

School Vision

Become an institution of innovative education for a society of knowledge and global pioneering.

School Mission

To equip its graduates with 21st century skills and a high awareness of themselves, their community and the world. It works to ensure they have the ability to make the right decisions, are actively responsible and have essential world-class skills that allow them to pursue their academic and professional goals.



مدرسة رويال الامريكية
ROYAL AMERICAN SCHOOL

Safeguarding and Child Protection Policy 2021 - 2022

This policy will form part of all new staff induction
And appear on the school website
Review date September 2021

This policy has been read and adopted by the Royal American School Board of Governors and Principal:

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Contents

1. Introduction
2. Purpose of this policy
3. School Commitment
4. Roles and Responsibility – General
5. Roles and Responsibility of the Principal
6. Roles and Responsibility of the Designated teacher for Child Protection
7. Named staff with specific child protection responsibilities and other contacts.
8. Records and Monitoring
9. Vulnerable Children – Supporting Children at Risk
10. Support for Staff
11. Confidentiality
12. Other relevant policies
13. Complaints or Concerns expressed by Pupils
14. Recruitment of Staff
15. Promoting Well-being of Children
16. List of attachments

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1. Introduction

To ensure that children are effectively safeguarded from the potential risk of harm at The Royal American School and that the safety and well-being of the children is of the highest priority in all aspects of the school's work. To help the school maintain its ethos whereby staff, volunteers, pupils, parents and governors feel able to articulate any concerns comfortably, safe in the knowledge that effective action will be taken as appropriate.

The Royal American School is committed to providing an environment where children can play, learn, develop and achieve and where they are safeguarded and are enabled to tell or communicate if they are being harmed in some way. We are committed to ensuring that all staff are sensitive to issues of race, culture, gender and diversity but these issues will never be a barrier to sharing and reporting concerns about children.

All staff including teaching and non-teaching staff, temporary and supply staff, clerical and domestic staff, volunteers and staff working on site employed by other services and agencies and those working with children and families in the community have a statutory responsibility to safeguard and promote the welfare of children and must be aware of and fully conversant with this policy. All staff must be given a copy of this policy in writing and follow the schools' procedures and guidance at all times.

All staff will be given a copy of the Child Protection Policy and will be expected to sign the form, attached as appendix A, confirming that they have read and understood these documents. For the purposes of this document, the term 'staff' will apply to those listed above.

2. Purpose of This Policy

The four main elements to our Child Protection Policy:

- Prevention (e.g. positive school atmosphere, support to pupils);
- Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- Support (to pupils and school staff and to children who may have been abused);
- Working with parents (to ensure appropriate communications and actions are undertaken).

To achieve this we will ensure that all members of the school community...

...are aware of their responsibilities in relation to safeguarding and child protection.

...know the procedures that should be followed if they have a cause for concern.

...know where to go to find additional information regarding safeguarding.

...are aware of the key indicators relating to child abuse.

...fully support the school's commitment to safeguarding and child protection.

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3. School Commitment

- The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. The school hopes that children and parents will feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE/Global Citizenship which equip children with the skills they need to stay safe from abuse, and which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references being taken up and to follow ADEC's Morale Integrity Test.

4. Roles and Responsibilities - General

Because of their day-to-day contact with children, staff in this school are well placed to observe possible signs of abuse in children. It is neither the role nor responsibility of those working with children in the school to assess, diagnose or investigate whether a child is at risk of or suffering harm or abuse. It is the responsibility of all staff to be aware of the need to report any concerns about a child to the Designated Member of Staff as a matter of priority or to one of the deputy Designated Members of Staff in his/her absence please see Appendix C – Guidance for staff.

There are, however, key people within the school who have specific responsibilities. The names of those carrying these responsibilities are listed at the start of this document.

5. Roles and Responsibilities of the Principal

The policies and procedure adopted by the School are fully implemented, and followed by all staff; resources and time are allocated to enable the Designated Teacher for Child Protection and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children; all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.

