

**CHILD PROTECTION POLICY FOR HOLYWAY SCHOOLS –  
“EVERY CHILD MATTERS”**

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*Learning to be the best that we can*

**SAFEGUARDING POLICY STATEMENT**

***‘HOLYWAY SCHOOLS is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment.***

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## **CHILD PROTECTION POLICY FOR HOLYWAY SCHOOLS**

### **1. Introduction**

**Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.**

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**This Child Protection policy is for all staff, parents, directors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read by all staff of Holyway Schools.**

**Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in Keeping Children Safe in Education as:**

- **Protecting children from maltreatment**
- **Preventing impairment of children's health or development**
- **Ensuring that children grow up in circumstances consistent with the provision of safe and effective care**
- **Taking action to enable all children to have the best outcomes.**

## **2. What We Believe & Practice**

**Holyway Schools places a statutory responsibility upon itself to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school. We aim to:**

- **Keep Children Safe in Education.**
- **Work Together with the parents and carers.**
- **Share advice and information for safeguarding children.**
- **What to do if you're worried a child is being abused.**
- **Searching, screening and confiscation.**
- **Prevent and Tackle Bullying.**
- **Report Female Genital Mutilation to the relevant authorities.**
- **Address sexual violence and sexual harassment between children in schools**
- **Promote positive emotional well-being and reducing the risk of suicide.**
- **Keep pupils and staff safe – management of behaviour in Holyway Schools, including use of physical contact and restrictive / non-restrictive physical intervention to address difficult and harmful behaviour.**

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### **3. Roles and responsibilities**

**All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within Holyway schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the designated safeguarding lead, deputy designated safeguarding lead and designated safeguarding key worker) are shown on the cover sheet of this document.**

#### **The governing body (i.e. The School Management):**

**The governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place, that the child protection policy reflects statutory and local guidance and is reviewed at least annually.**

**The director for safeguarding arrangements is named on the front cover of this document. This director takes leadership responsibility for safeguarding arrangements in our school. The governing body ensures there is a named designated safeguarding lead and at least one deputy safeguarding lead in place (also named on the front cover).**

**The governing body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with the Lagos State Ministry of Education directives.**

**The governing body ensures that all staff members undergo safeguarding and child protection training at induction and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.**

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**The governing body ensures that children are taught about safeguarding, including online, ensuring that appropriate filters and monitoring systems for online usage are in place. Our children will be taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum.**

**The governing body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place. It ensures that volunteers are appropriately supervised in school.**

#### **The Designated Safeguarding Lead (and Deputy)**

**The designated safeguarding lead in school takes lead responsibility for managing child protection referrals, safeguarding training and raising awareness of all child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to the appropriate bodies are made accordingly.**

**If for any reason the designated safeguarding lead is unavailable, the deputy designated safeguarding lead will act in their absence.**

#### **The Principal/Headteacher**

**The Principal/Headteacher works in accordance with the requirements upon all school staff. In addition, (s)he ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff.**

#### **All school staff**

**Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. All staff members are aware of signs of abuse and neglect so they are able to identify**

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children who may be in need of help or protection. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to appropriate bodies if there is a need to do so. If staff have any concerns about a child's welfare, they must act on them immediately and speak with the designated safeguarding lead (or deputy) – they do not assume that others have taken action.

#### **4. Types of abuse / specific safeguarding issues**

Keeping Children Safe in Education defines abuse as the maltreatment of a child.

