



SAFEGUARDING POLICY AND PROCEDURE

Document reference. QT76 Issued by Alan Bates

Scope:

Safeguarding is not just about protecting children, Learners, Staff, Associates, visitors and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education. In relation to our learners, safeguarding and promoting their welfare is defined as protecting Learners from maltreatment, preventing impairment of Learners' health or development, ensuring that Learners are learning in circumstances consistent with the provision of safe and effective care. Qualitrain will take action to enable all Learners to have the best outcome.

This policy covers all Qualitrain Learners, Staff, Associates and visitors; it covers all aspects of a Learner's programme regardless of where it takes place. The policy is our overarching safeguarding one and includes references to our Safer Recruitment (QT76P1), Health and Safety Statement of Intent (QT76P2), Equality and Diversity Policy (QT76P3) and Prevent and British Values Policy (QT76P4).

This policy covers the following areas:

- 1.0 Legislative Duty
- 2.0 Policy Statement
- 3.0 Safeguarding: Identifying and reporting concerns
- 4.0 Health and Safety: Particularly compliance with Health and Safety at Work Act
- 5.0 Boarder care
- 6.0 Key Principles
- 7.0 Learners' Entitlement
- 8.0 Governance and Reporting
- 9.0 Modern Slavery Policy
- 10.0 County Lines

1.0 Legislative Duty – Qualitrain has a moral duty and statutory obligation to provide a safe and inclusive learning environment for all, in order to comply with legislation such as the Health and Safety at Work (1974) Act, Equality Act (2010), The Education Act 2002, Prevent Duty, and has additional legal responsibilities regarding children and vulnerable adults. A key legal enforcement framework is in the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) which stipulate our additional safeguarding responsibilities when children, vulnerable adults, Learners with additional needs and/or disabilities undertake regulated activities.

1.1 Children, Young People and Vulnerable Adults

1.1.1 Children and Young People

We are committed to safeguarding and protecting the welfare of all children, particularly the need to satisfy Legal requirements relating to regulated activities. Regulated activity with children can broadly be defined as:

- (i) Teaching, training, instructing, caring for or supervising children, or providing advice/ guidance on well-being, or driving a vehicle only for children;
- (ii) Any work establishments with opportunity for contact with children.



In accordance with the Children Act 1989 and 2004, a child is any person who has not yet reached their 18th birthday, but an exception relates to any employed 16 and 17 year old; they are classed as a young person and not a child. For young people at work, health and safety law states that a **child** is anyone who has not yet reached the official minimum school leaving age (MSLA). Pupils will reach the MSLA in the school year in which they turn 16.

1.1.2 Vulnerable Adults

We are committed to preventing the abuse and neglect of vulnerable adults. A vulnerable adult is defined by the Protection of Freedoms Act 2012 as a person aged 18 or over who is in receipt of regulated activity. Regulated activity for adults is divided into six categories, each with detailed sub-categories and a definition of who is to be treated as a vulnerable adult recipient in each case. 1. Providing health care 2. Providing personal care 3. Providing social work 4. Assistance with general household activities 5. Assistance with conduct of a person's own affairs 6. Conveying (transporting from one place to another).

Our Duty: Our duty to safeguard and protect the welfare of all children, young people and vulnerable adults is to:

- Safeguard and promote the welfare of children, young people and vulnerable adults
- Work to provide an environment in which children, young people and vulnerable adults feel safe, secure, valued and respected, and feel confident that any complaint, allegation or suspicion of abuse will be taken seriously
- Ensure that there are adequate procedures and arrangements within Qualitrain to identify, assess, make referrals, and support children, young people and vulnerable adults who are suffering from harm.
- Work in partnerships with parents and other agencies (e.g. Police, Social Care and Funding Providers) to meet these obligations.
- Maintain a safe environment

Referrals: Qualitrain recognises that it is an agent of referral and not of investigation. It is not our responsibility to investigate abuse. Staff should not extend an offer of confidentiality but should clearly inform the person that if information about abuse is disclosed that there is a duty on staff to follow reporting procedures.