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The School Principal will ensure the following:

- The school has a child protection policy and procedures in place, and the policy is made available to parents on request.
- The school operates safe recruitment practices (Morale Integrity Test), including appropriate use of references and checks on new staff and volunteers.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix F).
- There is a member of the school's senior management team (SMT), who is designated to take lead responsibility for dealing with child protection (the "Designated Senior Person for Child Protection").
- The Principal, and all other staff and volunteers who work with children, undertake appropriate training as part of their induction and temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- Any deficiencies or weaknesses brought to the attention of the School Board are rectified.
- Policies and procedures are reviewed annually.

6. Roles and Responsibilities of the Designated Teacher for Child Protection

The Designated Teacher for Child Protection is the first point of contact. The role of the Designated Teacher for Child Protection includes:

- Provision of information to the school body and associated matters
- Liaise with the School SMT.

Referrals:

- Refer cases of suspected abuse or allegations to the Vice Principal and advise on liaison with local police department.
- Act as a source of support, advice and expertise within the educational establishment when deciding on whether to make a referral.

Training:

- Recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Ensure each member of staff has access to and understands the school's child protection policy especially new or part-time staff.
- Ensure all staff have received adequate induction training covering child protection and are able to recognise and report any concerns immediately.
- Be able to keep detailed, accurate and secure written records of referrals/concerns.
- Obtain access to resources and attend any relevant or refresher training courses where available.

Raising Awareness:

- Ensure the school's child protection policy is updated and reviewed annually, and work with the School SMT regarding this.
- Ensure that parents can see a copy of the child protection policy, and that they are alerted to the policy and the fact that referral may be made.

Where children leave the establishment, ensure the child protection concerns are brought to the attention of the new establishment when appropriate (Appendix E Child School transfer form).

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7. Named staff with specific child protection responsibilities

Designated teachers for Child Protection for Primary:

- KG - Teacher
- Key Stage One – Teacher
- Key Stage Two –Teacher

Designated teachers for Child Protection for Secondary:

- Key Stage Three – Teacher
- Key Stage Four – Teacher

Designated support across Primary and Secondary:

- Teacher
- Arabic support

Designated Senior Management person for Child Protection:

- (Vice Principal)

Other staff with child protection responsibilities:

- All teaching staff.
- Support staff reports any concerns to the class teacher or any Child Protection designated person as appropriate.

8. Records and Monitoring

Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within our school. The Designated Teacher for Child Protection is responsible for such records please see Appendix D for Concern forms.

Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. (Pupil records with the registrar will have markers to show that there is sensitive material stored elsewhere.) This is to protect individuals from accidental access to sensitive material by those who do not need to know.

Child protection records are stored securely. With access confined to specific staff, i.e. Designated Teachers for Child Protection and SMT.

Records are kept for all time.

Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. Recording is a tool of professional accountability and is central to safeguarding and protecting children. The school keeps a record of staff child protection training, which is reported to the personnel committee.

It is not always possible to know whether a small or vague concern held today may increase as the days or weeks pass and later form the substance of a child protection referral. For this reason it is vital that concerns are recorded accurately so that they can be monitored and emerging patterns noticed.

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Concerns about children will be recorded on the school's concern tracking sheet (see attached) which will detail the concerns about a child, discussion with the DMS or Deputy DMS and parents or carers and any agreed actions and outcomes. Tracking sheets/Child Protection meeting minutes will be held confidentially, separately from a child's main school/education records. Records will be signed and dated and kept in chronological order. The DMS will ensure that school actions minuted in child protection conferences/strategy meetings are implemented.

9. Vulnerable Children – Supporting Pupils at Risk

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability or are experiencing some form of neglect. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

We aim to support the children in our school by:

- Encouraging a sense of self-worth and assertiveness whilst not condoning bullying and aggression. Bullying in itself may result in the threshold of significant harm being met and we take seriously our responsibility to challenge bullying behaviours in accordance with our anti-bullying policy.
- Promoting a caring and safe environment within the school.
- Providing opportunities through the various key stage curricula, for children to learn strategies to protect themselves ask for help and support and gain confidence in standing up for their rights and valuing and respecting others.
- Working in partnership with other services involved in safeguarding children and notifying as soon as there are significant concerns about a child.

