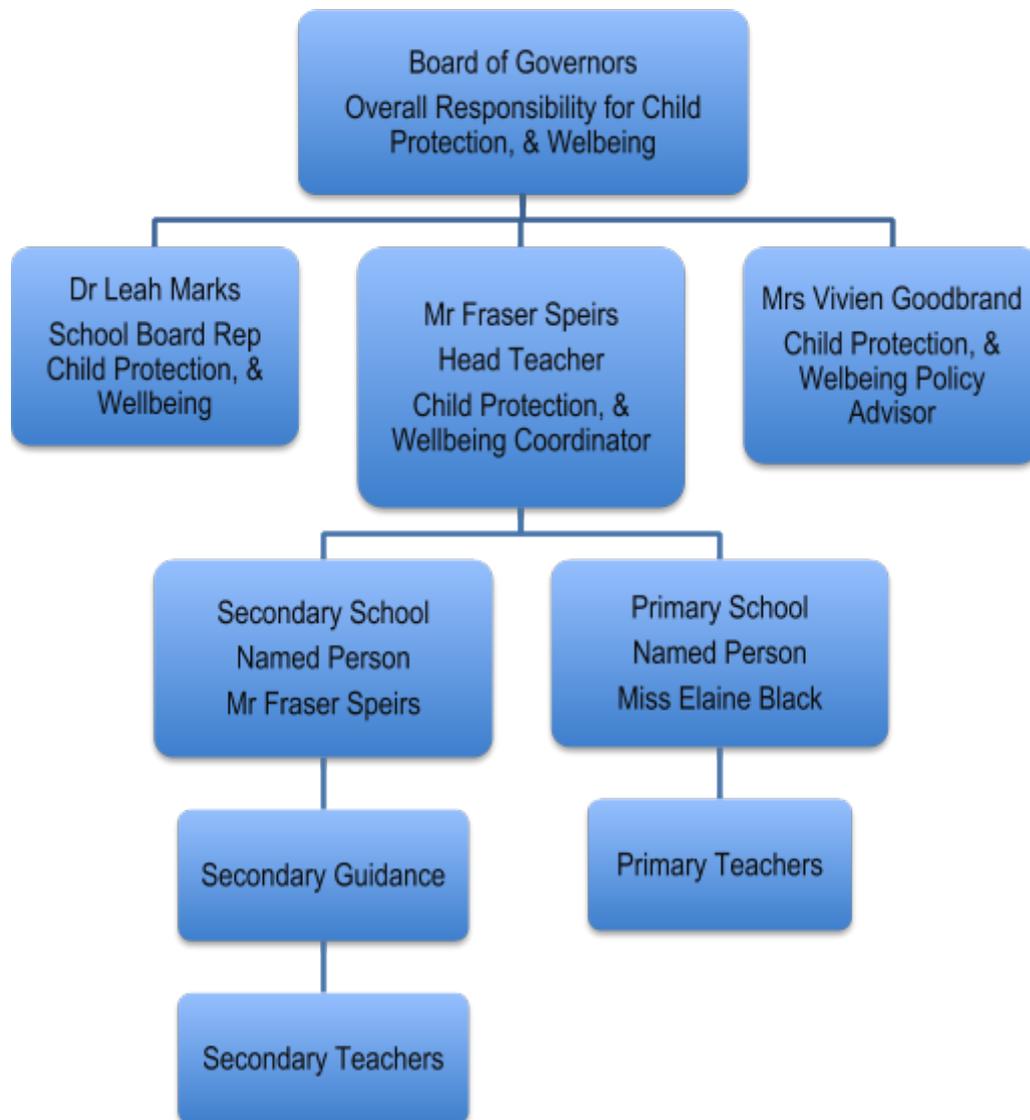




Wellbeing and Child Protection Policy 2018

The Wellbeing and Child Protection Organisational Chart



The Context of Child Wellbeing and Protection in Cedars School

This Policy is written to reflect the information given in the SCIS Guidance on Wellbeing and Child Protection issued in November 2015 and updates in June 2018. This policy should be used in conjunction with the 2018 guidance document. This policy and the Guidance document will be available to all staff on the schools shared drive.

This policy will be available to all members of the public, pupils and parents on the school website.

The SCIS guidance document states the following:

Core principles, values and shared standards of practice form the foundation for effective child protection practice, and include key legislation and guidance, namely the UN convention on the Rights of the Child and GIRFEC which is enshrined in the Children and Young People (Scotland) Act 2014. Education staff have a crucial role to play in shaping the lives of children and young people. They have unique opportunities to interact with them in ways that are both affirming and inspiring and to ensure that they are safeguarded and protected. Procedures and guidance cannot in themselves protect children: a competent, skilled and confident workforce, together with a vigilant public, can. Child Protection is a complex system requiring the interaction of services, the public, children and families. For the system to work effectively, it is essential that everyone understands the contribution they can make and how those contributions work together to provide the best outcomes for children.

