

Durham School for Girls Doha

SAFEGUARDING POLICY

Version 4.0 | August 2023

FIRST IMPLEMENTATION DATE : AUG 2019

REVIEW PERIOD : ANNUAL

DATE LAST REVIEWED : AUG 2023

RESPONSIBLE PERSON : PRINCIPAL

RATIFIED BY : SCHOOL GOVERNORS

Values

قيمي ترسم هويتي

MARK VALUES AND QATARI VALUES ARE AT THE HEART
OF A DURHAM GIRL

SAFEGUARDING POLICY

(The September 2020 Keeping Children Safe in Education has been incorporated.)

1 Policy Aim

1.1 Durham School for Girls Doha aims to provide a safe and supportive environment in which all pupils in the School can thrive and be happy, and all staff and volunteers have a crucial role to play in promoting children's welfare and safety. Regarding safeguarding – EVERYONE IS RESPONSIBLE.

Understanding the school culture, values and setting is fundamental. Qatar is a very small country and the Qatari community is very small and close knit. For advice, reputation and understanding the school investors may be used in a confidential manner. This is for the protection of the child and the reputation of the child, family and community. Durham School for Girls Doha is committed to taking all reasonable measures to protect and support each pupil in its care by:

- having in place procedures for ensuring that all staff and volunteers do not present a risk to pupils.
- having procedures in place for pupils presenting a risk to one another.
- having in place training to ensure that members of staff and other key members of the School community can recognise abuse and report it to one of the appropriate members of staff who have been identified and trained as one of the Designated Safeguarding Officers.
- providing information which ensures that pupils feel able and confident to report concerns to any member of staff or other appropriate body.
- Ensuring that documentation is shared and stored appropriately and with confidential barriers. DSGD uses CPOMS to store and communicate safeguarding.
- Ensure that we are culturally respectful and understanding in regards to religion and reputation of Qatari and International families.

1.2 Durham School for Girls Doha ensures that we practice safer recruitment in checking the suitability of staff, governors, and volunteers (including adults employed by other organisations) to work with children in accordance with the guidance given in *Keeping Children Safe in Education* (September 2020), *Working together to safeguard children* (March 2015), *Prevent Duty Guidance for England and Wales* (July 2015), The Statutory Framework for the Early Years Foundation Stage and the British Overseas Standards (BSO)

Policy and procedure consider cultural and legal obligations for a school functioning in Qatar. There is a thorough induction process for all newly appointed staff and volunteers which includes safeguarding training, and all staff and volunteers are required to sign a Staff and Volunteer Code of Conduct. Likewise, all staff (admin included) undergo annual Child Protection training through Educare, CPOMS or inhouse. Local Hire training is also offered in Arabic if needed.

As such it is our responsibility to take all reasonable measures: It must be noted that ALL non-Qataris must have a Qatari Residence Permit to be in country. Part of this procedure is a clear police check, fingerprints, and background check and a medical.

1.2.1 to comply with the requirement of the Disclosure and Barring Service for International schools (ICPC) (International Child Protection Certificate) with regard to the termination of employment of any individual considered unsuitable to work with children, as set out in the 'Safer Recruitment Policy'; All UK staff are List 99 checked and Section 128 where and if appropriate.

1.2.2 to ensure that where staff from another organisation are working with our pupils on another site, we have received assurances that appropriate safeguarding checks procedures apply to those staff;

1.2.3 to follow the local regulations regarding Police Checks and rights to work for Qatar.

1.2.4 to establish and maintain an atmosphere in which our pupils feel secure, are encouraged to talk, and are listened to;

1.2.5 to ensure our pupils know there are adults inside and outside the School, whom they can approach for support;

1.2.6 to include in our curricular activities and opportunities which equip our pupils with the skills they need to stay safe from abuse, including on-line, and know to whom they may turn;

1.2.7 to communicate clearly and promptly with relevant colleagues in other schools or institutions to ensure the safe transfer of pupils to and from Durham School for Girls Doha;

1.2.8 to ensure that visiting speakers and staff from other organisations are appropriately screened, authorised and/or supervised by school staff.

1.3 The following policy sets out guidelines for dealing with issues of safeguarding which might arise in Durham School for Girls Doha. In view of the potential seriousness of all issues of safeguarding, the guidelines are mandatory for all members of staff (teaching and non-teaching) plus volunteers and must be rigidly adhered to. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit. It also applies to the EYFS (Early Years Foundation Stage) provision.

