

Fleecefield School Child Protection Policy



Review date: October 2019

Version	Updated by	Reviewed by	Date
1.0	G. Wright DSL	Antoinette Goldwater and Governing Body	27/09/18

Child Protection Policy

Introduction

The Governors and staff of Fleecefield Primary School fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, has a full and active part to play in protecting our pupils from harm.

All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.

The aims of the policy are:

- To support the child's mental health development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.
- To maintain a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults within our school community who have contact with children have been checked as to their suitability as part of the recruitment and selection process, including visitors.

Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in this school.

Procedures

Our school procedures for safeguarding children will comply with the Enfield Safeguarding Children Board (ESCB) procedures. The ESCB have adopted and follow the All London Child Protection Procedures.

We will ensure that:

- We have designated members of staff who undertake regular training every 2 years. Antoinette Goldwater, Alice Bryant, Carly Lafferty, Geraldine Wright (Designated Safeguarding Lead).
- All members of staff develop their understanding of the signs and indicators of abuse and refresh their training every 3 years.
- All members of staff know how to respond to a pupil who discloses abuse.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.

- All staff will have read Part 1 of the Government Guidance *Keeping children safe in education* (September 2018) and *Annex A* further information. This guidance contains references to specific safeguarding issues and provides links to further information as well as providing further information on child sexual exploitation, female genital mutilation, preventing radicalisation, children missing from education, honour based violence and forced marriage
- All staff will have read the school safeguarding and child protection policy and signed that they have understood it.

Our procedures will be regularly reviewed and up-dated

The induction of new members of staff will include safeguarding children procedures in the school. They will be given a copy of the school child protection policy and Part 1 of the Government Guidance **Keeping children safe in education** September 2018 and Annex A as part of their induction into the school.

We provide “refresher sessions” each September to remind staff about key issues and school protocols. Careful records of staff training will be kept and filed within the school’s safeguarding file.

Early Help and Prevention

All staff are responsible for identifying a child who may benefit from ‘Early Help’. ‘Early Help’ means providing support as soon as a problem emerges at any point or stage of development of a child’s life. Staff should discuss ‘Early Help’ requirements with the designated Lead. Staff may be required to contribute in an ‘Early Help’ assessment. We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

Staff Training

All staff must receive training with regular updates and refresher sessions to ensure that safeguarding is always given a high priority in our school. Staff briefings and INSETs are also used to update staff on safeguarding procedures or to look at serious cases reviews. Our school website and newsletters have safeguarding updates to support parents to safeguard pupils in their care. All staff training ensures that they understand the difference between a concern, immediate danger or at risk of significant harm. If staff have any concerns about a child they will need to share this with the Designated Lead. If, a child is in immediate danger or is at risk of harm a referral should be made to children’s social care and/ or the police immediately. All staff are able to make a referral to social care but should always inform the Designated Lead if this action is taken

All staff may raise concerns directly with Children’s Social Care services.

Responsibilities

The designated teacher is responsible for:

- Adhering to the ECSL, LCSB and school procedures with regard to referring a child if there are concerns about possible abuse.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Ensuring that any pupil currently with a Child Protection/Child in Need Plan who is absent without explanation for two days is referred to Social Services.

- All members of staff (paid and unpaid) have the statutory responsibility to safeguard and promote the welfare of children
- Ensuring that all staff receive regular training – the designated teacher and deputy must update their training once every 2 years and all staff should be involved in refresher training once every 3 years.
- Promoting the educational achievement of children who are looked after (DHT)

Governors

Our Child protection governor is Neil Yeoman.

- Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their school are effective and comply with the law at all times.
- Governing bodies of all schools should ensure that their safeguarding arrangements take into account the procedures and practice of the Local Safeguarding Children's Board.
- In the event of allegations of abuse being made against Headteacher, allegations should be reported directly to the Chair of Governors.
- Governing bodies must ensure there is an effective child protection policy in place together with a staff code of conduct.
- Governors should ensure that the policy is updated annually and all staff are aware of expectations set out in the Staff Code of Conduct.
- Governing bodies should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of them going missing in future. The school follows the LA policy 'Children Missing from Education'.
- The Governing body must ensure that the school's curriculum teaches children about how to keep themselves safe, including online. This may include covering relevant issues through personal, social health and economic education (PSHE), and through sex and relationship education (SRE).

