



St Giles School
Be the best you can be

2016

St Giles School
Pampisford Road
Croydon CR2 6DF

Head Teacher:
Virginia Marshall

Staff Handbook

Mission Statement

At St. Giles we are passionate about learning. Our school community includes and values everyone, working together to achieve in a supportive, caring and professional way. Our enthusiasm and positive energy makes St Giles a truly happy and vibrant place to be.

Pupil Statement

"St Giles is a fun, exciting and friendly place to be, where people smile and feel happy."

Teaching and learning is central to everything that we do.

The first St. Giles' School opened in 1925 and was sited in Thornton Heath. In 1933 the school moved to Featherbed Lane, Addington. Since 1977 it has been housed in its current purpose-built accommodation in Pampisford Road.

St. Giles is a community special school, providing education for children and young people with physical disabilities and complex medical needs aged 4-16 across the ability range and for pupils aged 16-19 with profound and multiple learning difficulties.

All pupils have a statement of SEN which includes a degree of learning difficulty and they are admitted at any point in their school career. If appropriate pupils are helped to transfer to mainstream. Almost all leavers at 16 and PMLD pupils at 19 go onto further education. The catchment area includes the whole of Croydon and adjoining boroughs.

How to contact us:

Phone: 0208 680 2141

Staff absence line:
0208 253 0111

Email:
office@st-gilesschool.co.uk

Web-site:
www.st-gilesschool.co.uk

Accommodation

The building is divided into two main sections on different levels linked by a ramped corridor. The upper level contains the reception area, administration offices, staff room, sensory rooms and 3 classrooms. From here you come to the hall and school kitchen, swimming pool and bases for the Physiotherapists, Speech and Language Therapists, Occupational Therapists and Nursing Team.

The lower level contains Early Years, Primary and Secondary classroom areas. There is also a library and specialist rooms for Music, Art, Science/ICT and DT.

The school is set in its own grounds with a variety of recreation areas for each age group.

School Staff 2016-2017

Head Teacher:
Deputy Head Teacher:

Virginia Marshall
Caroline Horgan

Teaching Staff

Early Years Department

Deborah Richards	Blue Class and Head of Early Years
Lisa Talbot	Pink Class
Debbie Clark	Yellow Class
Rachael Edwards	Orange Class

Primary Department

Sam Inwood-Field	Purple Class and Head of Primary
Febiye Kurum	Green Class and ICT lead
Gemma Blundell	Red Class
Jon Bristow	Gold Class
Joanne Sheldon	Silver Class

Secondary Department

Fiona Bell
Stephen Rhys-Davies*
Clare Rowley
Katie Payne*
Vee McLaughlin
Paul Pearce
Mehreen Begg
Andrew Fruin

Secondary teachers all have class and subject responsibilities

PE and Head of Secondary
SRD & Maths lead
CR, Humanities & RE
SRD & English lead
VM, Art & Pastoral Care lead
MP, Music & Communication lead
MP & PSHE lead
AF & Science

Hazel Earl
Lynne Castle
Sarah Gray
Lesley Mulcahy
Ravi Patel

Parent Support Advisor
HLTA for Computing and Access
Social Care Team lead/ Moving and Handling lead
Pool team lead
ICT Technician

Senior Teaching Assistants

Jenny Burgess - Yellow
James Kerr - PCR
Elaine Burgess - Silver

Gill Kramer - SRD
Jo Tulloch - Purple

Val Connick - VM
Sarah Gough - SRD

* Part time

* Part time (T) Temporary

Teaching Assistants**Early Years****Blue**

Debbie Clark
Maggie Bowes
Marcia Troop
Angel Skipper
Joanna Sheridan

Pink

Jeanette Papanastasiou
Sara Medland
Tanya Searle
James Bowes
Pamela Powell
Landelina Lee

Yellow

Maureen Goodwin
Joanna Brogan
Kim Shepherd
Emma Stradling
Angela Georghiou
Jenny Beauchamp
Hannah Chapman

Primary**Purple**

Jo Tulloch
Carol Uwins
Andrea Bailey
Ivy Robertson
Gill Ellis
Louise Moles

Pupil Care and Support

Mahfuza Choudhury
Lily Darsley
Phyllis Lawton
Dawn Mann
Susy Clarke
Vanessa Clarke
Jenny Chapman
Jenny Beauchamp
Joanne Scarse
Sharon Doherty
Beena Darji
Veena Manjiani
Amy Slayford
Gill Millman
Landelina Lee
Nicola Zerrouki