1.4 The key figure in interpreting and implementing the guidelines is the School's Designated Safeguarding Lead who is responsible for overseeing all safeguarding issues, including annual training for all staff, pupil education, communication with parents, liaison with external agencies, and may initiate statutory procedures for dealing with suspected cases of child abuse. This position will be fully supported by the School Principal.

Safeguarding training and updates for school staff cover:

- The identities, responsibilities and contact details of the Designated Safeguarding Officers
- Safeguarding Policy: any significant amendments made to the policy between statutory training sessions are communicated to staff by the Designated Safeguarding Lead
- Staff and Volunteer Code of Conduct
- Whistle-blowing Policy
- *Keeping children safe in education* [September 2020]
- *Prevent Duty Guidance for England and Wales* [July 2015]
- *MOE and MOPH requirements for Qatar.*

Staff and volunteers are issued with either a hard copy or electronic copy of key documents, and they are stored on the Common drive for reference. The Designated Safeguarding Lead is responsible for notifying staff of significant amendments to key documents.

1.4.1 The Designated Safeguarding Officers for Durham School for Girls Doha are:

The Safeguarding Team will also include Head of Primary and Secondary (where appropriate), Nurse and Senco and other assigned teachers.

The Designated Safeguarding Lead holds the relevant status and authority by virtue of their position, and as specifically delegated by the Principal, for oversight of all safeguarding and child protection issues. In the EYFS, the Designated Safeguarding Officer is **Lisa Middleton**

Overall Responsibility – Vanessa Whay (Principal)

DSL Primary – Charlotte Jones

DSL Secondary – Jessica Brougham

DSL EYFS – Lisa Middleton

Arabic Speaker – Yasmin Abedin

Safeguarding team to also include – Hannah Dyer, PE team, Head of Arabic and HOP and HOS

1.5 The Safeguarding Policy is reviewed at least annually to take account of revisions, deficiencies, or weaknesses at local or national level and amendments are remedied without delay. To oversee this aspect of the running of the School, the Governing Body reviews the policy as well as the effectiveness with which the related duties are charged regularly and has a designated governor who acts in a supporting role. The School Chairman of Governors Nick Millan is the Governor lead for Safeguarding.

1.6 This policy should be read in conjunction with the following policies which can be found on the School website:

- Behaviour Policy.
- Safer Recruitment Policy.

2. Definitions

2.1 Categories of Child Abuse

Child abuse may fall into the following broad categories:

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 (by Proxy)

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Emotional Abuse now can also include unrealistic expectations of a child academically, that can cause them damage to self esteem and mental well being.

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.

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 that causes a child to fail to thrive. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, 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.

Domestic Abuse

Domestic abuse refers to any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. Domestic abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional abuse, and this policy acknowledges particularly the risk posed to children and young people who experience or witness these behaviours in their home or wider family environment.

Research indicates that when young people are vulnerable, for example then they have SEND, have English as an additional language or when they experience abuse or neglect, or suffer physical or emotional harm, they can find themselves at greater risk of such additional concerns as social exclusion, exclusion from education, delinquency, and being drawn into gang or peer violence. As a result, the principles of early intervention and long-term monitoring and support underpin this

policy, with a view to protecting vulnerable young people from future risk and harm.

For a list of indicators of possible abuse, please refer to Appendix 1.

2.2 Keeping Children Safe in Education (September 2020) acknowledges the following as specific safeguarding issues:

- **Child sexual exploitation:** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. It is essential for all adults working with children to acknowledge such abuse.
- **Child on child sexual harassment and abuse:** involves situations in which sexual harassment or sexual assault occurs between children of any age and sex. Such abuse may occur in person or online, and can take many forms, for example, sexual touching, the use of sexualised names, sexual jokes or taunting, the non-consensual sharing of sexual images and videos. Professionals must be aware of the need to be alert to and challenge any inappropriate behaviour of this nature as dismissing or tolerating such behaviours risks normalising them, thereby fostering an environment in which serious harm may result.
- **Female genital mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the "Multi-Agency Practice Guidelines: Female Genital Mutilation". Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

- Extremism: Section 26 of The Counter Terrorism and Security Act (March 2015) places a duty on schools in England and Wales to prevent people from being drawn into terrorism. This duty applies to all schools, whether maintained or independent, and organisations covered by the Early Years Foundation Stage framework. At Durham School for Girls Doha, we acknowledge the act and use it as a reference in identifying and preventing extremism.

