



## THIS DOCUMENT INCORPORATES ADULT AND CHILD PROTECTION

### PART 1 - Child Protection Policy

We in **Crea8ing Careers** are committed to a practice, which protects children from harm.

Staff and volunteers in this organisation accept and recognise our responsibilities to develop awareness of issues, which cause children and young people harm.

We will endeavour to safeguard children and young people by –

✍ ✍ Adopting child protection guidelines through a code of behaviour for staff and volunteers.

✍ ✍ Sharing information about child protection and good practice with children, parents, staff and volunteers.

✍ ✍ Sharing information about concerns with agencies who need to know, and involving parents and children appropriately.

✍ ✍ Following carefully the procedures for recruitment and selection of staff and volunteers

✍ ✍ Providing effective management for staff and volunteers through supervision, support and training

We are also committed to reviewing our policy and good practice at regular intervals.

# Child Protection Policy

## CODE OF BEHAVIOUR

### Statement of Intent

It is the policy of ***Crea8ing Careers*** to safeguard the welfare of all children and young people by protecting them from all forms of abuse including physical, neglect, emotional and sexual harm.

This organisation is committed to creating a safe environment in which young people can feel comfortable and secure while engaged in any of ***Crea8ing Careers's*** programmes, training events or workshops. Personnel should at all times show respect and understanding for individual's rights, safety and welfare, and conduct themselves in a way that reflects the ethos and principles of ***Crea8ing Careers*** as exemplified through guidelines below.

### Guidelines for all ***Crea8ing Careers*** staff and volunteers

#### ATTITUDES

Staff and volunteers should be committed to

- Treating children and young people with respect and dignity.
- Always listening to what a child or young person is saying
- Valuing each child and young person
- Recognising the unique contribution each individual can make
- Encouraging and praising each child or young person

#### BY EXAMPLE

Staff and volunteers should endeavour to

- Provide an example, which we would wish others to follow
- Use appropriate language with children and young people and challenge any inappropriate language used by a young person or child or an adult working with young people.
- Respect a young person's right to privacy

#### ONE TO ONE CONTACT

Staff and volunteers should

- In the event of having to meet with an individual child or young person make every effort to keep this meeting as open as possible.
- If privacy is needed, ensure that other staff are informed of the meeting and its whereabouts
- Not spend excessive amounts of time alone with children, away from others

#### PHYSICAL CONTACT

Staff and volunteers should never

Engage in sexually provocative or rough physical games, including horseplay  
Do things of a personal nature for a child or a young person that they can do for themselves. If such an incident arises, for example, where a child or young person has limited mobility, **Crea8ing Careers** staff should seek a member of school staff or leader of the youth organisation to deal with such an incident  
Allow, or engage in, inappropriate touching of any kind

## GENERAL

Staff and volunteers should

Be aware that someone might misinterpret our actions no matter how well intentioned

Never draw any conclusions about others without checking the facts

Never allow ourselves to be drawn into inappropriate attention seeking situations such as tantrums or crushes

Never exaggerate or trivialise child abuse issues or make suggestive remarks or gestures about, or to a child or young person, even in fun

Keep a written record of any injury that occurs, along with details of any treatment given

## RELATIONSHIPS

Staff and volunteers

who are involved in relationships with other members of staff or volunteers should ensure that their personal relationships do not affect their role within **Crea8ing Careers** or the work of **Crea8ing Careers**.

## SHARING INFORMATION ABOUT CHILD PROTECTION AND GOOD PRACTICE WITH, CHILDREN, STAFF AND VOLUNTEERS

Good communication is essential in any organisation. In **Crea8ing Careers** every effort will be made to assure that, should individuals have concerns, they will be listened to and taken seriously.

It is the responsibility of the management to ensure that information is available to, and exchanged between all those involved in this organisation and its activities. Some information is confidential and should only be shared on a strictly need-to-know basis.

### Children and young people

Children and young people have a right to information, especially any information that could make life better and safer for them. **Crea8ing Careers** will act to ensure they have information about how, and with whom, they can share their concerns, complaints and anxieties.