10. Support for Staff

The school recognises that staff as part of their duty to safeguard and promote the welfare of children and young people may hear information, either from the child/young person as part of a disclosure or from another adult that will be emotionally upsetting.

Where a member of staff is emotionally disturbed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Teacher for Child Protection about the support he/she requires.

We recognise that child protection is a difficult and sometimes upsetting subject for those who work with children. Working with a child who has suffered harm or is at risk of harm may be stressful and distressing. We are committed to supporting such staff by providing opportunities for them to talk through their experiences and anxieties with the DMS or a Deputy DMS and to seek further support as appropriate. All staff and volunteers must feel able to raise concerns about poor or unsafe practice; such concerns will be addressed sensitively and effectively.

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We believe that working within a school that has clear child protection policies and procedures also helps to support staff in carrying out their duties and responsibilities effectively.

11. Confidentiality

Confidentiality is an issue which needs to be fully understood by all those working with children, particularly in the context of child protection.

All matters relating to child protection are strictly confidential. We respect the right of families to have information about them dealt with sensitively and confidentially in line with statute and guidance. Child Protection information regarding children in our school will be shared with staff on a strictly need to know basis. A member of staff will 'need to know' information when it is demonstrably to benefit the child. All staff are expected to conform to the school's standards of good professional practice and maintain confidentially appropriately at all times.

All staff must be aware of their responsibility to share information with the Vice Principal and with other agencies in order to protect and safeguard children.

No one in the school may guarantee confidentiality to a parent or carer and must make it clear that information will be shared if there are concerns about the welfare of a child, even if they do not consent to the sharing of information.

No one in the school may guarantee to a child that they will keep a secret and must always make it clear to children in language that is appropriate to the age and understanding of the child, that any information which leads an adult to be concerned that a child is suffering or is at risk of suffering harm will be shared with the DMS in order to take measures to safeguard the child or other children at risk.

12. Other Relevant Policies

The School Body's responsibility for safeguarding the welfare of children goes beyond pure child protection. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Positive Behaviour
- Anti-Bullying
- Physical Intervention/Restraints
- Individual Learning Needs (ILN)
- Educational Visits
- Health and Safety
- Equal Opportunities
- ICT and safe use of the internet
- Extended school activities.

The above list is not exclusive but when undertaking development or planning of any kind the school will consider the safeguarding aspects.

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13. Complaints or Concerns Expressed By Pupils

Royal American School recognises that listening to children/young people is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare. We will also seek to ensure that the individual child who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child regularly informed as to the progress of his/her complaint.

14. Recruitment and Selection of Staff

A minimum of two references will be obtained; gaps in an applicant's employment history will be followed up and also if the applicant's last school is not given as a point for references.

15. Promoting the Well-Being of Pupils

The School will promote the well-being of all its pupils as per the United Kingdoms' Education and Inspections Act 2006. Well-being is defined in the Children Act 2004 in terms of:-

- Physical and mental health and emotional well-being;
- Protection from harm and neglect;
- Education, training and recreation;
- The contribution children make to society;
- Social and economic well-being.

The School will promote the five 'Every Child Matters' outcomes and keep under review the contribution the school is making to each of them:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being.

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16. List of Attachments

Appendix A – Summary of Procedures

Appendix B – Signature form

Appendix C – Guidance for Staff – Dealing with Disclosures

Appendix D – Child Protection Concern Form and tracking sheets

Appendix E – Child School Transfer Form

Appendix F – Procedure for allegations against staff

Appendix G – Child protection – information for parents

Appendix H – Definitions and Symptoms of Abuse

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Appendix A**Summary of Procedures**

What you need to do if you have a concern about a child:

