

Dated September 2016

Summary of Indicators

**CONTENTS**

<b>CLAUSE</b>		<b>PAGE</b>
1	PHYSICAL .....	2
2	NEGLECT .....	2
3	EMOTIONAL .....	2
4	SEXUAL .....	3
5	SEXUAL EXPLOITATION .....	3
6	RADICALISATION .....	4
7	RUNNING AWAY .....	5
8	BULLYING .....	6
9	ACCIDENTS .....	6
10	FGM.....	7

## **1. Physical**

- 1.1 Physical abuse may result in the symptoms described below. Aside from direct physical contact, physical abuse can also be caused when a parent or caregiver feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.
- 1.2 Signs of physical abuse include:
  - 1.2.1 Bruises on legs before a child is mobile
  - 1.2.2 Black eyes without bruising to the forehead
  - 1.2.3 Fingertip bruising and bruises in various stages of healing
  - 1.2.4 Cigarette type burns anywhere, patterned burns (irons), rope burns. Contact burns in abnormal sites.
  - 1.2.5 Lacerations to the body or mouth
  - 1.2.6 Multiple fractures. Evidence of old fractures. Any fractures to children under two years old
  - 1.2.7 Bite marks
  - 1.2.8 Scalds, particularly to feet and bottom
  - 1.2.9 Fading injuries noticeable after an absence from School
  - 1.2.10 Seems frightened of parents, does not want to return home at the end of the day
  - 1.2.11 Shrinks markedly (backs away) at the approach of adults
  - 1.2.12 Displays frozen watchfulness
  - 1.2.13 Constantly asks in words/actions what will happen next

## **2. Neglect**

- 2.1 Neglect is the persistent failure to meet a child's basic physical and/or psychological needs. This is likely to result in the serious impairment of the child's health or development.
- 2.2 Signs of neglect include:
  - 2.2.1 Frequent absenteeism from School
  - 2.2.2 Beggars or steals money or food
  - 2.2.3 Lacks needed medical or dental care, immunizations or glasses
  - 2.2.4 Lacks appropriate clothing, e.g. for weather conditions, shoes are too small, ill-fitted clothes
  - 2.2.5 Clothes are consistently dirty or 'smelly'
  - 2.2.6 Teeth are dirty, hair quality is poor and contains infestations
  - 2.2.7 Hands are cold, red and swollen
  - 2.2.8 Loss of weight or being constantly underweight
  - 2.2.9 The parent or adult caregiver has failed to protect a child from physical harm or danger

## **3. Emotional**

- 3.1 Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's development. It may involve conveying to children that they are worthless or unloved, inadequate or valued insofar as they meet the needs of another person. It may feature inappropriate expectations being imposed on children, relative to their actual development or age.
- 3.2 Signs of emotional abuse displayed by children include:

- 3.2.1 Excessive behaviour, such as extreme aggression, passivity or become overly demanding
- 3.2.2 Children who self-harm, for instance by scratching or cutting themselves
- 3.2.3 Is either inappropriately adult or infantile
- 3.2.4 Children who persistently run away from home
- 3.2.5 Children who show high levels of anxiety, unhappiness or withdrawal

#### 4. Sexual

- 4.1 Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may also include non-contact activities, such as involving the children in looking at, or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.
- 4.2 Signs of sexual abuse displayed by children include:
  - 4.2.1 Difficulty walking or sitting
  - 4.2.2 Pain/itching/bleeding/bruising/discharge to the genital area/anus
  - 4.2.3 Urinary infections/sexually transmitted diseases
  - 4.2.4 Persistent sore throats
  - 4.2.5 Eating disorders
  - 4.2.6 Self mutilation
  - 4.2.7 Refuses to change for gym or participate in physical activities
  - 4.2.8 Exhibits an inappropriate sexual knowledge for their age
  - 4.2.9 Exhibits sexualised behaviour in their play or with other children
  - 4.2.10 Lack of peer relationships, sleep disturbances, acute anxiety/fear
  - 4.2.11 School refusal, running away from home

#### 5. Sexual Exploitation

- 5.1 Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.
- 5.2 Signs to look out for include:
  - 5.2.1 Going missing for periods of time or regularly returning home late
  - 5.2.2 Frequently staying out late or overnight with no explanation as to where they have been
  - 5.2.3 Going places that you know they cannot afford
  - 5.2.4 Skipping School or being disruptive in class
  - 5.2.5 Suddenly acquiring expensive gifts such as mobile phones, jewellery – even drugs – and not being able to explain how they came by them
  - 5.2.6 Having mood swings and changes in temperament