2.0 Policy Statement

Qualitrain will:

2.1 Appoint and train a Designated Safeguarding Officer (DSO) who will coordinate Qualitrain's Safeguarding Policy and Procedure, and make these known to all. The DSO will attend regular updating training (minimum 2 years).

2.2 Ensure all Staff and associates receive training on health and safety, Prevent strategy, recognising abuse and neglect, how to respond appropriately to concerns relating to suspected, alleged or disclosed abuse, reporting, information sharing and confidentiality, as appropriate.

2.3 Make all staff and associates aware of safeguarding issues through our induction process.

2.4 Select and train Staff and associates to adopt best practice to safeguard our Learners, and themselves from false allegations. Appropriate safeguarding checks and screening are conducted during the selection process.

2.5 Provide opportunities for Learners to talk about concerns relating to their welfare

2.6 Provide support for Learners who have disclosed abuse, and for staff who have experienced disclosure



2.7 Develop and promote effective working relationships with other agencies

2.8 Respond promptly to allegations of any abuse or abuse of trust made against employees, or incidents of suspicious poor practice

2.9 To ensure that all Learners are aware of what Safeguarding means

3.0 To ensure that Learners, Employers and other Stakeholders are aware of and supported to understand the safeguarding policy and procedure

Procedure

1. **Selection, Pre-Start, Vetting and Induction:** Qualitrain will:

1.1 Appoint and train a DSO. The nominated person must be displayed in all Qualitrain Premises

1.2 Screen applicants, to assess suitability for the position applied for, by following *Applicant Selection (QT3P2WI1)* and *Pre-Start and Vetting (QTP2WI2)* in conjunction with *Safer Recruitment (QT076P1)*.

1.3 On successful completion of appointment, pre-start and vetting process:

1.3.1 An applicant is recorded on the Safeguarding Matrix QT076WR1.

Location: Dropbox/Quality and Compliance\18. Safeguarding Master

1.3.2 All new starters complete an induction which incorporates safeguarding requirements and an *Induction Record (QT3P2WI3WR1)* is completed.

2. **Staff Development:** It is the responsibility of the company to provide all Staff and associates with adequate safeguarding training so they understand their role in supporting safeguarding across the provision.

2.1 All Staff and associate safeguarding training, as stipulated by the DSO and/ or funding provider and explained in Safeguarding Training (QT76WI2), is undertaken, recorded within CPD records and added to the SAFEGUARDING Matrix (QT076WR1) Location: Location: Dropbox/Quality and Compliance\18. Safeguarding Master

2.2 All individuals are expected to act professionally at all times, and be familiar with Qualitrain's guidance on safe practice. This includes the need to:

2.2.1 Behave, dress, and talk to Learners in an appropriate way (non-sexual, non-aggressive, and not abusing a position of trust...)

2.2.2 Avoid situations where they may be at risk of false allegations, or take action to reduce that risk.

2.2.3 Report and seek the advice of their line manager or if they are concerned about a situation, such as a Learner having a crush on them, or believe an incident may have been misconstrued.

2.2.4 Be vigilant and sensitive to situations where a child, young person or vulnerable adult may be at risk. Develop their understanding of the signs and indicators of abuse.

2.2.5 Know Qualitrain procedures, including how to respond to a Learner who discloses abuse.

2.2.6 Know and comply with requirements for recording all concerns and comments, and passing them onto the Safeguarding Lead.

2.2.7 Treat all information received with sensitivity and with due regard to confidentiality and its limits in safeguarding matters.

2.2.8 Respect and promote the rights, wishes and feelings of children, young people and vulnerable adults and be sensitive to their developmental needs and capabilities.

2.2.9 Regard all children, young people and vulnerable adults as having an equal right to protection.

2.2.10 Regard the interests and safety of a young person to be the prime concern. (Where there is a conflict of interest between a young person and parent or other adult, the welfare of the young person will be considered paramount).

2.2.11 Work in partnership with children, young people and vulnerable adults and their parents.



- 2.2.12 Contribute to the provision of a safe environment by raising concerns where any premises used by Qualitrain and health and safety procedures appear to fall short of acceptable standards.
2.2.13 Be aware of their duty to raise concerns, where they exist, about the attitude or actions of

colleagues, or recruitment processes using the Whistleblowing Policy if necessary.