*“Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children”*

The four main types of abuse referred to in Keeping Children Safe in Education are:

- **Physical**
- **Emotional**
- **Sexual**
- **Neglect**

Our school is aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. All staff are aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

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### **Peer on peer abuse**

**Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognizes that some children may abuse their peers and any incidents of peer-on-peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures. We will seek advice and support from other agencies as appropriate.**

**Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, 'sexting' or initiation / hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer-on-peer abuse.**

### **Children with special educational needs and disabilities**

**Our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Barriers can exist when recognizing abuse and neglect in this group of children. This can include:**

- **Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration**
- **That they may be more prone to peer group isolation than others**

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- **The potential to be disproportionately impacted by things like bullying, without outwardly showing signs**
- **Communication difficulties in overcoming these barriers**

### **Children missing from education**

**All children, regardless of their age, ability, aptitude and any special education needs they may have are entitled to a full-time education. Our school recognizes that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorized absence and for children missing education. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency or Police. Parents are required to provide at least two emergency contact numbers to the school, so we are able to communicate with someone if we need to.**

**Our school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without school permission for a continuous period of 10 days or more.**

### **Child Sexual Exploitation (CSE)**

**Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community.**

***“Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology”.***

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**It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead will lead on these issues and work with other agencies as appropriate.**

### **Child criminal exploitation**

**Child criminal exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban areas and seaside towns). Our school works with key partners locally to prevent and respond to child criminal exploitation.**

### **Domestic abuse**

**Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognizes that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.**

### **Female Genital Mutilation (FGM)**

**FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is a form of child abuse and Holyway Schools will continuously work with the relevant authorities to discourage and finally eliminate this practice.**

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**Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.**

### **Forced marriage**

**A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.**

### **Prevention of radicalization**

**Holyway Schools have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.**

**We therefore ensure to:**

- **Teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils/students and prepares them for the opportunities, responsibilities and experiences of life that promotes community cohesion.**
- **Be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas**
- **Be mindful of our existing duties to forbid political indoctrination and secure a balanced presentation of political issues.**

**Our school works in accordance with the state and local authority procedures and with other agencies, sharing information and concerns as appropriate.**

### **Locality issues**

**As a school we are concentrating on e-safety. Our children are taught how to keep themselves safe through teaching and learning opportunities as part of a broad and balanced curriculum. We also ensure that staff are properly trained on safety and security of children within their care.**

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**The school has an up-to-date Travel Plan with a focus on making the school access safer for parents, children and visitors. We aim to reduce the number of children who are driven to school and increase the number of children who walk which also gives the children a chance to further develop their road safety skills. Alongside this we want to reduce the carbon footprint of our school and help improve our environment.**

## **5. Corporal Punishment in Holyway Schools.**

**Please note that Holyway is a private school and we believe in the application of Biblical principles to life and living. We therefore need to apply these Biblical principles with wisdom especially as you work in the educational sector.**

**I've said this before and also reiterating that the use of cane is prohibited in Holyway schools.**

**We believe you can impact a child's life greatly by teaching them about morals and Godly behaviour. Speak to them, reproof them, ask them to serve punishments such as kneeling down, frog jump, grass-cutting etc.**

**I therefore urge you all to please let your rod of correction be words of wisdom, love, reproof, punishment and counselling if needed.**

**Holyway Schools approach is to embed these Godly principles in the children. Let them know more about the love of God, good morals Godly characters, positive attitude. We believe that attitude determined your altitude.**

**However, please note that we will not tolerate any form of indiscipline. We will explore other forms or ways of inculcating discipline into a child, apart from cane, to the fullest. This includes:**

**(a). Use of meaningful words to correct and reproof.**

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**(b). Punishments - kneeling down, stood down, frog jump, grass-cutting etc. Please note that in Holyway Schools, the use of cane is prohibited.**

**(c). Meeting with parents of a child with unruly behaviour (and with child in the meeting) - to inform and tell them the consequences.**

**(d). If there is no meaningful or noticeable change after the meeting - the school management will apply one week suspension.**

**(e). If after coming back from the one week suspension, the behaviour of the child remains the same after a period of three months - the school management will apply 2 weeks suspension.**

**(f). If after coming back from the 2 weeks suspension, there is still no change after a period of additional three months - the pupil or student will be EXPELLED from Holyway Schools and any fees paid forfeited.**

## **6. Procedures**

**Our school works with key local partners to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support (through a 'child in need' or a 'child protection' plan).**

**All staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it immediately to the designated safeguarding lead (or, in their absence, the deputy designated safeguarding lead).**

