blogging, bulletins, chat rooms, forums, instant messaging and private email with any current or ex pupil. (Note: it is advisable that receipt of pupils' work is via a school email address.)
- It is understood that some staff may have children who are pupils or ex pupils and this does not apply to those children but it does apply to friends of those children. Staff with children must

ensure that any electronic communication with their children does not mention any staff, pupils or any aspect of the staff member's work at Sompting Abbotts School and the EYFS.

- Whilst using any social networking sites, privacy settings must be set to full restrictions and updated regularly.
- If members of staff have friends who are parents of pupils or ex pupils and they communicate electronically with them, then no mention of Sompting Abbotts School, its staff or pupils can take place.
- Staff should take care with any references to Sompting Abbotts School in any electronic communication.
- No photographs of children can be published on social networking sites or on any form of communication where non members of staff have access, with the exception of the official school website by agreement with the Head and permission from parents. (Signed when a child joins the school)
- In line with GDPR changes which come into force in 2018, staff have been trained with an INSET and the GDPR policy shared with them. Staff are aware that data breaches that potentially may have an impact on safeguarding, such as not signing out of a laptop or Chromebook must be avoided with appropriate vigilance. Parents are asked to provide consent for any images of their children to be published on the School's official Facebook or Twitter pages.

Mobile phones and Cameras

Staff mobile phones during the school day should be:

- Switched off during the school day.
- May be used out of lesson or school duty/ activity time and not in the presence of pupils.
- Staff are permitted to take their mobiles (switched off) onto the field in case of the need to call for First Aid or toileting help from the office.
- Staff should never contact pupils or parents of pupils from their personal mobile phone, or give their mobile phone number to pupils or parents of pupils unless on a sporting fixture or offsite visit.
- Staff should never store pupils' or parents of pupils' telephone numbers on their mobile phone, send to or accept from colleagues, pupils or parents of pupils' texts or images that could be as inappropriate.
- On some occasions, e.g. for school trips, staff will be required to carry a mobile phone, but this will only be used to make and receive school phone calls during the day. On residential trips when personal calls are necessary, they should not be made in the presence of pupils.

CAMERAS

Cameras are an integral part of the new technological mobile phone. These cameras enable users to take high quality pictures. These can then be sent instantly to other mobile phones or email addresses. They can be posted on the Internet or in chat rooms. The new generation of mobile phones are equipped with still and video technology. There is the potential for camera mobile phones to be misused in schools. They can become an instrument of bullying or harassment directed against pupils and teachers. With regard to mobile phone cameras, **a member of staff should never use their personal phone to photograph or video a pupil(s), nor allow himself or herself to be photographed or videoed by a pupil(s).**

SOUND RECORDING

Some subjects, particularly French, will record children for Speaking examinations. This will be done by the Head of French, with care, observing confidentiality and using the program recommended by the Senior School or ISEB (such as Audacity).

Any other sound recording cannot happen without permission obtained from parents first, and second, it can only be made using school equipment. It cannot be done using a personal mobile phone.

Consequences of failing to comply

Staff should understand that failure to comply is likely to result in disciplinary action or, in certain circumstances, a child protection allegation. The latter might involve suspension from work pending a Police investigation. Any offence of this nature involving a pupil is likely to be viewed as a serious disciplinary offence up to and including dismissal. If any person is unclear about the above points above, the Head should be consulted for clarification.

- Only the School digital and video cameras are used to support areas of the curriculum. Photographs are used in display, the Early Learning Journals, Artwork and ICT and school publications. (with permission from parents)

Guidance for pupils to reduce risk

Children will be taught to adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and access to the internet.

16 Physical Contact & Restraint

Staff must only ever use physical intervention as a last resort, and at all times it must be the minimal force necessary to prevent injury to another person. Evidence of physical intervention of a nature that causes injury or distress to a child may be considered under safeguarding or disciplinary procedures. Refer, also, to the School's Behaviour Policy and the DfE Behaviour and discipline in schools (2014). Where use of restraint is appropriate, it will be carefully used with relation to a child's safety and the welfare of others. It is recommended that if a member of staff, after consultation with management and colleagues, decides some restraint is a requirement of keeping children safe in a classroom, that it is added to the risk assessment for the form room.

17 Bullying and racist incidents

Staff should understand that, in dealing with allegations or incidents of bullying, it might be necessary to invoke safeguarding procedures. Detailed guidance on bullying and racist incidents and the procedures to follow are provided in the School's Anti-Bullying Policy, which can be found in the Staff Handbook and the is available from the Main School Office or can be viewed on the school website.

18 Health & Safety

The School's Health & Safety policy, which is set out in a separate document, reflects the consideration given to the protection of our children both within the school environment and when away from the School when undertaking school trips and visits. This is available to parents on request.

19 Intimate Care

Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene i.e. care associated with continence, washing etc whilst preserving a child's dignity and privacy. Please refer to the school's nappy changing policy. There must always be

two members of staff present when dealing with an issue of intimate care. The child's dignity will be considered at all times. The member of staff dealing directly with the child must wear latex gloves.