In accordance with the Act, Durham School for Girls Doha is committed to:

- sharing information and cooperating fully with child protection and law enforcement agencies in line with Qatari Policy.
- keeping up to date with national and local advice to understand the risks;
- ensuring that staff understand these risks through regular safeguarding training which makes reference to the indicators and risk of radicalisation and cultural understanding and Islamic law.
- maintaining thorough and appropriate records of concerns.
- screening visiting speakers and outside groups who make use of school facilities;
- sustaining robust ICT protocols that filter out extremist material and requiring all staff and pupils to sign an Acceptable Use Policy that defines clear expectations regarding the use of ICT.

In addition to the above, children at Durham School for Girls Doha are nurtured to become tolerant and law-abiding citizens with a strong moral compass. They are encouraged, through Assemblies, PSHE lessons, House Meetings and tutor time, as well as component parts of subject-specific schemes of work, to consider different points of view, to analyse and challenge their own beliefs, and to be tolerant and respectful in their interactions with others, as well as adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. Our pastoral structure provides an effective framework for getting to know pupils very well such that concerns are shared and acted upon swiftly. In dealing with pastoral issues, including bullying, conflict and disagreement, children are encouraged to manage their emotions and behaviour calmly and reflectively, and there is a strong focus on building and, where necessary, restoring positive relationships. Within the House system, children are valued, included and very visible, and changes in patterns of behaviour and unhealthy attitudes or actions connected with but not limited to extremism are subject to early intervention.

All staff and volunteers are made aware that pupils who are involved in relationships, both with other Durham School for Girls Doha pupils as well as other individuals from outside school, including through social media, may have the potential to experience abuse and unhealthy influences. Any concerns should be raised with one of the Designated Officers.

2.4 People or agencies who may be involved include:

- The Designated Safeguarding Lead and HOP, HOS, HOA
- The Principal and her PA
- The Chair of Governors or the Designated Safeguarding Governor;
- Sidra Child Advocacy Programme (S-CAP)
- British Embassy Child Protection Team.

3. Recruitment

3.1 Durham School for Girls Doha follows the BSO recommendations for the safer recruitment and employment of staff who work with children. All members of the teaching and non-teaching staff at the School, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are subject to Safeguarding processes and recruitment checks before starting work. (Where applicable staff have Police checks from the UK via the ICPC and are list 99 checked) Local staff are police checked both in Qatar and if necessary from countries of origin. Police checks from the country of origin are part of the VISA and Registration process of Qatar. All governors, volunteer helpers, contractors working regularly during term-time, such as contract catering staff. Our policies are reviewed by relevant staff annually and governors regularly. Further details of our recruitment practices can be found in the 'Safer Recruitment Policy', available on the School website.

4. Procedures

All staff and volunteers have a responsibility to take appropriate action in circumstances where a child is considered to be in need or at risk. Normally, this action will involve reporting the concern to the Designated Safeguarding lead or deputy, but if circumstances mean that this is not possible, a direct referral to First contact may be made by anyone.

4.1 A teacher who has a general concern about the welfare of a child must observe, record and discuss this concern with the Designated Safeguarding Lead. In the event that this is impossible or inappropriate (given the nature of concern), the Deputy Safeguarding Officer should be contacted who will give advice on the best course of action.

4.2 In the circumstances where there are clear indicators of child abuse, the teacher must observe, record, and report. The report must be made promptly by the concerned teacher to the Designated Safeguarding Lead or deputy. If there is a risk of immediate serious harm to a child and it is not possible to report to one of the designated people, a referral should be made to First Contact immediately, and anyone may make such a referral. The principle is that any suspicions based on clear indicators must be reported as above, and not shelved at the initiative of the concerned teacher in any circumstances. The reporting teacher should be absolutely clear in his or her own mind that in no circumstances is it his or her responsibility, or the School's, to investigate allegations or suspicions.

4.3 A member of staff suspecting or hearing a complaint of abuse must keep a sufficient hand-written record of the conversation or concern. Staff should listen carefully to any disclosure or complaint, but must not ask leading questions. Staff should never promise confidentiality

in these circumstances, and should instead explain that information may need to be shared with other individuals or agencies in order to protect the child's best interests. The written record of the concern should be taken at the time of complaint and should include the date, time and place of the conversation and the essence of what was said, identifying unambiguously what was done and by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Safeguarding Lead or deputy as soon as possible.

4.4 Preserving evidence: All evidence (for example, scribbled notes, mobile phones containing text messages, clothing, and computers), must be safeguarded and preserved.

4.5 Missing child procedures: All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from School. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. Please see the School's separate procedure, 'Search for a Missing Pupil', for further details.

4.6 Referral to Outside Agencies

4.6.1 On being notified of a complaint or suspicion of abuse, the action to be taken by the Designated Safeguarding Lead will take into account:

- the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to First Contact or the police;
- the child's wishes or feelings and reputation
- duties of confidentiality, so far as applicable.