1. Make some notes immediately, e.g. record the date, time, place, facts, your observations and the child's verbatim speech. Do not interpret what is seen or heard; simply record the facts. Write these up on a Child Protection Concern Form as soon as possible, before the end of the school day (Copies can be found in respective departments and staffrooms, in the general documents folder on the school server and in the office).
2. Report your concerns to a Designated Member of Child Protection as soon as possible, before the end of the school day and give them a copy of the completed Child Protection Concern Form:
3. The Child Protection Concern Form will be considered immediately and appropriate action will be taken. If appropriate, a referral will be made to ADEC/Social Services by one of the named members of staff. Referrals will be sent electronically following an initial phone call.
4. It is natural to be concerned for the child and you will be advised on the same day of reporting the concern once action has been taken. If you do not get this feedback, you must request it from the DMS who received the concern form or if that's not possible, from one of the other DMS. As the adult who reported the concern, you have a duty of care to ensure that the matter is being handled. The DMS will also keep you informed of progress as appropriate.
5. All child protection notes and referrals will be kept in locked cabinets in the Primary support room next to the Vice Principals Office and in the Head of Pastoral office in secondary.

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Appendix B

Safeguarding and Child Protection Policy

Name:

Position:

Date:

I have read and agree to abide by the Royal American School Child Protection Policy (September 2021 to September 2022, Ratified September 2021).

Signed _____

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Appendix C**Guidance for staff - Dealing with Disclosures**

(Receive, Reassure, React, Record, Remember)

RECEIVE:

- Listen to what is being said, without displaying shock or disbelief.
- Accept what is said.
- Make a note of what has been said as soon as practicable.

REASSURE:

- Reassure the pupil, but only so far as is honest and reliable. For example, don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now'.
- Do reassure and alleviate guilt, if the pupil refers to it. For example, you could say:

"I believe you."

"I am glad you came to me."

"I am sorry this has happened. "

"You're not to blame. You are not alone; you are not the only one this sort of thing has happened to."

"We are going to do something together to get help."

REACT:

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.
- Do not ask 'leading' questions, for example *"what did he do next?"* (This assumes he did!), or *"did he touch your private parts?"* Such questions may invalidate your evidence (and the child's) in any later prosecution in court.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Try to see the matter through yourself and keep in contact with the pupil.

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RECORD:

- Make some very brief notes at the time on any paper which comes to hand, and write them up as soon as possible.
- Do not destroy your original notes in case they are required by a court.

- Record the date, time, place, persons' present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words.
- Draw a diagram or complete a body map to indicate the position of any bruising.
- Record statements and observable things, rather than your 'interpretations' or 'assumptions'.

REMEMBER:

- To follow the school's Child Protection Policy and procedures and share your concerns with the Designated Member of Staff for Child Protection or her deputies.
- Consult with your Designated Child Protection members of staff as appropriate.
- Support the child: listen, comfort, and be available.

Do not promise to keep it a secret as your professional responsibilities may require you to report the matter. If you make this promise to a child and then break it, you confirm to the child yet again that adults are not to be trusted.

REMEMBER: Complete **CONFIDENTIALITY** is essential. ***Share your knowledge only with appropriate professional colleagues.***

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**Appendix D****Concern Form and Tracking Sheets**

Name of child:		Class:	
Reported by:			
Witness:			
Date:	Time:	Location:	
(of observed behaviour / discussion / disclosure)			
Concern/Incident: (to be completed by reporting adult) Note: Please do not interpret what is seen or heard; simply record the facts.			
Skin Map: Note: Any signs of physical injury should be described in detail. Where injuries have been observed, mark on Skin Map recording the location, size and colour.			
Injuries observed - please tick:	Yes	No	
Name of witness to injuries:			
Date injuries seen:			