Green

Brenda Mansworth
Anna Marie Lenzi
Emma Hinton
Jenny Beauchamp
Amy Slayford

Gold

Lorraine Emery
Nadine Morgan
Katarzyna Berkowicz
Sharon Doherty
Jenny Chapman
Sheena Hammond

Red

Peju Obahiagbon
Isolyn Isaacs
Jo Scarse
Kenneth Talbot
Dawn Mann
Lily Darsley

Silver

Elaine Burgess
Louise Monckton
Hayley Mitchell
Tracey Jenner
Sue French
Landelina Lee
Farah Bhoja

Orange

Sue Byrne
Claire Collins
Yanni Carey-Bailey
Liza Greenslade-Money

Administration Team

Lisa Negus	Acting School Business Manager
Diane Robertson	Admin Assistant
Maree Oxnard	Admin Assistant
Donna Hess	Admin Assistant
Joan Campbell	Admin Assistant
Sandy	Admin Assistant
Donna Brown	Cook

Premises team

Ian Harber	Caretaker
Alan Buchman	Asst Caretaker
Hazel Earl	Lorraine Emery
Marcia Troop	Miklos Foldes
Jenny Burgess	Maureen Goodwin

Secondary**AF**

Jo Capper
Claire Piner
Claire Rowlands
Maria Mead

SRD

Jane Constable
Sue Ogleby

VM

Diana Rasulova
Yvonne Chambers

CR

Margaret Booker
James Kerr

MP

Wendy Mullinder
Janine Norris
Janine Rowland
Misfir Al Gamdi
Helen Oliver
Alex Mansworth

Social Care Team

Marisol Ramirez
Angela England
Angela Georghiou
Sylvia Wild

Pool team

Wendy Bevis
Janet Atkins
Janine Norris
Sue Allen
Karan Murphy

Therapy Teams

St Giles is a multi-disciplinary team and includes a wide range of professionals who all work together to support the children and their families. Please see the staffing board for the up to date teams.

Therapy Staff

Nursing Team Leader: Charlotte Jones

The nursing team are responsible for prescribed care such as gastronomy feeds, medication and monitoring oxygen. They also train staff to support medical needs in the classroom where appropriate.

Physiotherapy Team Leader: Erum Asker Husain - Liaison sessions Tuesday 3.30-4.30pm

The physiotherapy team write and review physio programmes for individual pupils. They are linked to classes and give blocks of individual therapy when needed. They train class staff to deliver physio programmes throughout the day. Physio programmes might include use of a standing frame or walker, bench sitting and stretches.

Occupational Therapy Team Leader: Sam Hyde

The OT team look after pupils' seating, fine motor and sensory needs. They provide programmes for pupils when needed and specialist equipment such as hand splints, specialist cutlery and writing tools.

Speech Therapy Team Leader: ? - Liaison sessions Mon, Tues, Wed 8.45-9.15am

The speech therapy team work with class staff to ensure that every child has a communication system—verbal, signing, symbols, communication book or device. They provide some 1-1 and group sessions and support class staff to meet speech and communication needs throughout the school day. They also monitor children who have eating and drinking difficulties to ensure every child is safe.

Plus visiting professionals:

School Paediatrician—Dr Ojo

Orthotist—clinics to provide foot and ankle splints

Wheelchair Clinic

Attendance and Welfare Officer

Advisory Teacher of the Hearing Impaired

Advisory Teacher of the Visually Impaired

Educational Psychologist

Dietician

School Dentist

Induction

During their first term at St. Giles, new staff will receive an induction programme, which will include the following:

- A tour of the school and discussion around your place in the school
- Health and Safety
- Communication
- ICT Training
- Assessment Recording and Reporting
- Planning
- The Curriculum
- Teaching and Learning
- Therapies
- Professional Development and Educational Visits
- Inclusion

