



Policy
Document

Woodfield School

Child Protection Policy

Date: September 2016

CHILD PROTECTION POLICY



This policy will be reviewed in full by the Governing Body annually.
It is due for review in September 2017

Signature (Headteacher) Gill Waceba

Signature (Chair of Governors) Kate Worden Date 10/10/16

1. INTRODUCTION

PURPOSE OF A CHILD PROTECTION POLICY

To inform staff, parents and governors about the school's responsibilities concerning safeguarding children, and to enable everyone to have a clear understanding of how these responsibilities are carried out.

Woodfield School follows the procedures established by the "Hertfordshire Safeguarding Children Board; A Guide To Procedure And Practice For All Agencies In Hertfordshire Working With Children And Their Families." We have taken into account the following "Keeping Children Safe in Education" (Sept 2016).

At Woodfield School we recognise the important role the school has in the early recognition of the signs and symptoms of abuse or neglect. Through daily contact with pupils, teachers and other school staff are particularly well-placed to observe outward signs of abuse, changes in behaviour and failure to develop.

Whilst we recognise safeguarding incidents could happen anywhere, staff must be alert to possible concerns being raised in this school, and act appropriately.

Please read this Safeguarding Policy in conjunction the following policies:

- Physical Intervention
- Educational Visits (Offsite)
- Intimate Care
- e-Safety
- Whistle Blowing

MISSION STATEMENT

Woodfield School is concerned about the welfare and safety of all its pupils and attempts to create an ethos in which pupils feel secure, valued, listened to and are taken seriously. We will:

- Establish and maintain an environment where children feel safe and secure, are encouraged to talk and are listened to when they have concerns.

- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well being of a child.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that children who have additional needs will be supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been/are at risk of being abused and neglected.
- Teach children about safeguarding, including online, taking into account their level of understanding. As part of a broad and balanced curriculum, opportunities will be taken through the Computing and PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse are include.
- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

SCHOOL STAFF AND VOLUNTEERS

Disclosure and Barring Service (DBS) checks are undertaken for all staff including those on a temporary contract, professional students, for example those on work/college experience, and volunteers (in school on a regular basis). School students (under 18) are not left unsupervised.

All school staff receive appropriate safeguarding children training (which is updated regularly), so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. Induction will use the Hertfordshire format and staff will have a presentation with the Designated Safeguarding Lead (DSL) within their first few weeks at Woodfield. There will be an annual update in the form of staff meeting and TA Inset. The full staff team will have a refresher by Hertfordshire Safeguarding team every three years. Temporary staff and volunteers will be made aware of the safeguarding procedures by the DSL and will be given the school policy.

Four members of the Senior Leadership Team (including the DSL and Deputy DSL) and all teachers and Nursery Nurses who were employed at February 2015 have received PREVENT training by an authorised trainer. Information can be found in the Safeguarding file and on the Single Central Record.

2. STATUTORY FRAMEWORK

Working Together to Safeguard Children (DfE 2015) requires all schools to follow the procedures for protecting children from abuse which, for our area, are established by the Hertfordshire Safeguarding Children Board.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that

- i) a child may have been abused or are at risk of abuse or neglect
- ii) a member of staff is accused of, or has behaved in a way that may have harmed a child or indicates they would pose a risk of harm.

'Keeping Children Safe in Education' (Sept 2016) places the responsibilities on the school to act in accordance with the following legislation and guidance:

- The Children's Act 1989
 - The Children's Act 2004
 - Education Act 2002 (Section 175/157)
 - Hertfordshire Safeguarding Children Board Inter Agency Child Protection and Safeguarding Children's Procedures
 - Keeping Children Safe in Education (Sept 2016)
 - Keeping Children Safe in Education: Part 1 – information for all school staff (Appendix 1)
 - Working Together to Safeguard Children (DfE 2015)
 - Sexual Offences Act (2003)
 - Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
 - Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
-
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
 - Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
 - Designated Safeguarding Lead should have responsibility for co-ordinating action within the school and liaising with other agencies
 - Staff will receive annual update training whilst the designated safeguarding lead should undergo updated child protection training every two years

Keeping Children Safe in Education (Sept 2016) also states:

“Governing bodies and proprietors should ensure there is an effective child protection policy in place together with a staff behaviour policy (code of conduct). Both should be provided to all staff – including temporary staff and volunteers – on induction. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, be updated annually, and be available publicly either via the school or college website or by other means.”