2.3 Safeguarding training is updated, as needed, then CPD files are updated, and training recorded on the Safeguarding Matrix (QT076WR1) by the Safeguarding Lead and monitored for compliance.
Location: Dropbox/Quality and Compliance\18. Safeguarding Master.

3. Safeguarding: Identifying and reporting concerns: Qualitrain operates within the following key safeguarding requirements, some of which relate specifically to children, young people and vulnerable adults but anything linked to radicalisation or extremist behaviour (Prevent), or a concern about discrimination, harassment and victimisation linked to the nine protected characteristics under the Equality Act; age, disability, marriage and civil partnership, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation relates to any learner. Qualitrain will act when needed to protect learners from:

- 3.1 Neglect
- 3.2 Physical abuse
- 3.3 Sexual abuse/violence/harrassment
- 3.4 Emotional abuse
- 3.5 Bullying, including online bullying and prejudice-based bullying (reference QT76P5)
- 3.6 Racist, disability and homophobic or transphobic abuse
- 3.7 Gender-based violence/violence against women and girls
- 3.8 Radicalisation and/ or extremist behaviour
- 3.9 Child sexual exploitation and trafficking
- 3.10 The impact of new technologies on sexual behavior, for example 'sexting' and accessing pornography
- 3.11 Teenage relationship abuse
- 3.12 Substance misuse
- 3.13 Issues that may be specific area or population, for example gang activity and youth violence
- 3.14 Domestic violence
- 3.15 Female genital mutilation
- 3.16 Forced marriage
- 3.17 Fabricated or induced illness
- 3.18 Poor parenting, particularly in relation to babies and young children
- 3.19 Other issues not listed here but that pose a risk to children, young people and vulnerable adults
- 3.20 Honour-based violence - The concept of 'honour' is for some communities deemed to be extremely important. To compromise a family's 'honour' is to bring dishonour and shame and this can have severe consequences. The punishment for bringing dishonor can be emotional abuse, physical abuse, family disownment and in some cases even murder.
- 3.21 E-safety is covered under the Security of data policy.
- 3.22 Peer-on-peer abuse: Qualitrain would address what support is needed for victims and what support might be needed for perpetrators.

Please see Appendix A for Signs & Symptoms of FGM, Abuse & Neglect

Safeguarding Incident Reporting: If staff have a safeguarding concern regarding a Learner or a staff member, the guidance in the Reporting an Incident or Safeguarding Concern Form (QT076WR2) should be followed and the form completed and returned to the



Designated Safeguarding Officer & Deputy Safeguarding Officer immediately. The Equality and Diversity Policy (QT076P3) and Prevent and British Values Policy (QT076P4) should be referred to as applicable. Safeguarding Lead will access advice where

required from external agencies; MASH, LADO, Local Authority Children's Board, Regional Prevent Teams. Safeguarding Reporting Process (QT76WI1) and contact details for all delivery areas can be found on Safeguarding & Prevent Information Contacts List document (QT076WI3)

4.0 Health and Safety: Particularly compliance with Health and Safety at Work Act:

4.1 A Health and Safety officer is appointed. The nominated person must be displayed in the board room.

4.2 Health and safety is of paramount importance to us and as such all facilities and resources comply with legislative requirements for health and safety.

4.3 Health and safety within Qualitrain's facility is upheld through Health and Safety Statement of Intent (QT076P2). Training Matrix (QT076WR3) is updated to evidence policy agreement.

Location: Main Admin Office

4.4 External facilities are vetted for health and safety requirements by following requirements within Sales Enquiries and Partnership Flowchart (QT3P1d). The completed documents are stored in the office by customer.

Health and Safety Incident Reporting: Any injuries, diseases or dangerous incidents need to be reported. To do so, the guidance in the Reporting an Incident or Safeguarding Concern Form (QT076WR2), in conjunction with the Health and Safety Statement of Intent (QT076P2) should be followed, and the form completed and returned to the Safeguarding Lead.