Education staff may be the first to be aware that families are experiencing difficulties in looking after their children. They are uniquely placed as there are opportunities within the context of school life for identifying concerns that a pupil may be being abused or is at risk of significant harm which could otherwise pass unnoticed. As articulated in the National Guidance for Child Protection in Scotland: 'Education practitioners, school staff and staff in other learning settings play a crucial role in the support and protection of children as well as the development of their wellbeing. Teachers are likely to have the greatest level of day-to-day contact with children and so are well placed to observe physical and psychological changes in a child that could indicate abuse and to contribute to the assessment of vulnerable children.

Pupils should be informed that it is legitimate for them to raise concerns with staff about their own wellbeing and protection. Parents/carers should be advised that it is legitimate for them to express concerns to the Child Protection Co-ordinator, the Head of School or a member of the Board of Governors if they feel that a child may be being abused or is at risk of harm.

The wellbeing of all children and young people is at the heart of Getting it right for every child (GIRFEC) and is enshrined in the Children and Young People (Scotland) Act 2014. Wellbeing, under this Act, is defined in section 96(2) in relation to eight indicators representing the key areas that are essential to enable children to flourish. These eight indicators - safe, healthy, achieving, nurtured, active, respected, responsible and included - provide a common language for staff to identify wellbeing concerns, including those that may require a targeted intervention.

Practitioners in the universal services of health and education are key to promoting, supporting and safeguarding the wellbeing of all children, and they do this through their day-to-day activities and engagement with children and families. The principle is that it is everyone's job to prevent problems occurring, or to intervene to offer help to the child and/or parent/carer at the earliest opportunity. Practitioners, working with children and parents or carers, have the

best chance to take early and effective action. The Named Person in schools is key to ensuring the right help is available at the right time for the child and their family. It is important to stress that the majority of children's wellbeing needs will be met by their parents and carers and through the routine activity and planning within health and education.

Aims of this Policy

The School ethos is to provide an environment where:

- the children are safe, trusted, respected and valued;
- everyone's viewpoint is taken seriously with the opportunity to develop intellectually, emotionally and physically.
- children are encouraged to feel positive about themselves and develop a sense of identity and pride in Cedars School.
- we work in partnership with parents to promote the welfare of the children.
- to build relationships of trust where children, parents and staff can raise concerns about safety
- as a Christian school, it is our intention to ensure that we demonstrate our Christian commitment by care for our pupils

To achieve this this policy aims to:

- Accept the moral and legal responsibility to provide a duty of care for children for whom they are responsible, and implement procedures to safeguard their well-being and protect them from abuse.
- Promote the health and welfare of children by providing a safe environment.
- Recruit, train, support and supervise its staff to adopt best practice to safeguard and protect children for whom they are responsible from abuse and to minimise risk to themselves.
- Require staff to adopt and abide by this Wellbeing and Child Protection Policy and supporting procedures.
- Respond to any welfare concerns or allegations of abuse in line with these procedures.
- Where appropriate, implement the relevant disciplinary and appeals procedures.
- Monitor, Review and Evaluate this policy and supporting procedures on a regular basis.

Roles and Responsibilities

The Board of Governors

The Board of Governors is responsible for ensuring effective child protection policies and procedures are in place.

They are also accountable for the wellbeing and protection of pupils and have systems in place where this is formally reported to them at an annual Board Meeting as well as an Annual Quality report.

The designated Governor with a particular responsibility for overseeing the protection and wellbeing of pupils is the Chair of the Board of Governors.

All Governors are required to be members of the PVG Scheme.

The Child Protection Co-ordinator (CPC)

Whilst all teaching and support staff who have contact with pupils have responsibilities towards them and should receive relevant training, the wellbeing and protection of children and the efficient operation of the school's Child Protection procedures will be facilitated by the Headteacher.

Mr Fraser Speirs as Headteacher is the Child Protection Co-Ordinator for the school.

The CPC will:

- Ensure that all staff are aware of the school's wellbeing and child protection procedures and any amendments to them
- Supply new members of staff with a written copy of the procedures as part of the induction process and require them to sign the Code of Conduct
- Organise staff briefings and ensure training on child protection annually
- attend child protection training
- Oversee the planning of any curricular provision designed to give children the knowledge and skills to keep themselves safe from abuse; liaise with other agencies, e.g. police, social work, the Children's Reporter and other government and local authority departments on general issues relating to child protection
- Listen and respond to general concerns raised by staff, pupils and parents or carers in relation to child protection
- Ensure the Named Person in the school is aware of any Child Protection issues
- Ensure that this policy is reviewed on an annual basis

In the absence of the Headteacher, Miss Elaine Black will act as Depute for this role.

Named Person Service

Cedars School provides a Named Person Service which provides similar functions to those offered by Local Authorities for a state school.

These functions include:

- Handling transfer notifications in and out of the school
- Providing a Named Person for every child in the school
- Providing an electronic point of contact for external agencies

The points of contact for the Named Person Service are:

- Telephone: the school's published telephone number
- Email: namedpersonservice@cedars.inverclyde.sch.uk

The Named Person Service is not an emergency service and it does not operate out-of-hours, although the email system will be monitored at least weekly during holiday periods.