Staff Duties & Meetings

- All teaching staff are expected to carry out a number of playground break duties during the week. This may include setting up playground activities. Duties are agreed in each department.
- All staff are on duty for 45 minutes at lunch time. Either 12.10-12.55 supporting lunch or 12.55-1.40 supporting break time. Duties are allocated by the Deputy Head teacher.
- Staff briefings are held each Friday at 8.50am (and 11.55am for MSAs) in the staffroom
- Teaching staff meet each Wednesday from 3.45—5.00pm.
- The Leadership and Management Team meet on Tuesdays after school and fortnightly on Thursday mornings to review safeguarding.
- Heads of departments hold team meetings for teachers and TAs as required.
- Each class team meets at least weekly
- TAs meet termly to discuss general issues and are invited to teaching staff meetings, along with other personnel, as appropriate.
- On Monday lunch times there is an interdisciplinary staff liaison meeting for each class, in rotation throughout the term, to discuss individual pupils.

In-School Communication

The Staff Notice board in the staff room should be consulted by all staff every day. The weekly school diary, briefing notes, teaching cover for the week, school outings, behaviour plans, staff meeting agendas and other important information is displayed here.

The Whole School Development Plan is displayed outside the Head teacher's office

There is a large white-board in the staff room, which is used by all staff to ask questions or to give out information, especially that which needs to be delivered to more than one department. Care must be taken to ensure that sensitive information is not written up.

There is also a small white-board in the staffroom for information about individual pupils.

Outside the school office is a pin board where telephone messages, notes for staff and transport information is posted.

All staff have a work email address which should be checked at least weekly.

Staff post is placed in the pigeon holes in the 'Quiet Room' opposite the headteacher's office.

There are printers/photocopiers in most classrooms and a large photocopier in Reception.

On each classroom wall are red pupil information folders giving information about the child's targets and educational, health, therapy and behavioural needs. Blue Pupil Record Files in each class room contain more confidential information.

Contact With Parents

Home school books and Gilofax files are used to communicate with parents and carers. They should be checked each morning for information from home.

Parents are invited to visit the school, by appointment as well as for twice yearly consultation evenings and to the annual review of the Statement or Education Health and Care Plan.

All parents are encouraged to participate in the events organised by the School and to support if they so wish. There are parent representatives on the Governing Body of the school.

All pupil absences should be reported by parents in writing to the school. Any contact with parents regarding any absence should be noted on the registration sheet as any unexplained absence will result in a letter being generated by the schools SIMS system.

Stock & Requisition

Stock is held centrally in the room opposite the school office. Please complete a requisition form and hand into the office who will respond as quickly as they can to your request.

All teachers are allocated budgets for their class or subject. This money should be accounted for carefully and the finance guidelines followed.

General Conduct

Dress code and appearance All class staff, SCT, swim team and PCSAs support children's personal care, moving and handling and some medical procedures. It is important that you follow good safety and hygiene procedures to keep yourself and the children safe.

In school all staff **must**

- have short, clean nails
- follow good hand hygiene procedures
- wear gloves and aprons when carrying out personal and medical care

Staff **may** wear

- plain rings,
- engagement and eternity rings (but extra care must be taken and these should be taped if necessary)
- small ear rings or studs (this is to minimise risk to the child and the wearer)
- a short necklace (although the school will not be held responsible for breakages)
- a watch (although you may have to remove this to wash above the wrist when carrying out medical procedures)
- stud only facial piercings

Staff may **not** wear

- bracelets
- acrylic nails—these carry high risk of trapping bacteria
- overpowering perfume or body spray

The dress code is smart casual, but professional. Washable, stretchy clothing and flat, soft shoes are very appropriate. Knee length, smart shorts may be worn in hot weather. Staff may wear sports clothes and trainers for PE lessons.

No flipflops, vest tops, low tops, jeans, shorts, revealed midriffs, mini skirts or t-shirts with inappropriate slogans or graphics. Leggings should be worn with skirts or tunic tops over the top. Open toed sandals are worn at the owners risk.

Swimming lessons All staff supporting pupils on the poolside must wear soft soled shoes that are worn solely for poolside activities. Outdoor shoes must never be worn. Staff working in the pool area should be aware of the high temperature and ensure they have plenty of water to drink.

Mobile phones must be switched off during lesson times and may only be used in the staff room, offices and outside school. A telephone for staff use is available in the staff office (contributions for personal calls to the school office please).