- 5.2.7 Noticeable changes in behaviour – becoming secretive, defensive or aggressive when asked about their personal life
  - 5.2.8 Wearing inappropriate clothing that is too adult or revealing for their age
  - 5.2.9 Displaying inappropriate sexualised behaviours, such as over familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ('sexting')
  - 5.2.10 Getting into trouble with the police
  - 5.2.11 Bruises, marks on the body, sexually-transmitted diseases, pregnancy, drug and alcohol abuse or self-harm
  - 5.2.12 Repeated phone calls, letters, emails from adults outside family social circle
- 5.3 The WISE Project is a service for 13-25 year olds who are experiencing sexual exploitation or are at risk of experiencing it. The project is also a point of call for advice and guidance for those working with young people who have suffered from sexual exploitation.

## 6. Radicalisation

- 6.1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- 6.2 Indicators of vulnerability include:
  - 6.2.1 Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
  - 6.2.2 Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
  - 6.2.3 Personal Circumstances – migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
  - 6.2.4 Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
  - 6.2.5 Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
  - 6.2.6 Special Educational Need –pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others
- 6.3 More critical risk factors could include:
  - 6.3.1 Being in contact with extremist recruiters
  - 6.3.2 Accessing violent extremist websites, especially those with a social networking element
  - 6.3.3 Possessing or accessing violent extremist literature
  - 6.3.4 Using extremist narratives and a global ideology to explain personal disadvantage
  - 6.3.5 Justifying the use of violence to solve societal issues
  - 6.3.6 Joining or seeking to join extremist organisations
  - 6.3.7 Significant changes to appearance and / or behaviour
  - 6.3.8 Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis

- 6.4 Example indicators that an individual is engaged with an extremist group, cause or ideology include:
- 6.4.1 spending increasing time in the company of other suspected extremists
  - 6.4.2 changing their style of dress or personal appearance to accord with a group
  - 6.4.3 day-to-day behaviour becoming increasingly centered around an extremist ideology, group or cause
  - 6.4.4 loss of interest in other friends and activities not associated with the extremist ideology, group or cause
  - 6.4.5 possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)
  - 6.4.6 attempts to recruit others to the group/cause/ ideology; or g. communications with others that suggest identification with a group/cause/ideology
- 6.5 Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:
- 6.5.1 clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
  - 6.5.2 using insulting or derogatory names or labels for another group
  - 6.5.3 speaking about the imminence of harm from the other group and the importance of action now
  - 6.5.4 expressing attitudes that justify offending on behalf of the group, cause or ideology
  - 6.5.5 condoning or supporting violence or harm towards others
  - 6.5.6 plotting or conspiring with others
- 6.6 Example indicators that an individual is capable of causing harm or contributing directly or indirectly to an act of terrorism include:
- 6.6.1 having a history of violence
  - 6.6.2 being criminally versatile and using criminal networks to support extremist goals
  - 6.6.3 having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)
  - 6.6.4 having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills)

## 7. Running Away

- 7.1 Children and young people run away for a variety of reasons, but whatever the reason, running away is often a sign that something is wrong in the child's or young person's life and a response must be made quickly.
- 7.2 Push factors:
- 7.2.1 Problems at home – ranging from arguments with parents to long-term abuse or maltreatment
  - 7.2.2 Family break-up – young people drawn into their parents' conflicts are less likely to do well at School and more likely to truant or to run away from home
  - 7.2.3 Mental health problems – a disproportionate number of young people who run away from home have mental health problem
  - 7.2.4 Bullying – children who are being severely bullied are more likely to run away from School and home or care
  - 7.2.5 Teenage pregnancy – some young women run away or are forced to leave home because they become pregnant (or fear that they may be

pregnant). They may also be in denial about their pregnancy, meaning that they are not getting the advice they need about pregnancy options. There is also a greater risk of pregnancy when girls run away, and those working with them will need to ensure they have rapid access to confidential contraception and sexual health services to prevent unwanted pregnancies

7.3 Pull factors:

- 7.3.1 Running to be near friends or family – especially when a young person is in care and there are problems in contact arrangements with family and friends
- 7.3.2 Grooming for potential sexual exploitation or child trafficking – young people may run away or go missing following grooming by adults who will seek to exploit them

**8. Bullying**

8.1 Bullying is usually identified by a deliberate intention to hurt or humiliate, an imbalance of power between the bully(ies) and the victim and it is usually persistent.