4.6.2 If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead will consult with the Principal and Chair of the Board, as appropriate. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay (and in any event within 24 hours).

4.6.3 The Designated Safeguarding Lead will ensure that the child is kept up-to-date with appropriate information relating to the referral.

4.6.4 Where referrals are made, the Designated Safeguarding Lead will notify the governor for safeguarding.

4.6.5 In the case of serious harm, the Police will be informed from the outset. If all parties agree that no clear case has been revealed, the Designated Safeguarding officers should ensure that a watching brief is maintained to monitor the child's welfare. Sidra Child Advocacy Programme can be contacted for both advisory and emergency contact.

4.7 Parental Contact

In the case of a safeguarding concern about a child, any contact between the School and parents or guardians will be made through the Designated Safeguarding Lead. While the

School will seek the consent of parents or guardians to make a referral when a child is deemed to be in need, the School is not required to obtain parental permission for a safeguarding referral to be made. The best interests of the child will be considered carefully, and, where appropriate, the advice of other agencies will be sought, before such contact is made.

4.8 Allegations against Staff and Volunteers

4.9.1 Where an allegation is made against a member of staff or volunteer working on behalf of the School, then the matter should be overseen by the Designated Safeguarding Lead who will seek advice of the school Principal. They will also notify the Principal and Chair of the Board of Governors as soon as possible of the situation. Where the allegation is against the Designated Safeguarding Lead, then the matter should be overseen by the Principal, who will follow the normal procedures as defined in this policy. In the case of an allegation against the Principal then the matter should be overseen by the Designated Safeguarding Lead who will notify the Chair of the Board of Governors without notifying the Principal, and who will follow the normal procedures as defined in this policy.

If, following an allegation and/or investigation, there is reason to believe that a member of staff or volunteer is unsuitable to work with children, or if a member of staff has been dismissed, the Designated Safeguarding Lead will make the appropriate referrals to the Disclosure and Barring Service and to the relevant Qatari authorities.

4.9.2 Where allegations are made, the School implements its 'Whistle-blowing Policy' for the protection of those making allegations. All staff are required to report to a member of the Senior Leadership Team, any concern or allegations about School practices. This can be done without fear of repercussion or disciplinary action provided that it is done in good faith and in line with the School's Whistle-blowing Policy.

4.9 Allegations Involving Abuse by One or More Pupils against Another Pupil

4.10.1 Where allegations involve pupils, then the matter should be overseen by the Designated Safeguarding Lead and the appropriate member of the pastoral staff, who will follow the normal procedures as defined in this policy.

4.10.2 A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply. Any incident of bullying will be treated as a safeguarding concern when there is reasonable cause to suspect that a pupil is suffering, or is likely to suffer significant harm.

4.10.3 The School will take advice from the Board on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including

the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to advice from the appropriate authority, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

Cultural understanding is fundamental in always speaking to parents and an Arabic speaker must be present to ensure language transparency. At times cultural differences may clash with policy procedures and it is the welfare of the child that will lead the final decision.

5. Confidentiality

5.1 All parties involved in a potential safeguarding issue must recognise the primary importance of maintaining discretion and confidentiality at all stages. However, all staff should understand that they may not promise confidentiality to a pupil.

Reputation is key in Qatari culture and at all times, family, personal and school reputation needs to be protected.

5.2 However, staff should recognise that dealing with a case of actual or suspected child abuse can be harrowing and that they, as a teacher or non-teaching member of staff, may need the support and help of others in coping with the involvement. Staff should not feel that this is a burden they have to carry alone. Further help should be sought if required from someone who can be relied upon to be discreet. Staff indicated in this statement will be able to help.

5.3 All records of disclosure should be hand-written, dated and signed on the day and endorsed by the Designated Safeguarding Lead.

5.4 Files related to safeguarding must never be stored in the child's education file but should be stored separately and securely; these include police reports, child protection notes, medical notes and Social Work reports. The Principal and Designated Safeguarding officers should know where such reports are stored. CPOMS will be used for electronic storage.

6. Training

6.1 The Designated Safeguarding Lead and her deputies undertake biennial safeguarding training to ensure they are up to date with policy and procedures. Training can be done in English or Arabic where appropriate. Annual training records are held with the Safeguarding Lead.

6.2 To ensure safer recruitment practices are followed in the appointment of new staff to the School, there are a number of staff who have completed certified courses in safer recruitment procedures. All teaching staff will complete the Educate International Child Protection Course recommended by COBIS.