Staff refreshments Staff provide their own tea or coffee and milk. Food should be stored in the staffroom fridge not the DT room fridges. All crockery and cutlery must be washed up and put away.

School Meals All staff are welcome to take advantage of the school's catering facilities. A varied range of meals, promoting Croydon's healthy eating policy, is available each day at a standard charge. School lunches can be ordered on a daily basis from the office. Staff wishing to purchase meals must set up a Parent Pay account with Lisa in the Finance Office.

Most children have school lunch. Children and staff are encouraged to drink water throughout the day.

Feeding Pupils Many of the children have eating and drinking difficulties, which affect the type of food they can safely eat. Please ensure that you read the child's profile before feeding a child. Feeding profiles can be found in purple folders, wherever that child eats / drinks. If you have any queries or concerns, please do not hesitate to speak to any of the speech and language therapists.

Personal care of students should be carried out in a dignified manner. See Intimate care policy.

Staff sickness Staff are requested to phone the school 0208 253 0111 as early as possible if they are going to be away sick, stating, if known, how long they will be absent for. When staff return to school they are asked to report their return to work to the office and to complete an absence form with their line manager. Where possible teachers should email or text their planning for the day.

Car parking on the school premises is very limited. Staff requiring a parking place, are to speak to the Deputy Head. Until a place becomes available there is parking in one of the side roads near to school.

Smoking is not permitted within the school building or the car park. Please move away from the school. Please extinguish cigarettes carefully and dispose in the assigned bin. After smoking please wash your hands before returning to the classroom.

Staff Fund Staff are asked to contribute £5.00 to the staff fund each year for staff gifts to be sent as and when necessary.

Lockers are available to staff and are located in the staff room. Because of limited availability, staff may be asked to share a locker.

Staff Off-Site Staff going off-site during school hours must sign out and back in on the signing-out form in Reception.

Off-site

Pupils off-site

If a pupil is taken out of school during the school day, for a specific reason e.g. hospital appointment, they must be signed out in the school office and the transport sheet on the pin board completed.

Educational Visits and Off Site Lessons

Teachers wishing to arrange educational visits should consult the Deputy Head at least two weeks prior to the event, in order that information can be circulated to all departments. There is a form in the staff office, which must be filled in when a class is going to be off-site. Contributions from parents are expected to cover costs.

The minibus booking folder is held by the Deputy Head. Please note the outings policy and code of practice for using the minibus in the file. Training is available for staff willing to drive the minibus. Teaching and support staff should be trained in clamping procedures.

The school day

Hours of work

TA1s work from 8.45-3.30 . All other TAs work from 8.45-4.00 or 8.30-3.45. Teachers are expected to be on site from 8.30-4.00 and until 5.00pm on Wednesday.

Pupils may enter the building at 9.00. All pupils wait in the hall and go down to their classes at 9.15am

Breaks - 15 minute morning break managed within each class team. 45 minute lunch break allocated by the Deputy Head teacher. Staff must return punctually from their breaks to support teaching and learning. Pupils have a 15 minute morning break and a 1hr 30min lunch break. Secondary lunch break includes club activities.

Assemblies

Department assemblies are held on Fridays. Teachers are on a rota to lead this once or twice a term.

End of the day

All pupils should be in the hall for 3.30 in their transport lines. Classrooms should be left neat and tidy with chairs stacked to one side to aid cleaning.

All staff (except TA1s) are assigned a transport line. They should ensure all their pupils are present before allowing transport staff to escort the pupils onto the bus. Power chairs should be set to manual before pupils go out onto the loading bay.

Request for training courses

Please complete a training request form (found outside the staffroom) and discuss it with the head teacher. If she agrees she will sign it off so that you can arrange the booking with Lisa in the Finance office. Give the Deputy Head a copy of your request so she can book cover.

Request for leave

Medical and dental appointments should be made in the holidays whenever possible. However sometimes staff must make emergency appointments. If possible these should be at the beginning or end of the day so that learning is not disrupted. We do understand that hospital appointments cannot always be changed.

Holidays should only be taken in the school holidays.

Any requests for leave due to unavoidable medical appointments should be made using the appropriate form (outside the staffroom) and handed to the Deputy Head for authorisation. Special requests for leave should be made **in writing** to the head teacher. All requests for leave will be handled following the Discretionary Leave Policy.