Named Persons

Section 19 of the Children and Young People (Scotland) Act 2014 requires a Named Person to be a designated, identified individual who will exercise the functions of the Named Person on behalf of the school.

In the school the:

- Named Person for Secondary is the Head of Secondary, Mr Fraser Speirs
- Named Person for Primary is the Head of Primary, Miss Elaine Black

The Named Person will attend training and will be responsible for:

- Recording and processing of wellbeing concerns and other sensitive information.
- Appropriately recording decisions
- Development and use of a chronology when required.
- Initiating, reviewing and managing the Child's Plan when required.
- Transferring management of the Child's Plan when required.
- Ending the operation of the Child's Plan when required.
- Working with a Lead Professional when required.

Parents and pupils will be informed of the Named Person by:

- Parent Information night
- Email and web pages
- Pupil assembly information

Wellbeing

What is a wellbeing concern?

A child or young person has a wellbeing need if their wellbeing is, or is at risk of, being adversely affected by any matter. A wellbeing concern may be identified by the child, or young person, or by anyone who knows or supports the child or young person, and can be identified for many reasons, such as (but not limited to) the following:

- a child or young person may be worried, anxious or upset about an event/set of circumstances, including socio-economic circumstances
- a parent/carer or family member may have noticed a change in the child or young person's behaviour, demeanour or developmental progress
- a parent/carer may have concerns about the impact on their child of an event or set of circumstances
- a practitioner may have concerns for a child or young person's health, or may have noticed a change in their behaviour, demeanour, developmental progress or level of achievement

Getting it right for every child: The National Practice Model

When a welfare concern is raised in the school the National practice model will be used to help to provide a shared understanding of a child's or young person's needs and identify concerns that may need to be addressed.

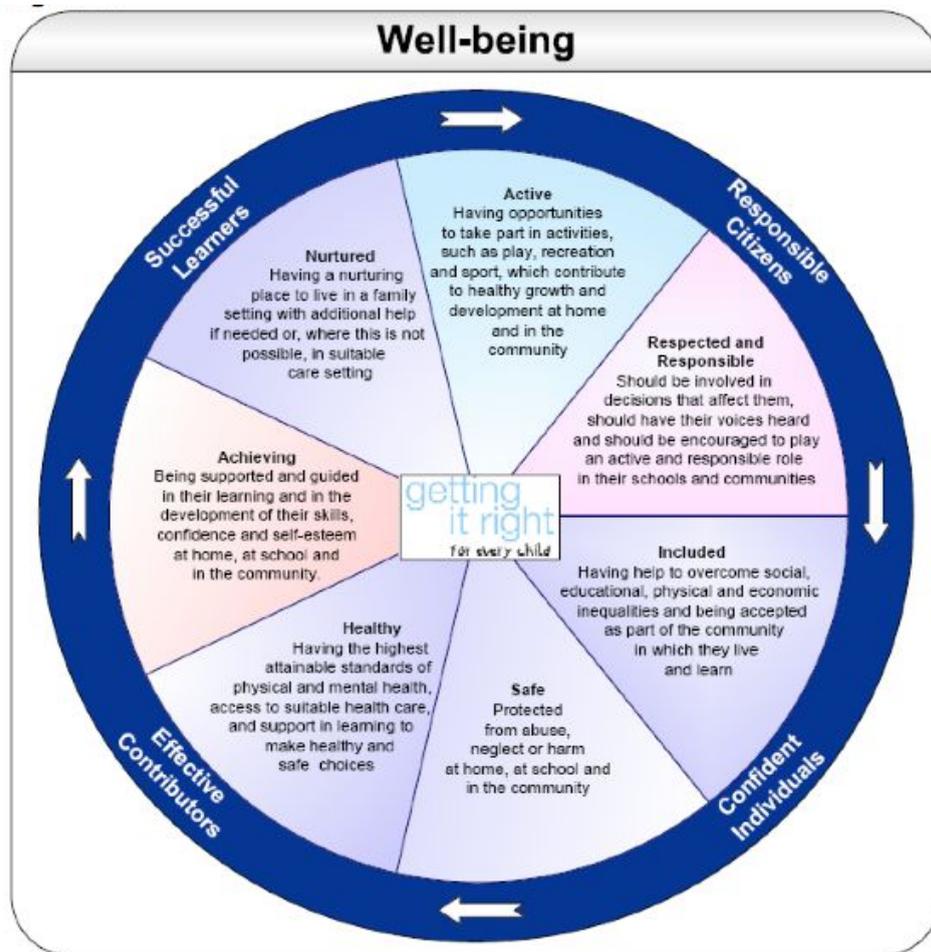
The main components in the practice model are:

1. The Wellbeing Indicators
2. The Five Questions
3. The My World Triangle
4. The Resilience Matrix
5. The Child's Plan

These components will be used proportionately to identify and meet the child or young person's needs.