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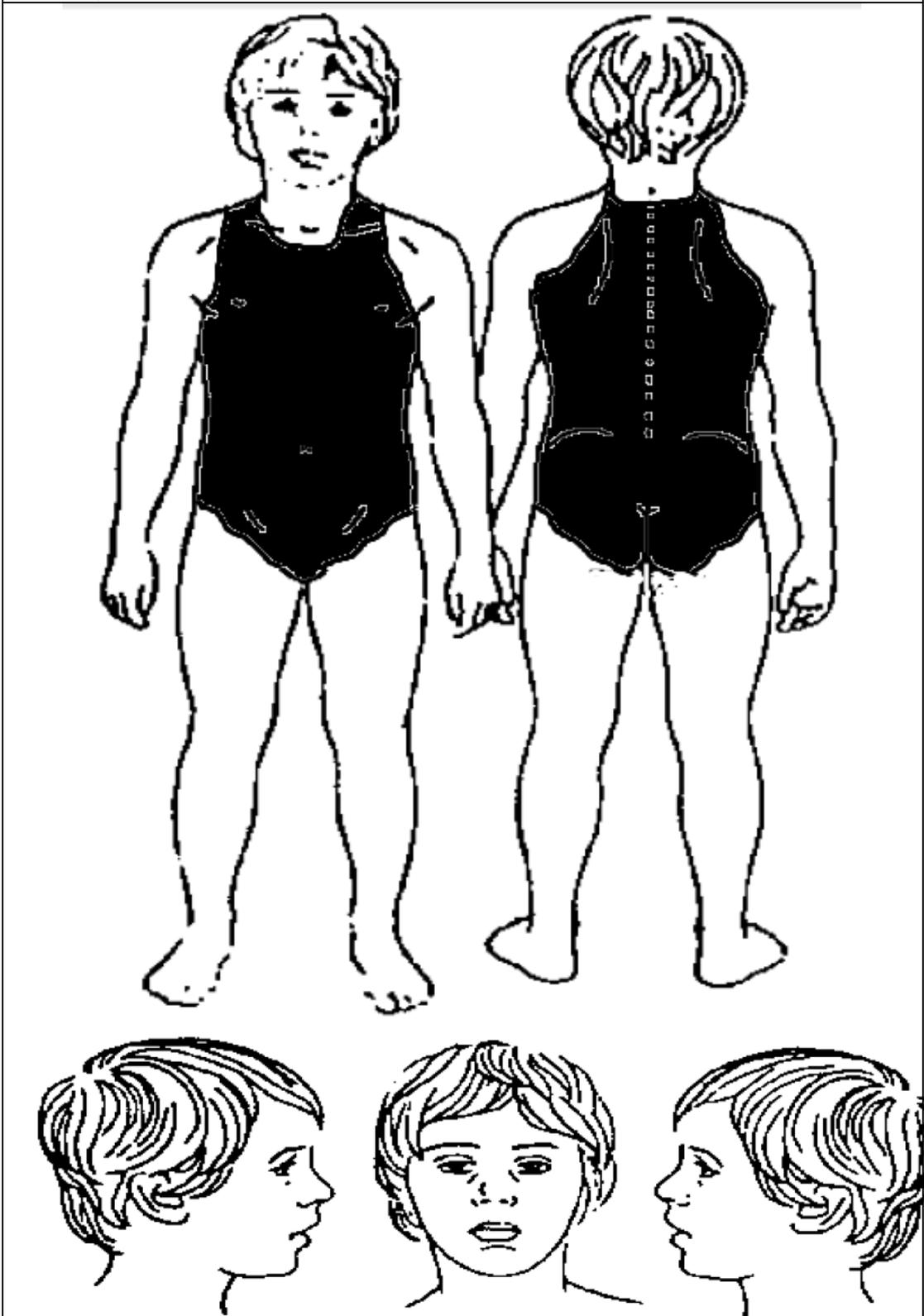
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Appendix D1

Skin Map



Signed (reporting adult):

Date:

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Appendix E

For: Designated Child Protection Officer use		Date	Time:
Name:		:	
Action Taken	By whom	Outcome	
Discuss with child Ensure the child's wishes and feelings are ascertained where appropriate			
Monitoring sheet			
Contact parents Please tick: Telephone call Meeting			
Refer to?			
Other (Please specify)			

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Appendix F**Child School Transfer Form**