8.2 A child may encounter bullying attacks that are:

- 8.2.1 Physical: pushing, kicking, hitting, pinching and other forms of violence or threats
- 8.2.2 Verbal: name-calling, sarcasm, spreading rumours, persistent teasing
- 8.2.3 Emotional: excluding (sending to Coventry), tormenting, ridiculing, humiliating

8.3 Persistent bullying can result in:

- 8.3.1 Depression
- 8.3.2 Low self-esteem
- 8.3.3 Shyness
- 8.3.4 Poor academic achievement
- 8.3.5 Isolation
- 8.3.6 Threatened or attempted suicide

8.4 Signs that a child may be being bullied can be:

- 8.4.1 Coming home with cuts and bruises
- 8.4.2 Torn clothes
- 8.4.3 Asking for stolen possessions to be replaced
- 8.4.4 Losing dinner money
- 8.4.5 Falling out with previously good friends
- 8.4.6 Being moody and bad tempered
- 8.4.7 Wanting to avoid leaving their home
- 8.4.8 Aggression with younger brothers and sisters
- 8.4.9 Doing less well at School
- 8.4.10 Sleep problems
- 8.4.11 Anxiety
- 8.4.12 Becoming quiet and withdrawn
- 8.4.13 Not wanting to come in to School

**9. Accidents**

9.1 When an accident occurs you must always:

- 9.1.1 Call for immediate help, even if you are a first aider yourself
- 9.1.2 If you are not a First Aider please call for one of the first Aiders to come to the scene. A list is available in the School office.

- 9.1.3 First Aiders should now take over looking after the person who has been hurt/injured. You may help the first aider by doing the following:
  - 9.1.3.1 Find out what has happened so that accurate information can be given when dialling 999. Other children can become very distressed when they witness an accident, so you should try to remain calm
- 9.1.4 Immediate action should be taken as follows:
  - 9.1.4.1 Reassure the child
  - 9.1.4.2 Do not move the child unless it is absolutely necessary
  - 9.1.4.3 If children are unconscious they should be put into the recovery position
  - 9.1.4.4 Do not give the child any food or drink
  - 9.1.4.5 Keep the child warm, for example, by placing a coat over them
  - 9.1.4.6 Ensure other children in the area are not at risk of being hurt

## 10. FGM

- 10.1 A girl or woman who's had FGM may:
  - 10.1.1 have difficulty walking, sitting or standing
  - 10.1.2 spend longer than normal in the bathroom or toilet
  - 10.1.3 have unusual behaviour after an absence from School or college
  - 10.1.4 be particularly reluctant to undergo normal medical examinations
  - 10.1.5 ask for help, but may not be explicit about the problem due to embarrassment or fear
- 10.2 If you're worried that a child is being abused, watch out for any unusual behaviour. You may notice the following:
  - 10.2.1 withdrawn
  - 10.2.2 suddenly behaves differently
  - 10.2.3 anxious
  - 10.2.4 clingy
  - 10.2.5 depressed
  - 10.2.6 aggressive
  - 10.2.7 problems sleeping
  - 10.2.8 eating disorders
  - 10.2.9 wets the bed
  - 10.2.10 soils clothes
  - 10.2.11 takes risks
  - 10.2.12 misses School
  - 10.2.13 changes in eating habits
  - 10.2.14 obsessive behaviour
  - 10.2.15 nightmares
  - 10.2.16 drugs alcohol
  - 10.2.17 self-harm
  - 10.2.18 thoughts about suicide
- 10.3 What to look out for before FGM happens:
  - 10.3.1 A girl at immediate risk of FGM may not know what's going to happen, but she might talk about:
    - 10.3.1.1 being taken 'home' to visit family
    - 10.3.1.2 a special occasion to 'become a woman'
    - 10.3.1.3 an older female relative visiting the UK.
    - 10.3.1.4 She may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss School
- 10.4 The effects of FGM
  - 10.4.1 FGM can be extremely painful and dangerous. It can cause:
    - 10.4.1.1 severe pain
    - 10.4.1.2 shock

- 10.4.1.3 bleeding
- 10.4.1.4 infection such as tetanus, HIV and hepatitis B and C
- 10.4.1.5 organ damage
- 10.4.1.6 blood loss and infections that can cause death in some cases.
- 10.4.1.7 Long-term effects

- 10.4.2 Girls and women who have had FGM may have problems that continue through adulthood, including:
  - 10.4.2.1 difficulties urinating or incontinence
  - 10.4.2.2 frequent or chronic vaginal, pelvic or urinary infections
  - 10.4.2.3 menstrual problems
  - 10.4.2.4 kidney damage and possible failure
  - 10.4.2.5 cysts and abscesses
  - 10.4.2.6 pain when having sex
  - 10.4.2.7 infertility
  - 10.4.2.8 complications during pregnancy and childbirth
  - 10.4.2.9 emotional and mental health problems

*Please read this policy in conjunction with the Schools Safeguarding and Child Protection Policy*