The Wellbeing Indicators

Seven indicators of wellbeing have been identified as areas in which children and young people need to progress in order to do well, now and in the future. These wellbeing indicators are illustrated and defined below in the Diagram.



Staff may express a concern about anything that affects or has the possibility of affecting the well-being, happiness or potential of the child. In addition the school is composed of parents who are proactive in their child's wellbeing and they may bring their concerns to guidance staff within the school.

Procedure to be undertaken when staff have a wellbeing concern

- The member of staff should use the cause for concern form on the schools shared drive within the Child Protection folder.
- The form includes the above Well-being wheel which breaks a child/young person's wellbeing into the eight indicators. When filling out the form the

indicator/s in question should be marked to allow for a more targeted action plan in dealing the young person's issue.

- When the form is completed it should be passed to the appropriate Named person who will decide on appropriate action and complete the rest of the form.
- Cause for concern forms will be stored in a secure area separate from educational reports. The Child Protection Co-ordinator should be informed by the Named Person regarding any Cause for Concern form received and they will also have access to these forms stored in the secure area.
- The Named person will share any information with other staff as appropriate and on a need to know basis.

2. The Five Questions from the practice model

At each stage of the process staff should ask themselves the following questions

- 1.What is getting in the way of this child or young person's wellbeing?
- 2.Do I have all the information I need to help this child or young person?
- 3.What can I do now to help this child or young person?
- 4.What can the school do to help this child or young person?
- 5.What additional help, if any, may be needed from others?

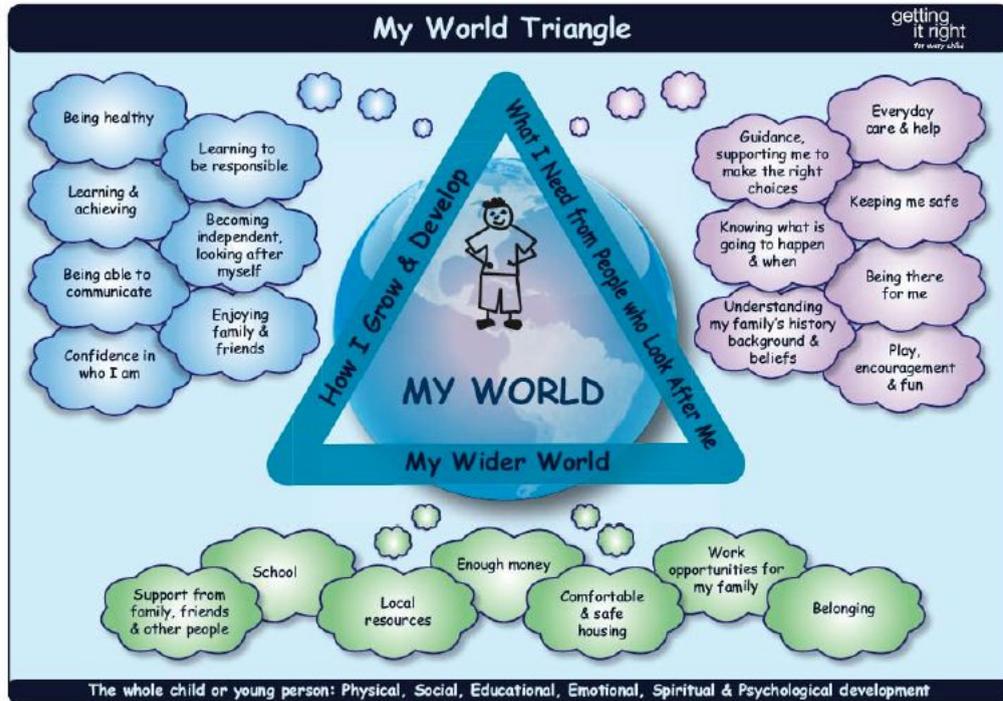
The My World Triangle

The My World Triangle can be used, to explore known information, and where necessary gather more information about the strengths and pressures in the child's world.

Many factors shape children's development throughout childhood. Some factors are inherent such as ability or temperament whilst others are external such as family influences, or social, economic and environmental factors. Race and culture will be important in shaping children's views about the world in which they live. Good attachments to significant adults can be a protective factor throughout life.

Traumatic events and experiences, such as illness, early separation from parents or carers, or abuse or neglect can lead to disruption or delay in a child's growth or development and affect their wellbeing.

The My World Triangle provides a mental map that helps practitioners, children and families explore what is happening in a child's whole world and the likely impact on their wellbeing and development. A diagram is given below.