3. THE DESIGNATED SAFEGUARDING LEAD

At Woodfield School the **Designated Safeguarding Lead (DSL)** for Child Protection is **Beverley Hamilton**, the Deputy Headteacher.

The **Deputy DSL is Ian Burgess**, Assistant Head/Autism Manager. Their role is to:-

- ensure that the Hertfordshire Safeguarding Children Board's Child Protection Procedures are followed in the school and that we operate within the legislative framework and recommended guidance;
- ensure that all staff are aware of policies and procedures and that these are reviewed annually.
- ensure that appropriate training and support is provided to all staff (including DSL's are updated every 2 years);

- develop effective working relationships with other agencies and services;
- decide whether to take further action about specific concerns. Refer all cases of suspected abuse or neglect to HCC Children's Services, the police and to Channel where there is a radicalisation concern.
- ensure that accurate records relating to individual children are kept in a secure place and marked 'Strictly Confidential';
- submit reports to, and attend, Child Protection Conferences;
- provide guidance to parents, children and staff about obtaining suitable support;
- ensure that new staff receive a Safeguarding Children Induction;
- ensure that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children;
- ensure that the Head Teacher is kept fully informed of any concerns; especially ongoing enquiries under Section 47 of the Children's Act 1989 and any police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies, including support for staff who make referrals.
- ensure that the school effectively monitors children about whom there are concerns, including notifying Children's Services: Safeguarding and Specialist Services when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan;
- discuss with new parents the role of the DSL and the role of safeguarding in the school. Make parents aware of the safeguarding procedures and how to access the child protection policy.
- Ensure that they have the details of the CLA's social worker and the name of the Virtual School Head and can contact them when appropriate.
- Understand and support the school with regards to the requirements of the PREVENT duty in order to protect children from the risk of radicalisation.

4. THE GOVERNING BODY

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment and comply with relevant legislation.

Kate Worden is the nominated governor for child protection appointed to take lead responsibility.

In particular the responsibilities of the Governing Body include:

- Child Protection Policy and staff Code of Conduct procedures are in place and follow statutory guidelines and are reviewed annually.
- Safe recruitment procedures are in place. (Currently the Headteacher, Deputy Headteacher and 2 Governors are 'safer recruitment' trained)
- The appointment of a DSL who is a senior member of school leadership team. DSL and Deputy DSL undergo formal training every two years and update themselves annually.
- That relevant safeguarding children training for all school staff is attended, including appropriate induction.

- Ensuring staff are provided with Part 1 'Keeping Children safe in Education' (DfE 2016 – Appendix 1)
- Ensuring that children are taught about safeguarding in an appropriate way taking account of their additional needs and abilities. This should include on line safety/materials and the Governing body is responsible for the monitoring of systems in place to safeguard pupils.
- The safe management of allegations, including inter-agency working. This may be providing a coordinated offer of early help when needs are identified.
- That deficiencies or weaknesses in safeguarding arrangements are remedied without delay.
- That a member of the Governing Body (Kate Worden, the Chair) is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher. She will lead on the organisation's safeguarding arrangements.

5. SCHOOL PROCEDURES AND RESPONSIBILITIES

If any member of staff is concerned about a child, he or she must immediately inform Beverley Hamilton, or in her absence, Ian Burgess.

Information regarding the concerns must then be recorded by the member of staff on the same day, using the Woodfield School record of concern (pro-forma available on the server within 'class blanks'). The recording must be a clear, precise, factual account of the observations and be given to Beverley Hamilton, or in her absence, Ian Burgess, at the earliest opportunity. If the staff member cannot find either member of SLT the concern should be placed in a sealed envelope and handed to the office who will endeavour to find one of us.

Beverley Hamilton or Ian Burgess will decide whether the concerns should be referred to HCC Children's Services. If it is decided to make a referral to HCC Children's Services this will be done after first informing the child's parents unless it is felt that the child would be placed under further risk by doing so. Whilst it is the DSL's role to make referrals, any staff member can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm staff can call Children's Services or the police. Where referrals are not made by the DSL she should be informed as soon as possible. If staff discover that an act of **Female Genital Mutilation (FGM)** appears to have been carried out on a girl this must be reported to the police. **THIS IS A MANDATORY REPORTING DUTY.**

Hertfordshire Children's Services (including out of hours) = 0300 123 4043

If a referral is made to HCC Children's Services, Beverley Hamilton or Ian Burgess will ensure that written confirmation of the concerns is sent to the Children's Services within 24 hours.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan and a written record will be kept.