Health & Safety

Everyone is responsible for health and safety in the building. Concerns should be reported to the designated Health and Safety Officer, Karen Shanahan, or to the Caretaker or to the Head Teacher.

Accident / Emergency Procedure

Staff accidents should be reported to a member of the Senior Staff and an accident form completed. Pupil accidents should be referred to a first aider or nurse as appropriate. All head injuries and leg injuries of pupils with spina bifida must be handled by a nurse. All accidents must be written up on an accident form and parents informed by phone or home school book. Accident forms must be handed to the headteacher before the end of the day. In the event of a head injury, no matter how slight, the nursing team should be consulted, the parent rung and a head injury letter sent home. **Nursing emergency number 225.**

First Aiders

There are trained First Aiders throughout the school. See posters in the corridor with details of those in your area.

Fire Drill

New staff should familiarise themselves with procedures posted throughout the school. In the event of fire it is the responsibility of all staff to assist the pupils to leave the building as quickly as possible, using the nearest exit, and to gather in the secondary playground. All Fire Officers must make their way to their area of responsibility. All staff not working with children should leave the building by the **nearest** exit and go to the secondary playground to assist with the children. Fire drills are held at least once a term.

A weekly fire alarm test is carried out every Wednesday at 8.45am.

E-safety

All staff must read the staff user policy and sign the agreement.

Moving & Handling

All staff must make themselves aware of the moving and handling policy. Individual pupil profiles must be followed at all times. Profiles can be found in red folders in classrooms. New staff will receive moving and handling training as soon as possible after their start date. Agency and supply staff can assist with moving and handling but cannot lead a hoisting task. All staff need to ensure that children's limbs (arms/ legs) are kept safe and not protruding when going through doors or other obstacles.

Security

All staff must wear their staff badge in school. There is a coded entry system into the school. Only staff working in the school are given the entry code. This must not be given to other personnel, even if they visit on a regular basis. All visitors, including parents are requested to sign the visitors' book if proceeding further than the office. Staff receiving visitors should check that they have signed in and out. Visitors must wear a visitors badge. **Please do not let visitors into the building, this is the responsibility of the office staff.**

Safeguarding

Everyone is responsible for safeguarding. If you see any practice that concerns you or a child discloses something that worries you or you observe possible signs of abuse you must let the Headteacher know as soon as possible. You will also need to record it on a Cause for Concern form, available in the staffroom, so that the head teacher can follow it up.

All staff receive safeguarding training as part of their induction and then annually in September.

Whistle blowing

If you are concerned about practice in school please follow it up in confidence with a senior leader or governor who will take your concerns seriously and follow them up.

Child Protection Policy - key messages

St Giles is a special school for pupils with physical disabilities, complex medical needs, complex speech and language difficulties and learning difficulties – PMLD, SLD, MLD, aged 4-19.

St Giles believes that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people, by a commitment to practice that protects them.

We recognise that:

- The welfare of the child is paramount
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse. This policy applies to all children and young people.
- Working in partnership with children, young people, their parents and carers and other agencies is essential in promoting young people's welfare.

Code of Behaviour is for all volunteers and staff and volunteers involved in St Giles

You must:

- Treat all children equally and with respect
- Provide an example of good conduct you wish others to follow
- Ensure that, whenever possible, there is more than one adult present during activities with children (or where the staff member or volunteer is under 18) or at least that you are within sight or hearing of others. If you are asked to talk in private ensure someone else knows where you are and leave a door ajar or stay in clear view, always make a note of the conversation, tell the child or young person they are free to leave or stop talking at anytime
- Respect a young person's right to personal privacy/encourage young people and adults to feel comfortable and caring enough to point out attitudes or behaviour they do not like
- Remember that someone else might misinterpret your actions, no matter how well intentioned
- Be aware that physical contact with a child may be misinterpreted
- Recognise that special caution is required when you are discussing sensitive issues with children
- Operate within the organisation's principles and guidance and any specific procedures
- Challenge unacceptable behaviour and report all allegations/suspicions of abuse.