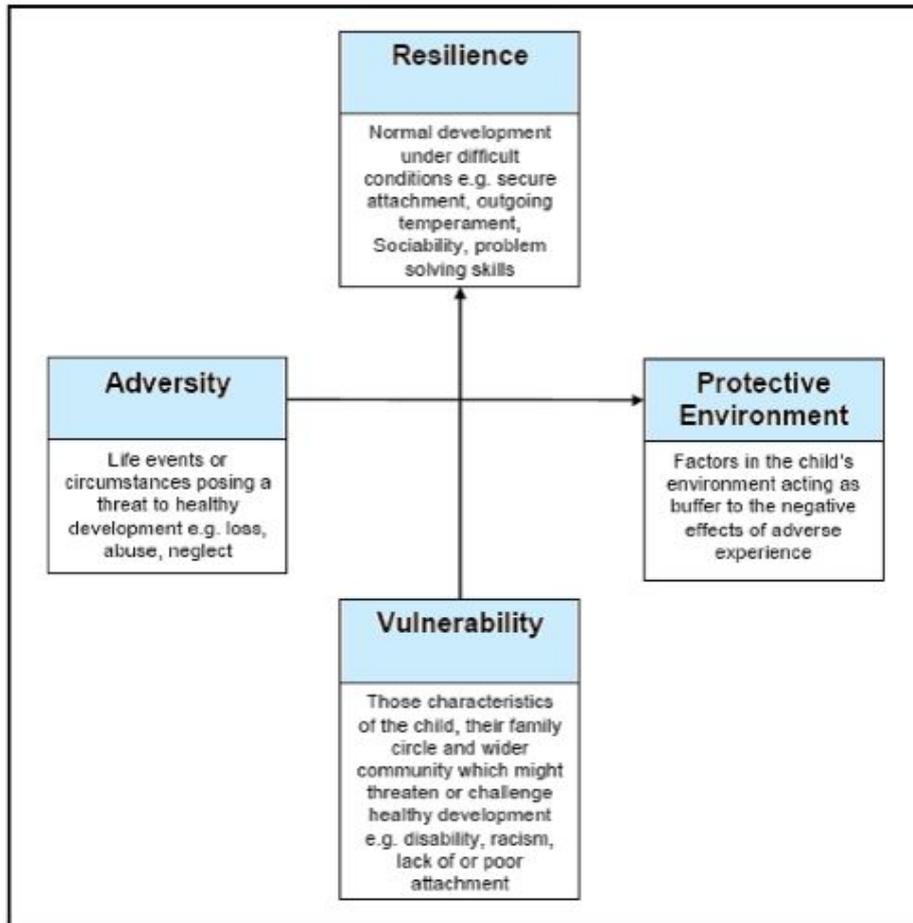


The Resilience Matrix

To analyse information the Resilience Matrix can be used to aid clarity where required in more complex situations.

The concept of resilience is fundamental to children's wellbeing. A resilience-based approach builds on the strengths in the child's whole world, drawing on what the family, community and universal services can offer. The Matrix bringing together the two dimensions of vulnerability and resilience, and adversity and protective environment, provides a framework to help analysis of the strengths and pressures in the child's world. The two dimensions interact, and strengthening protective factors in the environment will help boost a child's resilience.

A diagram of the Matrix is given below.



Child's Plan

The majority of pupils will not need a Child's Plan as their wellbeing needs will be met by their parents or carers and through routine activity and planning within health and education services. Where there is a need for a child's plan the Named Person and Head teacher will decide whether it should be a single agency plan or a multi agency plan where a Lead Professional should be appointed to co-ordinate support across all agencies.

Should a child plan be required the Named Person and Head teacher will use the Guidance contained within the SCIS document.

Child Protection

Recruitment

As part of our part of a robust recruitment and selection process:

- Every post will have a clear detailed job and role description along with responsibilities.
- Identity checks and verification of documents: we will ask for verification of ID (e.g. Driving Licence/Passport) and educational/professional qualifications for each individual appointed. These should be the originals and not photocopies.
- Candidates will provide full employment (and unemployment) histories, with names and addresses of present and past employers. Candidates will provide a minimum of two referees (who should not be related to them) and one must be their current/last employer. The school will approach an applicant's present/last employer and should reserve the right to approach any previous employer (or line manager) about a short listed candidate's character and performance before interview. Written references will be requested. Where necessary employers should: explore any aspects of references by telephone with a current or past employer; keep a record of conversations with referees; pass the information to those responsible for making the appointment; retain records of any disciplinary action/offences or concerns relating to the member of staff.
- Self-declaration will be required from each individual appointed this will be part of the induction process using staff induction form.
- All staff appointed will have appropriate PVG membership.
- All staff will receive training/induction in the school's policy and procedures for Child Protection and Wellbeing.
- All staff will be required to read and sign the staff code of conduct form and this will be part of the staff induction process.

Responding to concerns/allegations of abuse about pupils in our school.

Role of Staff

Staff play a crucial role in the support and protection of children as well as the development of their wellbeing. Teachers are likely to have significant day-to-day contact with children and so are well placed to observe physical and psychological changes in a child that could indicate abuse and to contribute to the assessment of vulnerable children. Education staff may be the first to be aware that families are experiencing difficulties in looking after their children.

Staff should be alert to signs that a child may be being abused (see Appendix 3).