Records relating to Child Protection will be kept in a secure locked place, separate from the child's general file, currently in a locked cabinet in the Deputy Head's Office (also

locked).

If a pupil changes school, who is known to be on the Child Protection Register or has safeguarding concerns, Beverley Hamilton/Ian Burgess will inform the social worker responsible for the case and transfer the appropriate records to the receiving school, in a secure manner, to a named person, and separate from the child's general file. All such correspondence will be sent recorded delivery as soon as possible with a letter of receipt. We obtain proof that the new setting has received the paperwork and

If working alone with a pupil, staff should ensure that other staff know where they are and, where possible, leave the door open.

All persons who work with children, have a duty to refer safeguarding concerns to the DSL/ Deputy DSL. However if:

- they feel concerns are not taken seriously at Woodfield School, or
- action to safeguard the child is not taken by professionals or
- the child is considered to be at continuing risk of harm,

then that person should speak firstly to a DSL in school or subsequently contact Hertfordshire Children's Services (including out of hours) on 0300 123 4043.

6. WHEN TO BE CONCERNED

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – **see Appendix 1 for details.**

Staff should also be aware of the indicators of maltreatment which can be found in Appendix 4.

Staff should be concerned about a pupil if he or she:-

- has any injury which is not typical of the bumps and scrapes normally associated with children's injuries;
- regularly has unexplained injuries;
- frequently has injuries (even when apparently reasonable explanations are given);
- gives confused or conflicting explanations are given on how injuries were sustained;
- exhibits significant changes in behaviour, performance or attitude;
- indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age or development;
- discloses an experience in which he or she may have been significantly harmed, or gives other cause to believe that he or she may be suffering significant harm.

- Shows signs of neglect including (but not exhaustively) being unkempt, dirty, poorly clothed, hungry, over tired etc (see Appendix 1)
- Is absent from school for more than a couple of days without explanation or is regularly absent from school even with an explanation.

Staff should be aware that Safeguarding and promoting the welfare of our pupils is everyone's responsibility. We need to consider, at all times, what is in the best interests of the child. Some children will require early help and staff should flag up emerging problems, and share information to assess the child's needs in order that appropriate help and support can be set up to prevent issues escalating. In Hertfordshire we have a Families First programme to support this early intervention (www.hertfordshire.gov.uk/familiesfirst).

Additional barriers exist when recognising abuse and neglect in pupils such as ours with Special Educational Needs and Disabilities. There are additional issues due to poor communication or isolation but we must not assume that indicators such as poor behaviour or mood swings are due to their impairment without further exploration.

7. DEALING WITH A DISCLOSURE

If a pupil discloses that he or she has been abused in some way, the member of staff should:-

- listen to what is being said without displaying shock or disbelief;
- accept what is being said;
- allow the child to communicate freely;
- reassure the child but not make promises which it might not be possible to keep;
- not promise confidentiality – it might be necessary to refer to Children's Services.
- reassure him or her that what has happened is not his or her fault;
- stress that it was the right thing to tell;
- listen, rather than ask direct questions;
- not criticise the alleged perpetrator, and
- explain what has to be done next and who has to be told.
- Make a written record (see Record Keeping)
- Pass the information to the Designated Safeguarding Lead without delay

SUPPORT

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL.

PEER ON PEER ABUSE

When dealing with a child causing harm to another child, it should not necessarily be dealt with as abuse. Consider whether there is a large difference in power, age, size etc. as well as the intention of the perpetrator and whether this has occurred more than once. Abusive and bullying behaviour can be physical, sexual or emotional and staff need to be aware of issues such as sexting, youth violence or sexual bullying. Staff should seek advice from the DSL and Deputy DSL if they have concerns in this area.

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Have relevant policies in place (e.g. behaviour policy).

8. RECORD KEEPING

When a pupil has made a disclosure, the member of staff should:-

- make brief notes as soon as possible after the conversation. Use the Woodfield School record of concern sheet wherever possible. (pro-forma available on the server within ‘class blanks’);
- not destroy the original notes in case they are needed by a court;
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child;
- draw a diagram to indicate the position of any bruising or other injury (body maps are kept by Beverley Hamilton or the School Nurse), and
- record statements and observations rather than interpretations or assumptions.

All records need to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer.