Supporting Children

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

We also recognise that children who are looked after have additional vulnerabilities since the most common reason for children becoming looked after is as a result of abuse and/or neglect.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school as identified by designated teacher team:
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Services as soon as there is a significant concern.

- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which 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.

Emotional abuse: 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 cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result 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

Confidentiality

We recognise that all matters relating to Child Protection are confidential.

The Headteacher or designated teacher will disclose any information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets

Preventing Extremism and Radicalisation

The Counter Terrorism and Security Act 2015 "places a duty on specified authorities, including local authorities and childcare, education and other children's services providers to have due regards to the need to prevent people from being drawn into terrorism."

Our broad balanced curriculum promotes the spiritual, moral and cultural development of children and prepares them for the opportunities, responsibilities and experiences of life whilst promoting community cohesion and British Values.

Annual child protection training includes what to do if a child is at risk of radicalisation.

Radicalisation

The current threat of radicalisation in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. All pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege but is subject to laws and policies governing equality, human rights, community safety and community cohesion.

- We seek to protect children against the messages of all violent extremism.
- When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak to the designated teacher.
- Staff should report concerns on a 'Prevent Duty' report form.
- The school will ensure it follows its duty under section 26 Counter-Terrorism and Security Act 2015
- The school will improve staff's awareness of radicalisation through 'Prevent Training'.
- Our school curriculum promotes the fundamental British values of democracy, the rule of law, in, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (further information on this can be found on the school website under ethos and values).

Specific Safeguarding Issues: Child Sexual Exploitation and Trafficking, Forced Marriage, Female Genital Mutilation (FGM), Peer on Peer Abuse, Honour Based Violence, Sexting , Children Missing in Education

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), sexual violence, sexual harassment and sexting. Additional information regarding peer on peer abuse is in Annex A.

- The school keeps itself up-to-date with the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Our staff are supported to recognise warning signs and indicators in relation to specific issues, including such issues in an age-appropriate way in their curriculum.
- The school works with and engages our families and communities to talk about such issues.
- Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our designated Child Protection Team will seek and obtain specific advice and guidance as necessary.
- The school will engage experts and uses specialist material to support the safeguarding preventative work we do.
- Our policy through the school's values, ethos and behaviour policies provide the basic platform to ensure children are given the support to respect themselves and others, stand up for themselves and protect each other.

Child Sexual Exploitation

This is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating degrading sexual assaults and does not always involve physical contact and can happen online.

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties where violence, threats or any other form of coercion is used.

FGM

FGM is a criminal offence – it is child abuse and a form of violence against women and girls, and therefore should be treated as such. FGM is illegal in the UK. FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls. FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death. Our Attendance Officer is a Designated Child Protection Officer and undertakes training relating to Child Protection. This includes following Enfield's procedures relating to FGM.

This includes following up any extended periods of leave requested for a pupil from a practicing community and being vigilant to last minute notifications of absence for vulnerable children.

All staff receive training on how to spot the signs of FGM and how to be vigilant so that this can be prevented. The Serious Crime Act 2015 places a statutory duty upon **teachers** to report to the police where they discover that FGM appears to have been carried out on a girl under 18.

School Procedures with regards to Peer on Peer Abuse

All staff must be aware safeguarding issues can manifest themselves via peer on peer abuse. This is likely to include, bullying (including cyber bullying), gender based violence/sexual assaults and sexting. **Sexting** is when someone sends or receives a sexually explicit text, image or video. Pressurising someone into sending nude selfies, pictures or sharing someone's picture without their permission even if it's a friend is wrong and even illegal. Being touched in a sexual way that makes you uncomfortable, being pressurised to send naked pictures or being made to sexually stimulate yourself or others is illegal.