20 Should a child go missing

If during the school day a child goes missing the following procedures will be put into operation:

As soon as a child is missed the Principal and Headmaster must be informed immediately. An instant decision will be made concerning contacting the police.

A search will proceed as follows:

1. Checks in the immediate vicinity will be made.
 2. The school and grounds will be checked.
 3. Following a check of the school and grounds, parents will be contacted.
- Ofsted will be immediately notified in the case of a missing child.

21 Teaching children how to keep safe

In PSHEE lessons, this will include the talks given by the Police Community Officer.

The UK Safer Internet Centre (www.saferinternet.org.uk)

CEOP's Thinkuknow website (www.thinkuknow.co.uk)

The Head of IT will be working on material from the UK Safer Internet Centre for Safer Internet Day 2016.

22 The PREVENT strategy and protecting children from radicalisation

If an adult has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the DSL (Mr. Douch), and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support. At the time of writing, Sompting Abbotts is not in a Prevent priority area.

An adult can also contact the local police force or dial 101 (the non-emergency number). The police can then talk in confidence about concerns and help a member of staff or the child concerned gain access to support and advice.

The Department for Education has dedicated a telephone helpline (**020 7340 7264**) to enable staff and governors to raise concerns relating to extremism directly.

Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

IMPORTANT: the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

In the case of pupils identified as being at risk of radicalisation, staff and the DSL will need to consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care, for example.

23 FGM

In the case of FGM, from October 2015, it will be mandatory for staff to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the DSL (Mr. Douch) and involve children's social care as appropriate.

24 Reporting of harm to EYFS children

The School will report to Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after EYFS children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. Such a report must be made as soon as is reasonably practical and at least within 14 days.

25 Reviewing of this policy

A review of the school's child protection policies by the proprietors takes place at least annually, including an update and review of procedures and their implementation. The DSL works with the proprietors on this. The Proprietors ensure that the school contributes to interagency working in line with WT through effective implementation of the child protection policy and procedures and effective communication and good cooperation with local agencies. Minutes of the proprietors review show the breadth and depth of the review and will include:

- any written report or information presented by the DSL
- training records
- referral information in respect of requests for help and support for individual children
- any allegations against a member of staff (and if relevant how the school worked with the LADO to determine whether there are any improvements to be made to the school or college's procedures or practice to help prevent similar events in the future)
- issues and themes which may have emerged in the school (and how these have been handled including the contribution the school is making to multi-agency working in individual cases)
- local discussions on safeguarding matters
- recruitment procedures
- Staff code of conduct
- How pupils are taught to keep safe

26 DELETION OF PUPIL'S NAME

The School will inform the local authority (where the child is resident) where a pupil's name is going to be deleted from the admission register on certain grounds. In summary, these are:

- i) when the child has been taken out of school to be home educated,
- ii) when the family has apparently moved away,
- iii) when the child has been certified as medically unfit to attend,

- iv) when the child is in custody for more than four months,
- v) or has been permanently excluded.

The duty arises as soon as the grounds for deletion are met and in any event before deleting the child's name. *(See Regulation 8(1)(d),(e),(g),(i) and (m) and 12(3) of The Education (Pupil Registration) (England) Regulations 2006, and see also KCSIE 2016.)*

27 DUTY TO REPORT ATTENDANCE ISSUES

1. All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.
2. Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.
3. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education
(From statutory DfE document Children Missing Education, September 2016)

Our School continues to have a legal duty to report certain attendance issues to the LA:

- i) ten days of unauthorised absence (other than for reasons of sickness or leave of absence),
- ii) failure to attend regularly, and
- iii) deletion from the school register when the next school is not known.

With regard to the third point, the School will report the matter to the LA immediately.

A child going missing from school is a potential indicator of abuse or neglect.

Sompting Abbots School Schools will enter pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the School will undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity. The School will monitor pupils' attendance through the daily register. Our School will monitor attendance closely and address poor or irregular attendance by this being referred to the local authority.

The School will report to the local authority and the local authority where the child is normally resident if a pupil fails to attend school regularly or has been absent from school without the School's permission for a continuous period of ten school days or more.

The School will notify the local authority within five days when a pupil's name is added to the admission register. The School will also provide the local authority with all the information held within the admission register about the pupil. (This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.)

The School will notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at

which the pupil's name is deleted from the register. (This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.)

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the School and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the School does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

Schools must also arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion. This information can be found in the <https://www.gov.uk/government/publications/school-exclusion> statutory guidance.

Sompting Abbotts School, as an independent school, has a similar safeguarding duty for their pupils to a maintained school with regard to Pupil Absence. Further information about schools' safeguarding responsibilities can be found in the KCSIE (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270497/ctf_13_guide_v_1_0.pdf) statutory guidance.

"Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

"Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

"Schools are required to notify the local authority within five days when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided." (KCSIE, 2017)

The School will also work closely with Social Services, usually attending meetings at the County Government Building at Centenary House, Worthing.

(Address: Centenary House, Durrington Ln, Worthing, West Sussex, BN13 2PQ

Phone: 01903 839502)

Important Contacts

The LADO for West Sussex County Council is Lindsey Tunbridge-Adams.

Tel: **0330 222 3339** Email: Lindsey.Tunbridge-Adams@westsussex.gov.uk

The Assistant LADO is Claire Coles.

Tel: **0330 222 3339** Email: Claire.Coles@westsussex.gov.uk

LSCB Out of hours helpline: **01903 694422**

Multi-Agency Safeguarding Hub Contact:

- Request for support E-Form: <http://sussex.procedures.org.uk/>
- Email: MASH@westsussex.gcsx.gov.uk
- Telephone: 01403 229 900
- Out of Hours: 0330 222 6664

Appointed person for child protection (DSL): Stuart Douch (Headmaster)
headmaster@somptingabbotts.org.uk

Sompting Abbotts Nursery Manager: Joanna Carrington jcarrington@somptingabbotts.org.uk

Person registered with Ofsted and deputy DSL: Kirsty Miles (Head of Pre Preparatory)
head_of_preprep@somptingabbotts.org.uk

Ofsted: Tel **0300 123 1231**
Piccadilly Gate
Store Street
Manchester
M1 2WD

Signed S.J. Douch

Date 4/1/18 Updated 27/4/18

DB/SD/KM/JC/DAS/PMS to be reviewed by SLT in September 2018

Appendix

Definitions and signs of abuse

Staff are provided with a guide to definitions and signs of abuse during their training, as follows:

From KCSIE (2017)

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 by another child or children.

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.

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 cyber-bullying), 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.

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

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.

Signs of Physical Abuse

Physical Indicators:

- Unexplained bruises and welts on the face, throat, upper arms, buttocks, thighs or lower back in unusual patterns or shapes which suggests the use of an instrument (belt buckle, electric cord) on an infant in various stages of healing that are seen after absences, weekends, or vacations.
- Unexplained burns, cigarette burns, especially burns found on palms, soles of feet, abdomen, buttocks; immersion burns producing "stocking" or "glove" marks on hands and feet; "doughnut shaped" marks on buttocks or genital area.
- Rope burns.
- Infected burns indicating delay in treatment; burns in the shape of common household utensils or appliances.

Behavioural Indicators:

- Behavioural extremes (withdrawal, aggression, regression, depression).
- Inappropriate or excessive fear of parent or caretaker.
- Antisocial behaviour such as substance abuse, truancy, running away and fear of going home.
- Unbelievable or inconsistent explanation for injuries.
- Lies unusually still while surveying surroundings (for infants).
- Unusual shyness, wariness of physical contact.

Signs of Sexual Abuse

Physical Indicators:

- Torn, stained or bloody underclothes.
- Frequent, unexplained sore throats, yeast or urinary infections.
- Complaints about pain and irritation of the genitals.
- Sexually transmitted diseases.
- Bruises or bleeding from external genitalia, vagina or anal region.
- Pregnancy.

Behavioural Indicators:

- The victim's disclosure of sexual abuse.
- Regressive behaviours (thumb-sucking, bedwetting, fear of the dark).
- Promiscuity or seductive behaviours.
- Disturbed sleep patterns (recurrent nightmares).
- Unusual and age-inappropriate interest in sexual matters.
- Avoidance of undressing or wearing extra layers of clothes.
- Sudden decline in school performance, truancy.
- Difficulty in walking or sitting.

Signs of Emotional Abuse

Physical Indicators:

- Eating disorders, including obesity or anorexia.
- Speech disorders (stuttering, stammering).
- Developmental delays in the acquisition of speech or motor skills.
- Weight or height level substantially below norm.
- Nervous disorders (rashes, hives, facial tics, stomach aches).

Behavioural Indicators:

- Habit disorders (biting, rocking, head-banging).
- Cruel behaviour, seeming to get pleasure from hurting children, adults or animals; seeming to get pleasure from being mistreated.
- Age-inappropriate behaviours (bedwetting, wetting, soiling).
- Behavioural extremes, such as overly compliant or demanding; withdrawn or aggressive; listless or excitable.

Signs of Neglect

Physical Indicators:

- Poor hygiene, including lice, scabies, bedsores, body odour.
- Squinting.
- Unsuitable clothing; missing key articles of clothing (underwear, socks, shoes); overdressed or underdressed for climate conditions.
- Untreated injury or illness.
- Lack of immunizations.
- Indicators of prolonged exposure to elements (excessive sunburn, insect bites, colds).
- Height and weight significantly below age level.

Behavioural Indicators:

- Erratic school attendance.
- Chronic absenteeism.
- Chronic hunger, tiredness, or lethargy.
- Assuming adult responsibilities.
- Reporting no carer at home.