**All action is taken in accordance with the Lagos State Ministry of Education guidance.**

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**Any staff member or visitor to the school will refer any concerns to the designated safeguarding lead or deputy designated safeguarding lead. Where there is risk of immediate harm, concerns will be referred by telephone to the relevant authorities and / or the Police.**

**Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to the relevant authorities, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation.**

**If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the designated safeguarding lead.**

**If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required.**

**When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the designated safeguarding lead (and deputy) and how to share concerns with them.**

## **7. Training**

**The Principal and all staff members and Directors receive appropriate child protection training which is regularly updated in line with best practices.**

**In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.**

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**The school ensures that the designated safeguarding lead (and deputy) also undertakes training in inter-agency working and other matters as appropriate.**

## **8. Professional confidentiality**

**Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils), or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further referral to and subsequent investigation by appropriate authorities.**

**Information on individual child protection cases may be shared by the designated lead (or deputy) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.**

## **9. Records and information sharing**

**Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school and when these records should be shared with other agencies.**

**Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organizations can reduce the risk of harm. It is therefore paramount to share information where the failure to do so would result in a child being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing information where there are real safeguarding**

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**concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in a timely fashion and our online school privacy notices accurately reflect our use of data for child protection purposes.**

**Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly.**

**Any records related to child protection are kept in an individual child protection file for that child (which is separate to the pupil/student file). All child protection records are stored securely and confidentially and will be retained for 10 years, or until they transfer to another school / educational setting.**

**Where a pupil transfers from our school to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school. Where appropriate, the designated safeguarding lead may also make contact with the new educational setting in advance of the child's move there, to enable planning so appropriate support is in place when the child arrives.**

**Where a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).**

## **10. Interagency working**

**It is the responsibility of the designated safeguarding lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.**

**If a child is subject to a Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. Any concerns about the Child Protection plan and / or the child's welfare will be discussed at the SMT meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.**

## **11. Allegations about members of the workforce**

**All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Behaviour policy / Code of Conduct.**

**The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred to the Principal (or the Vice Principal or Headteacher in their absence). This role is distinct from the designated safeguarding lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school operates within statutory guidance around Data Protection.**

**Where the concern involves the Principal, it should be reported direct to the Director of Operations and the Chairman.**

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## **12. Promoting positive mental health and resilience in school**

**Positive mental health is the concern of the whole community and we recognize that Holyway Schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.**

**It is vital that we work in partnership with parents to support the well-being of our pupils and students. Parents should share any concerns about the well-being of their child with the school, so appropriate support and interventions can be identified and implemented.**

## **13. Use of reasonable force**

**The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force and recognizes that where intervention is required, it should always be considered in a safeguarding context.**

## **14. Whistleblowing**

**Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.**

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**All staff members are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct / Whistleblowing policy.**

**We therefore urge everyone to feel able to report any child protection / safeguarding concerns. Parents or others in the wider school community with concerns can contact us directly on: 08103681303; 07011678839 or email: holywayschuls@gmail.com.**

## **APPENDIX**

### **DEFINITIONS AND INDICATORS OF ABUSE**

#### **1. 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 maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:**

- **Provide adequate food, clothing and shelter (including exclusion from home or abandonment);**
- **Protect a child from physical and emotional harm or danger;**
- **Ensure adequate supervision (including the use of inadequate care-givers); or**
- **Ensure access to appropriate medical care or treatment.**

**It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The following may be indicators of neglect (this is not designed to be used as a checklist):**

- **Constant hunger;**
- **Stealing, scavenging and/or hoarding food;**
- **Frequent tiredness or listlessness;**
- **Frequently dirty or unkempt;**
- **Often poorly or inappropriately clad for the weather;**

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- **Poor school/academy attendance or often late for school;**
- **Poor concentration;**
- **Affection or attention seeking behaviour;**
- **Illnesses or injuries that are left untreated;**
- **Failure to achieve developmental milestones, for example growth, weight;**
- **Failure to develop intellectually or socially;**
- **Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;**
- **The child is regularly not collected or received from school; or**
- **The child is left at home alone or with inappropriate carers**