The school will follow the procedures set out in this policy to safeguard pupils against peer on peer abuse and promote open conversations through our PHSE programme. Staff will also follow all cases of bullying through the procedures set out in our 'Anti Bullying' policy. Raising awareness with all pupils about the effects of peer on peer abuse is essential and we ensure pupils have a voice in the school to raise concerns. Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's **anti-bullying procedures** where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We recognise the gendered nature of some peer on peer abuse.

Honour Based Violence (HBV)

This encompasses crimes which have been committed to protect or defend the honour of the family and /or community, including FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse.

Sexting: sexting is defined as **the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18**. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'.

'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

What to do if an incident involving 'sexting' comes to your attention

Report it to your Designated Safeguarding Lead (DSL) immediately.

🚫 **Never** view, download or share the imagery yourself, or ask a child to share or download – **this is illegal.**

☒ If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.

☒ **Do not** delete the imagery or ask the young person to delete it.

☒ **Do not** ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.

☒ **Do not** share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.

☒ **Do not** say or do anything to blame or shame any young people involved.

☒ **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

This advice is taken from UK Council for Child Internet Safety

For further information

Download the full guidance *Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People* (UKCCIS, 2016) at www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis.

Children Missing Education: The school follows the procedures outlined in Annexe A of Keeping Children Safe in Education with regards to children missing education.

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Supporting Staff

We recognise that staff working in school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

At Fleecefield we aim to maintain a team of 3 designated teachers. This enables designated teachers the opportunity to talk through and share anxieties and procedures

Allegations against staff and volunteers

We understand that a pupil may make an allegation against a member of staff or volunteers. If such an allegation is made, the member of staff or volunteers receiving the allegation will directly relay this concern to the Headteacher

The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with the Enfield's Lead Officer for Safeguarding and Child Protection.

The school will follow the All London Child Protection Procedures for managing allegations against staff. (A copy of which will be made available in the school.)

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

All staff may raise concerns directly with Children's Social Care services.

Staff can also contact the NSPCC with any concerns telephone 0808 800 5000.

SEND and LAC Pupils (Special educational needs and disabilities, Looked after children)

It is essential that all staff are vigilant when monitoring the health and well-being of all SEND pupils.

Evidence from research confirms that disabled pupils are particularly vulnerable to abuse and/or neglect.

All staff must raise any concerns of SEND pupils using the procedures set out in this policy for all pupils.

LAC are another vulnerable group therefore the Designated Lead will liaise with the Virtual Schools Headteacher to ensure they are safeguarded from harm.

Physical Intervention

Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Behaviour and Bullying

Our Behaviour Policy is set out in a separate policy and acknowledges that to allow or condone bullying including cyber-bullying may lead to consideration under child protection procedures.

Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Prevention and Early Help

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for PSHE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- All volunteers and governors will have an enhanced DBS.

Health and Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

At Fleecefield Primary School we will therefore establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to. We will ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty. Our curriculum will provide opportunities for PHSE, which will support all pupils to equip them with the skills they need to, stay safe from harm and to know to whom they should turn to for help.

E-Safety

Our E Safety policy, is a separate document which recognises the need to have strategies to protect children in the digital world.

What to do if you are worried about the safety of a child? Report it now

All children and young people have the right to live in safety, without emotional cruelty, neglect, violence or sexual abuse. If you are worried about a child please tell us about your concerns so that we can help.

Contact.

The Assessment Team

Charles Babbage House

1 Orton Grove

Enfield

EN1 4TU

Email; childreninneedservices@enfield.gov.uk

Telephone 0202 8379 2507 or out of office hours on 0208 379 1000

Related policies include

- Behaviour policy Anti-Bullying policy
- Managing medicines policy EYFS Policy
- Race equality policy Safeguarding policy
- Staff Code of Conduct E Safety Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Intimate Care Policy
- Health and Safety Policy

APPENDIX A - Procedures for designated teachers and CPD

APPENDIX A

Fleecefield Primary School

Designated Teacher Procedure

The designated teachers are: Antoinette Goldwater, Gerry Wright, Alice Bryant and Carly Lafferty.