5. Broader care and education: Qualitrain strives to ensure the following learner needs are met, and signposts learners to specialists, such as health care professionals, as appropriate:

5.1 Learners' health and safety and well-being, including their mental health

5.2 Needs of learners who have special educational needs and/or disabilities are met

5.3 The use of reasonable force: Staff must use effective de-escalation techniques and promote a positive culture. Reasonable force, including restraint, must only be used to protect a learner and those around them. Poor behaviour must be recorded and reported to Safeguarding Lead as could be a sign a learner is suffering harm or been traumatized by abuse.

5.4 Needs of learners with medical conditions are met

5.5 Adequate first aid is available

5.6 Learners are safe on educational visits; includes the completion of pre-visit risk assessments

5.7 Emotional well-being and intimate care needs

5.8 Online safety and associated issues

5.9 Appropriate arrangements to ensure learners' security, taking into account the local context

6. Key Principles

6.1 All people will be treated with respect and with courtesy by staff and learners in an environment that is free from harassment or discrimination.

6.2 All training rooms, communal areas, facilities and equipment will comply with legislative health and safety standards.

6.3 Qualitrain will work with learners and other agencies to promote a safe and healthy culture.

6.4 Qualitrain will develop partnerships to proactively protect young people and adults at risk from abuse or neglect.

6.5 Staff and associates will be trained and will have a clear understanding of personal safety and good safeguarding practices.



6.6 Qualitrain will work with learners to promote their own personal health, well-being and safety including their safety on the internet. Learners will be provided with advice on being safe online, inclusive of raising awareness of the Prevent Duty and dangers of being drawn into radicalization via online applications, and who to contact about concerns.

6.7 Learners will be signposted to external agencies where specialist support is required.

7. Learners' Entitlement: In order to promote a healthy and a safe environment, our learners will be entitled to the following:

7.1 The right to make a disclosure to any member of staff and know that the disclosure will be dealt with quickly, sensitively and appropriately.

7.2 To learn in an inclusive environment free from bullying or harassment; mutual respect for all is promoted. This is promoted through our Equality and Diversity (QT076P3) and Prevent and British Values (QT076P4) policies, covered during Learner inductions and through staff challenging inappropriate behaviour or attitudes at all times. Anti-Bullying policy (QT076P5)

7.3 To be made aware of the basic principles of safer learning and safeguarding relevant to the programme that the learner is completing through health and safety being embedded into all training programmes from induction onwards.

7.4 To be made aware of how to access support on personal health and safety issues. The Student Handbook contains a Health, Welfare and Safety Section and your trainer can explain how to access health and safety support available to you.

7.5 To be provided with up to date information around personal safety issues. Delivery programmes are designed to embed this information.

7.6 The opportunity to comment and feedback on the extent to which Qualitrain and our courses promote and maintain well-being and personal safety, particularly through learner feedback surveys.

7.7 Learn about interpersonal and communication skills that promote and establish a welcoming, safe and respectful environment, such as in the ways suggested in our Prevent and British Values policy.

7.8 Empowered to create communities that are resilient to extremism and to protect those who may be vulnerable to being drawn into violent extremism or crime. The values of respect and tolerance are embedded within teaching and learning sessions, and in accordance with our Prevent and British Values Policy, any Learner who may be at risk from radicalisation would be supported and signposted to further external sources of support where appropriate.

7.9 To have a clear understanding of Safeguarding, and what this means to them. Safeguarding awareness is delivered throughout the programme and recorded within the ILP, Progress Reviews & Wider Learning Sheet

8.0 To have awareness of and support to understand the Safeguarding Policy. Please see point 7.9, also covered during induction and referenced within the Student Handbook. Employers are made aware of Safeguarding Policy through Employer Engagement prior to the start of the programme

Learner & Staff/Associate Safeguarding, Inclusive of Prevent, Incident reporting:

This is explained during each Learner/Staff/Associates

induction: Learners/Staff/Associates are encouraged to raise a safeguarding concern with any member of Staff (Learners) or Line Manager (Staff/Associates), and the disclosure will be forwarded to the DSO or in the DSO's absence, to the Deputy Designated Safeguarding Officer (DDSO). Safeguarding concerns can be reported by Learners or Staff directly using the contact details below;