How Concerns May Arise

Concerns about child abuse may arise in the following circumstances:

- A member of staff has concerns arising from observation of the child's behaviour or appearance, or comments the child has made;
- A child tells a member of staff they have been abused or feel unsafe;
- A third party expresses concerns to a member of staff: this could be another pupil, a parent or carer or member of the public;
- An anonymous allegation is received;
- Historical abuse exists

Procedure if a Member of Staff has Concerns or a Child Tells of Abuse

The suspicions of a staff member may be aroused by the presence of indicators of possible abuse or by a feeling, based on knowledge of the child, that all is not well, or by a mixture of factors.

It may be appropriate for a member of staff to make an enquiry of a child about how an obvious injury was sustained, or why the child appears upset or distressed using open-ended non leading questions. For example: 'What happened?' 'Where did it happen?' 'When did it happen?' and 'Who did it?' If the child does not respond, the matter should not be pursued further and advice should be sought.

Questioning and testing of evidence is not a matter for school staff, as this is the responsibility of the police and social work agencies. Such an approach by staff could prejudice later investigations.

Staff should:

1. Listen sympathetically and with care.
2. Reassure the child that he/she is not to blame.
3. Not show disbelief.
4. Not give a guarantee of confidentiality.
5. Take the allegation seriously.
6. Affirm the child's feelings as expressed (don't tell the child how he/she should feel).
7. Avoid being judgemental about the information given by the child.

If the child draws back from speaking to the staff member, the child should be informed of the possibility of making a private and confidential telephone call to ChildLine on 0800 1111. ChildLine's approach is to listen to the child, discuss options and encourage the child to seek help from a trusted adult. A member of

staff who is concerned about a child in these circumstances should inform the Child Protection Co-ordinator that the child appears to have some concerns.

Where a third party expresses concern or another pupil or an anonymous allegation is made it is important that individuals are informed that a guarantee of confidentiality cannot be given. Where the concerns are expressed by another pupil, it should be remembered that reporting suspicions of abuse may be traumatic for that child and appropriate support should be provided.

Procedure when any of the above concerns arise

The role of school staff is to recognise, respond, report and record:

- Recognise when the child's behaviour and demeanour is a cause for concern and respond.
- Report their concerns as quickly as possible and on the same working day to the Child Protection Co-ordinator. The Child Protection Concern Form should be used for this purpose. This form is available on the child protection policy shared school drive.
- Record in detail on this form including what they have seen and heard, and when they did so. Signs of physical injury should be described in detail. Any comment by the child concerned, or by an adult who might be the abuser, about how the injury occurred should be recorded, preferably quoting words actually used, as soon as possible after the comment has been made, and sign and date the form on the day.
- The Child Protection Co-ordinator must ensure that the information is shared immediately with social work or, depending on the nature of the concern and urgency of the situation, the police. This means that an early assessment can be made of any potential/actual harm to the child and whether further child protection enquiries are necessary.
- Child Protection Concern forms will be kept in a secure area separate from educational records. The Named person will be informed of any concerns and will have access to this area.
- Relevant contact details

Inverclyde Social Work Services (office hours) 01475 715365 Glasgow and Partners Emergency Social Work Services (Out of Hours) 0300 343 1505 Strathclyde Police (24 hours) 101

Managing Allegations or Complaints of Abuse against Staff.

Where the Information Suggests Possible Child Abuse, the following procedure should be followed:

- Any information, suggestion, allegation or complaint against a member of staff about possible child abuse must be taken seriously and acted on.
- The Child Protection Co-ordinator (Headteacher) should be informed immediately.
- The Chair of the Board of Governors should be informed by the Head as a matter of urgency.
- Where it is clear that the initial information suggests possible child abuse or a criminal offence against a child, the police will be contacted and asked to investigate by the Head teacher.
- Advice will be taken by the Child Protection Co-ordinator from the police before anyone is questioned.
- Advice will be taken from the investigating officer in the police as to what information (either orally or in writing) can be given, and when, to the member of staff involved in the allegation, so that best evidence is preserved.

If the information is unclear the following procedure should be followed:

- The Headteacher should establish the basic facts using open-ended, non-leading questions and decided what action the school needs to take.
- If there is any doubt about the status of the initial information the guidance above should be followed.
- Where the information does not suggest child abuse, the context of the interaction between the member of staff and pupil and the intent of the member of staff should inform the initial assessment.
- Where the allegation concerns inappropriate behaviour by a member of staff, it may be appropriate to invoke disciplinary procedures.
- The member of staff will be informed that such an allegation has been made.

Precautionary Suspension

To ensure that children are protected while an allegation is under investigation.

The following procedure will be followed:

- A precautionary suspension, without prejudice to the member of staff, for the duration of the investigation, will be considered by the Headteacher and Chair of Governors in cases where: there is cause to suspect or believe a pupil or pupils are at risk of harm; the allegation warrants investigation by the police; the allegation is so serious that it might be grounds for dismissal. Advice on this will be sought from the investigating officer in the police.
- Where the member of staff concerned has had contact with a number of children, consideration will be given to the possibility that others may also have been abused.
- If a decision is made to suspend the member of staff, there will be no delay in taking action, including during school holiday periods. The member of

staff will be informed immediately and warned that there should be no contact with pupils for the duration of the investigation.