Designated teachers receive updated training every 2 years, run by the Enfield Safeguarding Children Board.

All staff are reminded of their responsibilities around safeguarding as part of the new school year induction. There are a number of policies that the staff are required to sign to say that they have been read and understood. The Child Protection Policy is one of them.

All staff undertake formal training on child protection procedures and responsibilities every 3 years.

All adults working in the school are expected to log any event, comments or behaviours that cause concern. There is an identified proforma (Appendix A) for this purpose. Adults are trained to give this referral priority and pass on to one of the designated teachers. Photocopies of forms are not kept.

It is the responsibility of the designated teacher to identify any course of action to be taken. Staff involved with the child, as a result of any decision made, may be requested to provide information about the child's attendance, behaviour, achievement, social and emotional state. This information is required to complete appropriate forms and engage in a dialogue with Children's Services or other agencies.

Logging of Concern forms are filed under Phases in one of the following sections; Child Protection, Behaviour, Bullying, Welfare and Safeguarding, Discriminatory Behaviour. The designated teacher will check whether any other concerns have been logged before deciding on a course of action. This may well be decided in consultation with other designated teachers.

The following codes are used to identify actions taken: R = Read it and filed, M = Monitor situation, A = Taking action (e.g. seeing parents, referring to outside agencies, CP referral to Social Services). The forms are dated and signed by the designated teacher dealing with the referral.

Designated teachers or Lead Teachers for Inclusion (SEND) attend case conferences, professional meetings or multi-agency meetings in order to reduce anxiety for class teachers.

The Designated Teacher Team meets every two weeks and the DSL keeps them informed about the current concerns and referrals. The team review child and family support.

Beyond the Leadership Team, information is shared on a 'need to know' basis. This is to ensure that children are appropriately supported.

* Assistant Headteacher for Inclusion is also Designated Lead Professional for 'Children Looked After'

FLEECEFIELD PRIMARY SCHOOL LOGGING OF CONCERN

Name of Child:	Class	Date	Time	Location;
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FACTS

Please indicate where you have interpreted what you have been told. Use direct quotes, if relevant.

Who is/has been involved?

What happened?

How often/How long ago?

OPINION and/or PREVIOUS CONCERNS

Your Name:

Your Job Title:

Name of SLT member to whom you are passing this information:

SLT TO COMPLETE ONLY: Follow up/Consequence/Who/Date/Signature

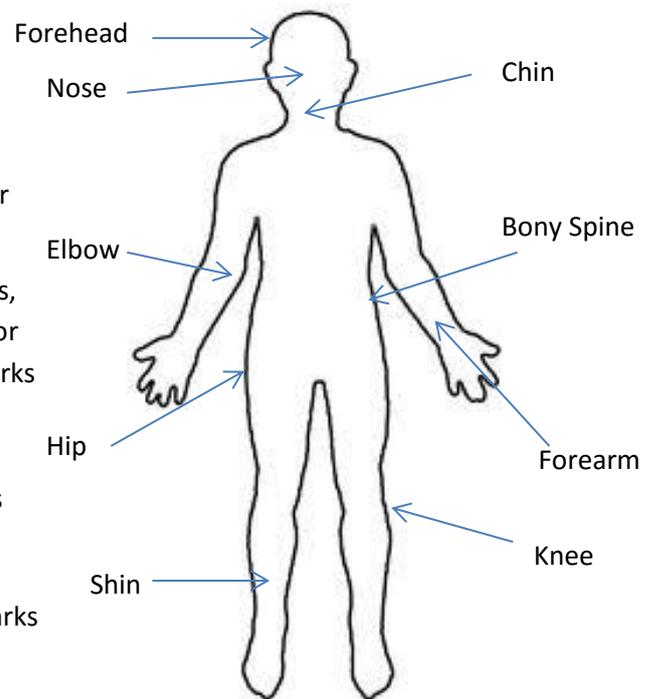
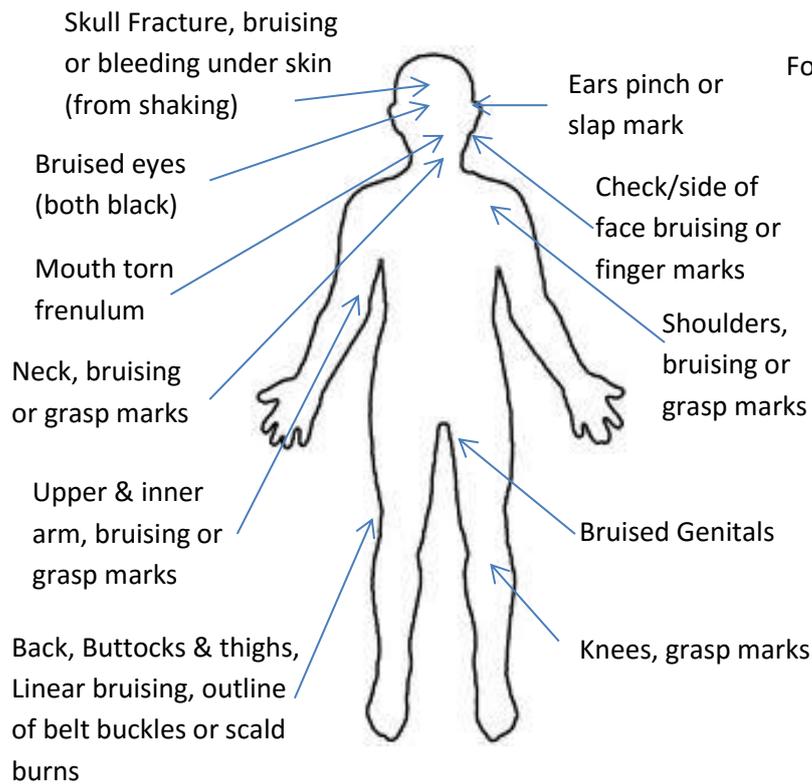
Date:

Signature:

Code:	A	R	M	Other	EHCP	Early Help	Team Around the Family
BEHAVIOUR	BULLYING		WELFARE SAFEGUARDING		DISCRIMINATORY Behaviour incl. racism	CHILD PROTECTION	

Common site for non-accidental injuries

Common sites for accidental injuries



Bruises likely to be:

- Frequent
- Patterned e.g. finger & thumb marks
- Old & new in the same place (note colour)
- In unusual position (see chart)

Consider:

- Developmental level of child & their activities
- May be more difficult to see on darker skin

Burns & scald likely to be:

- Clear outline
- Splash marks around the burn area
- Unusual position e.g. back of hand
- Indicative shapes e.g. cigarette burns, bar of electric fire

Injuries suspicious if:

- Bite marks
- Fingernail marks
- Large and deep scratches
- Incisions e.g. from blades

Fractures likely to be:

- Multiple - healed at different times

Consider:

- Age of child always suspicious in babies under two years old
- Delay in seeking treatment

Sexual abuse may result in:

- Unexplained soreness, bleeding or injury to genital or anal area
- Sexually transmitted diseases e.g. warts, gonorrhoea etc.

Bruises likely to be:

- Few but scattered
- No pattern
- Same colour and age

Consider:

- Age and activity of child e.g. learning to walk
- May be confused with birthmarks or other skin conditions e.g. Mongolian blue spot

Burns & scald likely to be:

- Treated
- Easily explained
- May be confused with other conditions e.g. impetigo, nappy rash etc.

Injuries likely to be:

- Minor or superficial
- Treated
- Easily explained

Fractures likely to be:

- Of arms and legs
- Seldom of ribs except for road traffic accidents
- Rare in very young children
- May rarely be due to 'brittle bone syndrome'

Sexual abuse may result in:

- Injury may be accidental (seek medical opinion)
- Soreness may be nappy rash or irritation e.g. bubble bath
- Anal soreness may be due to constipation or threadworm infestation