Safeguarding Contact details

Claire Lewis; 01773 417340 or 01332 345205

Andrea Lagerberg; 01773 417340 or 01332 345205

Claire Lewis email; safeguardinglead@qualitrain.co.uk; Claire.lewis@qualitrain.co.uk

Andrea Lagerberg; andrea.lagerberg@qualitrain.co.uk

Alan Bates, Quality Director has overall responsibility for Safeguarding. Contact details; 01773 417340@alan.bates@qualitrain.co.uk



Employer Safeguarding, Inclusive of Prevent, Incident Reporting;

To fully comply with Safeguarding and Prevent requirements, we work with Employers to

Raise awareness of Safeguarding and the Prevent Duty

The above Safeguarding contact details are provided within the Employer Handbook provided prior to the start of learning programmes, following the same process as above

Alternatively, complaints can be raised by completing our Complaints Form (QT3P1hWR1). A copy is available within our Student Handbook (QT3P3WR2), from your trainer, or via Smart Assessor. You can forward this directly to Claire Lewis either through the email address above, or via post marked

Confidential to; Claire Lewis Genesis Business Centre, King St, Alfreton, Derbyshire, DE55 7DQ

8.0 Governance and Reporting

8.1 The Directors work with the DSO to closely monitor and respond to any safeguarding issues; they are responsible for the approval of relevant safeguarding policies. The DSO is responsible for ensuring that processes and procedures for the protection of children, young people, vulnerable adults and all learners are robust and consistently applied so that Qualitrain fulfils its legal duties. Qualitrain will work with Local Safeguarding Children Boards, Local Authority Designated Officer and other agencies to see advice when required to ensure a comprehensive safeguarding network is in place.

Reporting to External Bodies: *Reporting an Incident or Safeguarding Concern Form* (QT076WR2) is used to record internal safeguarding concerns raised by Qualitrain Staff/Associates, and must be submitted to the DSO. On deciding how to proceed, the DSO follows *QT076W11 Reporting Safeguarding Reporting Process* and *Safeguarding and Prevent Information Contacts List* (QT76WI3) which explains how to make a referral to external bodies, as applicable.

8.2 The Directors – Are responsible for ensuring that all staff have an understanding of safeguarding, receive appropriate training and development and that the safe recruitment policy is followed at all times. They will ensure that safeguarding is given high priority within their teams.

8.3 All Staff/Associates – Are responsible for completing safeguarding training, as requested by the DSO or directors, and must familiarise themselves with this policy. Once completed, training activities are recorded on the Safeguarding Matrix (QT076WR1) by the DSO and monitored for compliance. Location: Dropbox/Quality and Compliance\18. Safeguarding Master.

8.4 **All Staff/Associates** – Keep up-to-date with HM Government requirements through training and reading:

Keeping children safe in education: statutory guidance for schools and colleges (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>)

The Prevent duty

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

Channel Guidance

<https://www.gov.uk/government/publications/channel-guidance#history>

Contest Strategy

<https://www.gov.uk/government/collections/contest>

and any other related safeguarding policies, to ensure that they understand their own role in the promotion of safeguarding and the appropriate action should they receive a disclosure.

DSO/DDSO completes level 3 Designated Safeguarding Training course every 2 years, refresher training during standardisation meetings and relevant training to reflect new legislation and updates where required.

All delivery staff and associates complete on-line Safeguarding Training every 2 years, Prevent Training



annually, further training during standardisation meetings and relevant training to reflect new legislation and updates where required

9. Modern Slavery Policy

Modern slavery is an unquestionable and indefensible violation of an individual's basic human rights. Qualitrain recognises that as a commercial organisation it has a moral and social responsibility to take a zero-tolerance approach to modern slavery in all forms.

We are committed to preventing slavery and human trafficking in our activities, and to ensuring, as far as we are able, that our supply chains are free from slavery and human trafficking.

10. County Lines

County Lines, a term used when drug gangs from big cities expand their operations to smaller towns, often exploiting children and vulnerable people to sell drugs. Staff and Associates will work with Learners to raise awareness if this issue.