- In the event of a member of staff being suspended while investigations are taking place, the Headteacher and the Chair of the Board of Governors will consider whether to inform all parents or carers of children with whom the staff member concerned has had contact. Again advice on this will be taken from the police.
- In this situation, legal advice will be taken about the terms of any letter to be sent to all relevant parents or carers, and the terms of response to any enquiries from the press.
- Where the matter is sub judice, no letter should be sent to the parents or carers without clearing it with the investigating officer in the police who may need to clear it with the Procurator Fiscal.
- In cases where abuse of a child is suspected, the school should, after consulting police, social work authorities and the Procurator Fiscal about compliance with legal requirements, consider seeking guidance from a child and family psychiatry/psychology department about support for children, families and staff.
- Should the allegations be proven, parents or carers should be informed of the facts and of the action taken by the school.
- If, after police and social work investigation, there is felt to be insufficient evidence for prosecution, or where a prosecution does not result in a conviction, disciplinary action against the member of staff may still be taken, if the member of staff is considered to represent a risk to a child or children or their behaviour has caused concern.
- The Head teacher will decide if a referral to the PVG Scheme is appropriate.

Allegations against the Head

In cases where the member of staff against whom the allegation is made is the Head, the Chair of Governors should be informed as a matter of urgency. It will be the responsibility of the Governors to consider the matter and take appropriate action and follow guidelines above.

Governors will take independent advice on the matter to avoid any suspicions of a 'cover-up'.

Unfounded Allegations

If after due consideration the conclusion is that the allegation is completely unfounded the following procedure will be followed:

- The decision to take the matter no further will be recorded, together with the reasons for it, and the information placed in a confidential file.
- Members of staff will be informed that they can receive advice and support from their professional associations in these circumstances.

- Where the information is shown to have been a malicious allegation by a pupil (and not for example a misinterpretation of the intent of a member of staff), the school should take action to safeguard other staff members.

Ensuring Staff Best Practice

To ensure that all staff are aware of our policy, procedures and expectations:

- All staff receive training in wellbeing and child protection matters at our yearly in service.
- All staff are required to read the code of conduct (produced by SCIS) and sign this document.
- All staff are PVG checked in the school.
- For the recruitment of any new staff the school will follow the guidance produced by SCIS.
- New staff or short term visitors to the school (James Watt classroom assistants) are giving an induction on these procedures before starting and sign that this has occurred on the contact information forms. These are stored in the Head teachers room.

Use of Photographs and Videos of Pupils

So that we take all reasonable steps to safeguard pupils when they are being photographed and/or videoed the guidance in our data protection policy should be adhered to.

In addition:

- All parents have been offered an opt out of images of their children being used. A record of this is available to all staff on the student data page on our shared school drive.
- No photographs or video footage should ever be permitted in areas of personal privacy by staff or pupils. e.g. changing rooms, bathrooms and sleeping quarters.
- If using an external agency, ensure the photographer has been appropriately checked and is accompanied by a member of school staff at all times.

Other Arrangements for safeguarding pupils in the school

Health and Safety

The school has a Health and Safety Policy and this should be referred to on matters relating to:

- Risk Assessments
- Trip procedures and risk assessment
- First Aid and Administration of Medication
- Accident and incidents
- Fire management and procedures

Bullying

The school has an anti bullying policy written in consultation with staff, pupils and parents. This policy is available on the school website and in the staff shared drive. All logs of incidents are recorded and kept in the anti bullying folder in the Head teachers room.

The anti bullying policy has procedures in place for cyber bullying and these should be followed when a cyber bullying situation arises. Where a cyber issue is of a sexual nature, sexting, possible evidence of online grooming, sexual comments/abuse etc, child protection procedures should be followed.

Policy on Acceptable Use of IT Facilities

As a one to one iPad school we are aware of our responsibilities to model and promote appropriate internet use.

Guidance staff have a particular role in ensuring that school iPads are used appropriately and this is monitored by spot checks and technical controls.

Additional levels of restriction beyond the standard configuration are possible if deemed necessary for wellbeing. Staff are also able to monitor iPad use using the Classroom App setup by the school. The school has an acceptable use of IT facilities policy and code of conduct form that all pupils and parents are required to read and sign. All iPads have a CEOP icon on their iPads and pupils are instructed that this can be used to report on line abuse. The policy is available on the school website and the schools shared drive.

Complaints

The school has a complaints policy on the school website. All complaints are logged on a log contained in the schools shared drive.

The pupil's council hold a weekly meeting with staff and all pupils are informed at assemblies that if they have any complaints concerns that they wish raised they can approach any member of the school council or the Head boy/girl

Curriculum

The following programs are contained within our curriculum in order to raise awareness of safety matters, promote wellbeing, team building and resilience in our pupils.