Child name:		
Date of Birth:	Date of Arrival:	
Parent/Carer Name:	Parent/Carer Name:	
Address:	Address:	
Telephone number(s):	Telephone number(s):	
Forwarding address:	Forwarding address:	
Destination School:	Telephone:	
Reason for leaving:		
Date of the last day at School:	Start Date at New School:	
Destination School contacted?	Date	Notes
Folder sent?	Date	Notes
SEN or Health Concerns Yes/No		

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Appendix G**Procedure for allegations against staff (including the SMT) and volunteers**

Individual Staff/Volunteers/Other Adults:

- Write a dated and timed note of what has been disclosed or noticed, said or done.
 - Report immediately to the Designated Senior Person (Vice Principal)
 - Pass on the written record.
 - If the allegation concerns the conduct of the SMT, report immediately to ADEC.
 - Pass on the written record.

All allegations against any member of staff will be investigated in accordance with the school disciplinary policy.

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Appendix H**Child protection: safeguarding children – information for parents**

Our school feels it is of the utmost importance to have good systems for protecting children and safeguarding their welfare, throughout all the activities which the school undertakes. This means that staff and volunteers must be alert to possible concerns about every pupil, and to report these in a proper fashion. The school has a safeguarding and child protection policy: parents may request a copy of this.

It is important for parents to be aware that:

Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of abuse.

There are four categories of abuse: physical, sexual, emotional, neglect. In some cases the school may be obliged to refer children to the police.

If you think your child may have been abused you can contact the police directly. If you think the abuse may have happened in school, contact the Principal. If you think your child has been hurt, arrange to visit your doctor. Comfort and reassure your child.

If school staff need to express concerns about a child or refer a child to the police, it is understood that this can cause distress or anger for the child's parents. It is important that all parties – parents and school staff – try to discuss these matters as calmly and sensibly as possible.

For parents' enquiries please contact the Vice Principal.

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Appendix I:**Definitions and Symptoms of Abuse**

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse. The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse.

Physical Abuse:

Actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and factitious illness by proxy. This includes excessive punishment.

Symptoms:

Behaviour changes/wet bed/withdrawal/regression	Cuts and grazes	Aggressive language and use of threats
Finger marks	Violent behaviour during role play	Bruising in unusual areas
Frequent unexplained injuries	Cigarette burns	Changing explanation of injuries
Broken bones	Unwillingness to change clothes	Not wanting to go home with parent or carer
Afraid of physical contact	Cowering	Aggressive language and use of threats

Neglect:

Actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.

Symptoms:

Lack of appropriate clothing	Unkempt hair	Bullying
Dirty	No parental interest	Use of bad language
Cold – complaining of	Not wanting to communicate	Always out at all hours
Body sores	Behaviour problems	Lack of confidence/low self-esteem
Hunger – complaining of	Attention seeking	Stealing
Urine smells	Lack of respect	Jealousy
Unkempt hair	Often in trouble	

School Vision

Become an institution of innovative education for a society of knowledge and global pioneering.

School Mission

To equip its graduates with 21st century skills and a high awareness of themselves, their community and the world. It works to ensure they have the ability to make the right decisions, are actively responsible and have essential world-class skills that allow them to pursue their academic and professional goals.

Sexual Abuse:

Actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. The involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles.

Symptoms:

Inappropriate behaviour – language	Rejecting physical contact or demanding attention	Stained underwear
Withdrawn	Rocking	Bruising/marks in genital area
Change of behaviour	Physical evidence – marks, bruising	Drawing – inappropriate knowledge
Role play	Pain going to toilet, strong urine	Relationships with other adults or children for example, being forward

Emotional Abuse:

Actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. It is important to remember that all abuse involves some emotional ill-treatment.

Symptoms:

Crying	Aggression	Isolation from peers – unable to communicate
Rocking	Behaviour changes	Clingy
Withdrawn	Bribery by parent	Afraid of authoritative figures
Not wanting to socialise	Self-infliction	Treating others as you have been treated
Cringing	Lack of confidence	Picking up points through conversation with children
Bad behaviour	Attention seeking	Isolation from peers – unable to communicate