Appendix A; Definitions, Signs and Symptoms of Abuse & Neglect

Definitions

There are five types of child abuse. They are defined in the UK Government guidance Working Together to Safeguard Children (2006) as follows:

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child or failing to protect a child from that harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age- or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 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, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact including both penetrative or non-penetrative acts such as kissing, touching or fondling the child's genitals or breasts, vaginal or anal intercourse or oral sex. They may include non-contact activities, such as involving



children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is 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 and clothing; shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Bullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from the activities and social acceptance). The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children to the extent that it affects their health and development or, at the extreme, cause them significant harm (including self-harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies.

Signs of abuse

Recognising child abuse is not easy. It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do however, have both a responsibility and duty, as set out in your organisation's child protection procedures, to act in order that the appropriate agencies can investigate and take any necessary action to protect a child.

The following information should help you to be more alert to the signs of possible abuse.

Physical Abuse

Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern, although this can be more complicated with burns, as these are often delayed in presentation due to blistering taking place sometime later.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks,
- multiple burns with a clearly demarcated edge.



Changes in behaviour that can also indicate physical abuse:

fear of parents being approached for an explanation
aggressive behaviour or severe temper outbursts
flinching when approached or touched
reluctance to get changed, for example in hot weather
depression
withdrawn behaviour
running away from home.

Emotional Abuse

Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care. Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

neurotic behaviour e.g. sulking, hair twisting, rocking
being unable to play
fear of making mistakes
sudden speech disorders
self-harm
fear of parent being approached regarding their behaviour
developmental delay in terms of emotional progress

Sexual Abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

pain or itching in the genital area
bruising or bleeding near genital area
sexually transmitted disease
vaginal discharge or infection
stomach pains
discomfort when walking or sitting down
pregnancy

Changes in behaviour which can also indicate sexual abuse include:

sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
fear of being left with a specific person or group of people
having nightmares
running away from home
sexual knowledge which is beyond their age, or developmental level
sexual drawings or language
bedwetting
eating problems such as overeating or anorexia
self-harm or mutilation, sometimes leading to suicide attempts
saying they have secrets they cannot tell anyone about
substance or drug abuse



suddenly having unexplained sources of money
not allowed to have friends (particularly in adolescence)
acting in a sexually explicit way towards adults

Neglect

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

constant hunger, sometimes stealing food from other children
constantly dirty or 'smelly'
loss of weight, or being constantly underweight
inappropriate clothing for the conditions.

Changes in behaviour which can also indicate neglect may include:

complaining of being tired all the time
not requesting medical assistance and/or failing to attend appointments
having few friends
mentioning being left alone or unsupervised.

Bullying

Bullying is not always easy to recognise as it can take a number of forms. A child may encounter bullying attacks that are:

physical: pushing, kicking, hitting, pinching and other forms of violence or threats

verbal: name-calling, sarcasm, spreading rumours, persistent teasing

emotional: excluding (sending to Coventry), tormenting, ridiculing, humiliating.

Persistent bullying can result in:

depression

low self-esteem

shyness

poor academic achievement

isolation

threatened or attempted suicide

Signs that a child may be being bullied can be:

coming home with cuts and bruises

torn clothes

asking for stolen possessions to be replaced

losing dinner money

falling out with previously good friends

being moody and bad tempered

wanting to avoid leaving their home

aggression with younger brothers and sisters

doing less well at school

sleep problems

anxiety and becoming quiet and withdrawn

Signs and Symptoms of Female Genital Mutilation

- Difficulty walking, sitting or standing
- Spending a longer period of time in the bathroom.
- Displaying unusual behaviour after being off nursery
- Reluctant to being undressed after having a wet accident.
- Long unexplained absences



Please note; As a Training Provider, it is our mandatory duty to report disclosures on FGM regarding a female under the age of 18.

These definitions and indicators are not meant to be definitive, but only serve as a guide to assist you. It is important too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or the birth of a new baby in the family or relationship problems between parents/carers. In assessing whether indicators are related to abuse or not, the authorities will always want to understand them in relation to the child's development and context.