6.3 The Designated Safeguarding Lead and her deputies ensure that all new staff and governors to the School undertake initial safeguarding training, which includes the issuing of ***Keeping Children Safe in Education Part 1*** to all new staff, on arrival as well as arranging and delivering whole-school training every year. Online National Safety is used as a training tool

6.4 Detailed guidance is given to staff through the Staff and Volunteer Code of Conduct to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil. This guidance is contained in the Staff Handbook. The School's policy on physical restraint is included on the School website in the Behaviour Policy.

6.5 Senior pupils who have been given posts of responsibility around the School, for example House and School monitors, receive safeguarding training, with a focus on the appropriate action that should be taken if they receive disclosures or have concerns about a fellow pupil, regularly following appointment from the Designated Safeguarding Lead.

7. Conclusion

Staff are asked to recognise that this policy is designed above all to protect the interests of the child, to support staff and to ensure that required action is taken as quickly as possible.

As such, the policy must be followed without exception by all staff who may become involved with a safeguarding issue.

Due to the current situation with COVID 19, DSGD has also established guidelines for safety for online learning related to camera and settings. These can be found in the online procedures.

Contact Details of Agencies

**Sidra Child Advocacy Programme – Tel 40037227 Sidra Medical
Child Helpline – Tel 40037227**

Appendix 1: Indicators of Possible Abuse

1. Some indicators of possible Physical Abuse

- Lack of adequate or consistent explanation.
- Reluctance of child to undress in certain situations, e.g. school.
- Bruises and scratches to face.
- Bruising to the eyes.
- Fingertip bruising.
- Linear or shaped bruises.
- Torn frenulum.

- Finger or hand marks on any part of the body.
- Bite marks or pinch marks.
- Cigarette burns.
- Linear or shaped burns.
- Ligature marks.
- Burns and scalds.
- Head injury.
- Poisoning.
- Untreated injuries.
- Delay seeking professional advice for treatment.

2. Some indicators of possible Neglect

- Unkempt appearance.
- Poor personal hygiene.
- Poor skin condition.
- Notable change in growth/weight percentiles without adequate explanation.
- Ingestion of harmful substances.
- Dry sparse hair.
- Swelling of hands and feet (red and cold).
- Emaciation.
- Low self-esteem.
- Frequent lateness/non-attendance at school.
- Destructive tendencies.
- Rocking, hair twisting, thumb sucking.
- Chronic running away.
- Compulsive stealing.
- Scavenging for food and/or clothes.
- Persistent hunger.
- Constant tiredness.
- Untreated medical problems.
- No social relationship.
- Lack of supervision.
- Withdrawn or attention seeking.

3. Some indicators of possible Emotional Abuse including emotional harm in situations of Honour-Based Violence and Forced Marriage

- Physical, mental or emotional developmental delay.
- Emotional disturbance.
- Speech disorder.
- Enuresis/encopresis (bed-wetting or soiling)
- Excessive fear of new situations.
- Excessive separation anxiety.
- Inappropriate emotional responses to stressful situations.
- Extreme anxiety about parents being contacted.

- Overreaction to mistakes.
- Rocking, hair twisting and thumb sucking.
- Compulsive stealing.
- Extremes of passivity or aggression.
- Chronic running away.
- Punishment which seems excessive.
- Self-mutilation.
- Drug solvent misuse.
- Depression.
- Eating disorder.
- Suicidal tendencies.
- Low self-esteem.

4. Some indicators of possible Sexual Abuse including sexual exploitation

- There may be no physical signs.
- Allegation – always treat what the child says seriously.
- Soreness or bleeding or injury to or around genital or anal areas.
- Vaginal discharge – vaginal warts.
- Enuresis (bedwetting) – particularly when previously dry.
- Encopresis (soiling).
- Sexual transmitted infections.
- Psychosomatic symptoms, e.g. persistent headaches.
- Pregnancy.
- Gender identity difficulties.
- Withdrawn and unhappy or insecure and “clingy”.
- Promiscuity.
- Affection seeking.
- Change of academic performance.
- Sleep disturbance – nightmares/insomnia.
- Sexualised behaviour.
- Inappropriate/explicit sexual knowledge/behaviour for age.
- Inappropriate masturbation.
- Exhibitionism, voyeurism.
- Running away.
- Obsessive washing.
- Fear of a particular person/place.
- Poor concentration.
- Low self-esteem.
- Eating disorder.
- Attempted suicide/self-mutilation.
- Alcohol, drug and solvent misuse.
- Unexplained large sums of money/gifts.
- Sexually explicit drawings.