The DSL will ensure that all safeguarding records are managed in accordance with the Education (pupil information) (England) Regulations 2005.

9. CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff at Woodfield School, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children’s Services: Safeguarding; Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child’s age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

- Staff/volunteers who receive information about children and their families in the course of their work should share that information on a need to know basis. The private lives of pupils, their families or staff/families is not for discussion in the staffroom or outside school. To do so could prejudice any enquiry and may be a disciplinary matter.

10. COMMUNICATION WITH PARENTS

If Beverley Hamilton or Ian Burgess regard that any concerns must involve another agency, eg social services, they will undertake appropriate discussion with parents prior to involvement unless to do so would place the child (or a member of staff) at further risk of harm.

We will ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children via the Headteacher liaising with parents of children new to the school and the policy being publicly available via the website.

11. ALLEGATIONS INVOLVING SCHOOL STAFF

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child that the member of staff/volunteer may have contact with within their personal, professional or community life.

To reduce the risk of allegations, all staff should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding arrangements. They should be aware of the Whistleblowing policy for such concerns and raise things with the DSL or Headteacher. Where concerns are about the Headteacher, this should be referred to the Chair of Governors, Kate Worden. Contact details are available from the office.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

Any member of staff who is aware of a safeguarding issue **MUST** report it and a failure to do so will be regarded as a potential disciplinary matter.

The Head Teacher will not investigate the allegation herself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

Children's Services (including out of hours) – 0300123 4043

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer (LADO) without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with section 4.1 of the Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Head Teacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer, inform the subject of the allegation.

For further information see:

HSCB Inter-agency Child Protection and Safeguarding Children Procedures (Electronic) Section 4.1 [Managing Allegations Against Adults who work with Children and Young People](#)

Where a member of staff feels unable to raise an issue with DSL/Headteacher or feels that their concern is not being addressed they may call Children's Services on 0300 123 4043 or NSPCC on 0800 028 0285.

Last Reviewed: September 2016

APPENDIX 1: KEEPING CHILDREN SAFE IN EDUCATION (DfE 2016) Part One: Information for all school and college staff Annex A: Further information

On publication of this Child Protection Policy (July 2016), the May 2016 version of the statutory guidance '**Keeping Children Safe In Education**' available online, has been denoted by DfE as 'for information only'. The guidance commences on 5th September 2016. The DfE have confirmed that this guidance will be updated annually thereafter.

The existing version of the statutory guidance mentions that there will be also be updates likely before September 2016 in respect to the definition of Child Sexual Exploitation and also regulations relating to Children Missing from Education.

The CPSLO Service have therefore decided to provide the hyperlink only to Keeping Children Safe in Education in this policy rather than the document in its entirety, due to likely frequent change in content.

It is **essential** that **all** staff have access to this online document and read Part 1 and Annex , which provides further information on:

- children missing from education
- child sexual exploitation
- 'honour based' violence
- FGM mandatory reporting duty
- forced marriage
- preventing radicalisation

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

We highly recommend that staff are asked to sign to say they have read these sections (please see Appendix 2) and should subsequently be re-directed to these online documents again should any changes occur.

Link to Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

APPENDIX 2: DECLARATION FOR STAFF
Child Protection Policy and Keeping Children Safe in Education (DfE 2016)

Woodfield School Academic Year 2016-2017

Please sign and return to Beverley Hamilton by _____

I, _____ **(Insert name)** have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

- (1) The School/College's Child Protection Policy
- (2) **Part 1 and Annex A** of 'Keeping Children Safe in Education' DfE Guidance , 2016

I am aware that the DSPs are:

Beverley Hamilton = Designated Safeguarding Lead

Ian Burgess = Deputy Designated Safeguarding Lead

and I able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available on the server (Woodfield Resources/Woodfield Policies)

Signed _____ Date _____

APPENDIX 3: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)
Flowchart

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSP) .

Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice , refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

Ask for help

- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead (DSP)
- Responsibility to take appropriate action, do not delay.

Refer

- DSP will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Services on 03001234043 .

APPENDIX 4: INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children's needs:



Working Together to Safeguard Children (DFE, 2015)

Physical abuse	
<i>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</i>	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size	Aggression towards others, emotional and behaviour problems
Burns and Scalds – shape, definition, size, depth, scars	
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injurie	Fabricated or induced illness -
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.

Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of 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, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).

Child

Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

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.

Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships

Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse	
<i>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 or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.</i>	
Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.