## **2. PHYSICAL ABUSE**

**Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. The following may be indicators of physical abuse (this is not designed to be used as a checklist):**

- **Multiple bruises in clusters, or of uniform shape;**
- **Bruises that carry an imprint, such as a hand or a belt;**
- **Bite marks;**
- **Round burn marks;**
- **Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;**
- **An injury that is not consistent with the account given;**
- **Changing or different accounts of how an injury occurred;**
- **Bald patches;**
- **Symptoms of drug or alcohol intoxication or poisoning;**
- **Unaccountable covering of limbs, even in hot weather;**
- **Fear of going home or parents being contacted;**
- **Fear of medical help;**
- **Fear of changing for PE;**
- **Inexplicable fear of adults or over-compliance;**
- **Violence or aggression towards others including bullying; or**
- **Isolation from peers.**

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### **3. SEXUAL ABUSE**

**Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The following may be indicators of sexual abuse (this is not designed to be used as a checklist):**

- **Sexually explicit play or behaviour or age-inappropriate knowledge;**
- **Anal or vaginal discharge, soreness or scratching;**
- **Reluctance to go home;**
- **Inability to concentrate, tiredness;**
- **Refusal to communicate;**
- **Thrush, persistent complaints of stomach disorders or pains;**
- **Eating disorders, for example anorexia nervosa and bulimia;**
- **Attention seeking behaviour, self-mutilation, substance abuse;**
- **Aggressive behaviour including sexual harassment or molestation;**
- **Unusual compliance;**
- **Regressive behaviour, enuresis, soiling;**
- **Frequent or open masturbation, touching others inappropriately;**
- **Depression, withdrawal, isolation from peer group;**
- **Reluctance to undress for PE or swimming; or**
- **Bruises or scratches in the genital area.**

### **4. SEXUAL EXPLOITATION**

**Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as**

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**a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person. The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:**

- **Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);**
- **Entering and/or leaving vehicles driven by unknown adults;**
- **Possessing unexplained amounts of money, expensive clothes or other items;**
- **Frequenting areas known for risky activities;**
- **Being groomed or abused via the Internet and mobile technology; and**
- **Having unexplained contact with hotels, taxi companies or fast-food outlets.**

## **5. 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 include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond 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 also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment. The following may be indicators of emotional abuse (this is not designed to be used as a checklist):**

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- **The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;**
- **Over-reaction to mistakes;**
- **Delayed physical, mental or emotional development;**
- **Sudden speech or sensory disorders;**
- **Inappropriate emotional responses, fantasies;**
- **Neurotic behaviour: rocking, banging head, regression, tics and twitches;**
- **Self-harming, drug or solvent abuse;**
- **Fear of parents being contacted;**
- **Running away;**
- **Compulsive stealing;**
- **Appetite disorders – anorexia nervosa, bulimia; or**
- **Soiling, smearing faeces, enuresis.**

**N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.**

## **6. RESPONSES FROM PARENTS**

**Research and experience indicate that the following responses from parents may suggest a cause for concern across all four categories:**

- **Delay in seeking treatment that is obviously needed;**
- **Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);**
- **Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;**
- **Reluctance to give information or failure to mention other known relevant injuries;**
- **Frequent presentation of minor injuries;**
- **A persistently negative attitude towards the child;**
- **Unrealistic expectations or constant complaints about the child;**
- **Alcohol misuse or other drug/substance misuse;**
- **Parents request removal of the child from home; or**
- **Violence between adults in the household.**

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## **7. DISABLED CHILDREN**

**When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:**

- **A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;**
- **Not getting enough help with feeding leading to malnourishment;**
- **Poor toileting arrangements;**
- **Lack of stimulation;**
- **Unjustified and/or excessive use of restraint;**
- **Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;**
- **Unwillingness to try to learn a child's means of communication;**
- **Misappropriation of a child's finances; or**
- **Inappropriate invasive procedures.**