You must not:

- Engage in sexual activity with a young person (even if they are over 18) you have met through your duties within the organisation, this would be an abuse of trust
- Invite a child to your home or arrange to see them outside set activity hours
- Give out personal contact details or contact them unnecessarily outside of activity hours
- Give child gifts personally, any appropriate gifts such as token birthday gifts should come from the organisation. You should not accept gifts from children unless they are small token gifts appropriate to a celebration. All gifts must be reported to your activity leader
- Lend or borrow any money or property
- Allow yourself to be drawn into inappropriate attention-seeking behaviour/ make suggestive or derogatory remarks or gestures in front of children
- Jump to conclusions about others without checking facts
- Either exaggerate or trivialise child abuse issues
- Show favouritism to any individual
- Rely on your good name or that of the organisation or to protect you.
- Believe 'it could never happen to me'
- Take a chance when common sense, policy or practice suggests another more prudent approach
- Allow abusive peer activities e.g. initiation ceremonies, bullying or horse play.

You should give guidance and support to inexperienced helpers. Staff relationships are based on mutual respect and it is everyone's responsibility to ensure a positive working environment.

Supporting toileting

We have no anticipation that the toileting of a child either continent or incontinent should raise any issues of safeguarding as all staff have been DBS checked. Therefore it will be normal practice for one member of staff to be involved in a child's personal care, unless it is highlighted that a higher staff ratio is required due to behavioural, medical or physical concerns. The person attending to a child will always be a member of school staff or a member of Croydon Health Service NHS Nursing Team based in the school. **Students will not be involved in supporting children in this area of care. New staff and agency staff should carry out care with another adult until assessed to be competent as part of their induction.**

At all times staff will be encouraged to remain highly vigilant of any signs of improper practice including the breaching of school policies, as they do for all activities within the school.

If any marks or injuries are noticed on the child during personal care they should be reported to the Head Teacher who is the designated safeguarding lead for the school. Staff must not question the child or carry out any additional examinations. Genital examinations MUST NOT be carried out on the school site.

What to do if you are concerned that a child is being abused

Responding To Patterns of Concern

If you recognise signs of abuse report them as soon as possible to the headteacher who is the designated child protection officer and keep a written record of any physical or behavioural signs or symptoms. The child protection officer will then consult with you and your colleagues and agree how to follow it up.

Normally the Child Protection Officer should ask the parents for their explanation of the concerns and tell them that the school are going to make a referral to Children's Social Care. Members of the Children's Workforce have a duty to act on child welfare concerns and their anonymity cannot be preserved.

However, the school must not talk to the parents about concerns where it would jeopardise the child's safety, for example:

- There are concerns about Sexual Abuse
- The child appears very frightened of their parents and fears reprisals

Recording

When staff become aware of possible abuse, they must make full written record as soon as possible on the Cause for Concern Form outside the Headteacher's office within 24 hours of the situation arising. The designated Child Protection Officer will use this information to record onto a Referral form, or if there is a lot of detail, in a separate appended document.

When you record:

- Distinguish between fact and opinion
- Try to describe what happened fully but succinctly
- Make the recording legible
- Sign and date the recording and ensure your name and designation are clearly typed or printed.

It may be a good idea to record what you have seen on a body map for an accurate record that cannot be misinterpreted. Body maps may also be useful for your first aid records.

You should record only what you can see without removing additional clothing.

Signs & Symptoms of Abuse & Neglect

Signs of Abuse

Recognising child abuse is not easy. It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do however, have both a responsibility and duty, as set out in your organisation's child protection procedures, to act in order that the appropriate agencies can investigate and take any necessary action to protect a child.

The following information should help you to be more alert to the signs of possible abuse.

Physical Abuse

Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern, although this can be more complicated with burns, as these are often delayed in presentation due to blistering taking place some time later.

- Unexplained bruising, marks or injuries on any part of the body
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks,
- Multiple burns with a clearly demarcated edge.
-

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression
- Withdrawn behaviour
- Running away from home.

Emotional Abuse

Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care. Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress

Sexual Abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

It is also important to remember that it not just adult men who sexually abuse children – there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults

Neglect

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- Constant hunger, sometimes stealing food from other children
- Constantly dirty or 'smelly'
- Loss of weight, or being constantly underweight
- Inappropriate clothing for the conditions.

Changes in behaviour which can also indicate neglect may include:

- Complaining of being tired all the time
- Not requesting medical assistance and/or failing to attend appointments
- Having few friends
- Mentioning being left alone or unsupervised.