- In primary one pupils complete a people who help us in the community topic. Primary has visiting speakers from the police, medical profession, fire brigade etc.
- The primary school follows a total health program in lower, middle and upper primary school which includes staying safe at home, on the bus, playground, internet use, saying no to drugs, puberty, road safety, healthy eating, sun safety etc.
- S1 Computing complete a module about e-Safety using the materials from Common Sense Media (<https://www.common sense media.org/educators>). This includes material on social media use, some resilience material, digital citizenship, etc.
- In Admin & IT, at all levels from N3 to Higher, there is material in Unit 1 (Administrative Practices) about general business risk issues such as risk assessment, health and safety, fire safety, and RSI/DSE Regulations.
- Pupils in science are encouraged to include the risks and any controls when planning any scientific investigation from S1 onwards and at National level it is a requirement for passing outcome 1.1 in the investigation process. At AH level pupils must carry out their own risk assessment.
- The school has a structured Health and Well being 4 year rolling program which includes relationships, emotional, social and mental wellbeing, sexual health, substance misuse, planning for change, saving and spending money.
- The school holds an annual health day which includes presentations on mental health by a psychologist and Heart Start training.
- The school works with the local authority to encourage pupils to take part in the Duke of Edinburgh Award scheme which promotes personal development and achievement for young people.
- Environmental Studies pupils take part in the John Muir Award Scheme.
- The school also participates in many other activities to help promote confidence such as whole school drama presentations, Senior Choir and After School Clubs.

Other documents associated with this policy

Wellbeing concern form, child protection concern forms and staff code of conduct are available on the school shared drive folder “Child Protection”.

Appendix 1

SIGNS OF POSSIBLE CHILD ABUSE

It is important to remember that lists such as the one below are neither definitive nor exhaustive. The information has to be used in the context of the child's whole situation and in combination with a range of other information related to the child and his/her circumstances.

These are general indicators that the child may be troubled though not necessarily about abuse. The child may have some of these problems or none at all. It is the combination, frequency and duration of signs that will alert you to a problem. Try to notice all changes in usual behaviour.

There can be an overlap between all the different forms of child abuse, and all or several can co-exist.

PHYSICAL ABUSE

Signs of possible physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries, or delay in reporting them
- Excessive physical punishment
- Arms and legs kept covered in hot weather
- Fear of returning home
- Aggression towards others
- Running away

When considering the possibility of non-accidental injury it is important to remember that the injuries may have occurred for other reasons, e.g. genuine accidents or medical disorders.

PHYSICAL NEGLECT

Signs of possible physical neglect:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness and/or unexplained non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor peer relationship
- Stealing

3. NON-ORGANIC FAILURE TO THRIVE

Signs of possible non-organic failure to thrive:

- Significant lack of growth
- Weight loss
- Hair loss
- Poor skin or muscle tone
- Circulatory disorders

4. EMOTIONAL ABUSE

Signs of possible emotional abuse:

- Low self-esteem
- Continual self-deprecation
- Sudden speech disorder
- Significant decline in concentration
- Socio-emotional immaturity
- 'Neurotic' behaviour (e.g. rocking, head banging)
- Self-mutilation
- Compulsive stealing
- Extremes of passivity or aggression
- Running away
- Indiscriminate friendliness

5. SEXUAL ABUSE

Not all children are able to tell parents or carers that they have been assaulted. Changes in behaviour may be a signal that something has happened. It is important to remember that in sexual assault there may well be no physical or behavioural signs.

Signs of possible sexual abuse:

- Fear of a particular individual
- Social isolation - withdrawal or introversion
- Lack of trust in adults or over familiarity with adults
- Sleep disturbance (nightmares, irrational fears, bed wetting, fear of sleeping alone, needing a nightlight)
- Running away from home
- Girls taking over the mothering role
- Reluctance or refusal to participate in physical activity or to change clothes for activities
- Low self-esteem
- Drug, alcohol or solvent abuse
- Display of sexual knowledge beyond child's years
- Unusual interest in the genitals of adults or children or animals
- Expressing affection in an age inappropriate way, e.g. 'French kissing'
- Fear of bathrooms, showers, closed doors

- Abnormal, sexualised drawing
- Fear of medical examinations
- Developmental regression
- Poor peer relations
- Inappropriate or sexually harmful behaviours
- Compulsive masturbation
- Stealing
- Psychosomatic factors, e.g. recurrent abdominal pain or headache
- Having unexplained/abundance of sums of money and/or possessions
- Sexual promiscuity
- Physical/Medical
- Sleeplessness, nightmares, fear of the dark
- Bruises, scratches, bite marks to the thighs or genital areas
- Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
- Pain on passing urine or recurrent urinary infection
- Stained underwear
- Anxiety/depression
- Eating disorder, e.g. anorexia nervosa or bulimia
- Discomfort/difficulty in walking or sitting
- Pregnancy - particularly when reluctant to name father
- Venereal disease, sexually transmitted diseases
- Soiling or wetting in children who have been trained
- Self-mutilation/suicide attempts

Document History

Date	Version	Changes
2021-01-25	4	Updated formatting from 2018 document. No changes to content will be made until Scottish Government review of National Child Protection Guidelines complete in 2021.