When sharing information, **Crea8ing Careers** personnel will be sensitive to the level of understanding and maturity, as well as to the level of responsibility, of the people with whom they are sharing.

## **Parents**

Parents / persons with parental responsibility are ultimately responsible for their children's welfare at all times, and they should be assured that their children are involved with a credible organisation.

We achieve this by

Publicising information on all our activities and services.

Publishing the named Designated Child Protection Person(s) and how to make a complaint on the internet site [www.crea8ingcareers.com](http://www.crea8ingcareers.com)

Publishing a full copy of the Child Protection Policy on the internet site [www.crea8ingcareers.com](http://www.crea8ingcareers.com)

## **Staff & Volunteers**

As an organisation, which offers support and guidance to children and young people, it is imperative that each member of the **Crea8ing Careers** staff is aware of their responsibilities under the Child Protection legislation and has a working knowledge of **Crea8ing Careers's** procedures. Each member of staff will receive updated training in Child Protection.

## **Other Bodies**

A copy of our Child Protection Policy will be made available to any other appropriate body.

**SHARING INFORMATION ABOUT CONCERNS WITH AGENCIES WHO NEED TO KNOW AND INVOLVING PARENTS AND CHILDREN APPROPRIATELY**

### **PROCEDURE FOR REPORTING ALLEGATIONS OR SUSPICIONS OF ABUSE**

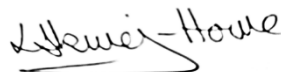
**In any case where an allegation is made, or someone in *Crea8ing Careers* has concerns, a record should be made. Details must include, as far as practical:**

- Name of child or young person
- Age
- Home Address (if known)
- Date of Birth (if known)
- Name/s and Address of parent/s or person/s with parental responsibility
- Telephone numbers if available

- Is the person making the report expressing their own concerns, or passing on those of somebody else? If so, record details
- What has prompted the concerns?  
Include dates and times of any specific incidents
- Has the child or young person been spoken to?  
If so, what was said?
- Has anybody been alleged to be the abuser?  
If so, record details
- Who has this been passed on to, in order that appropriate action is taken? e.g. school, designated officer, social services etc
- Has anyone else been consulted?  
If so, record details

<b>ACTION TAKEN</b>
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**CHILD PROTECTION POLICY**  
**REVIEWED BY: Lynnette Akwei-Howe**  
**DATE: 07/04/2019**



# **PART 2 - Adult Safeguarding Policy**

## **1) Policy Statement**

The policy exists to ensure that Crea8ing Careers implements appropriate arrangements, systems and procedures to ensure that the organization has the right skills, means and resources to protect and safeguard adults.

**Crea8ing Careers recognises safeguarding means protecting an adult's right to live in safety, free from abuse and neglect.**

## **2) Aim**

**The Care Act 2014 provides a definition and framework for Safeguarding Adults**

Safeguarding means protecting an adult's right to live in safety, free from abuse and neglect. It is about people and organizations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action. This must recognise that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear or unrealistic about their personal circumstances.

**The aims of adult safeguarding are to:**

- Stop abuse or neglect wherever possible;
- Prevent harm and reduce the risk of abuse or neglect to adults with care and support needs;
- Safeguard adults in a way that supports them in making choices and having control about how they want to live
- Promote an approach that concentrates on improving life for the adults concerned
- Raise public awareness so that communities as a whole, alongside professionals, play their part in preventing, identifying and responding to abuse and neglect
- Provide information and support in accessible ways to help people understand the different types of abuse, how to stay safe and what to do to raise a concern about the safety or well-being of an adult
- Address what has caused the abuse or neglect

## **3) Legislation - The Care Act 2014**

## **Safeguarding Duties**

The **Care Act 2014** introduced statutory safeguarding duties. The safeguarding duties apply to an adult who:

- (a) Has needs for care and support (whether or not the authority is meeting any of those needs),**
- (b) Is experiencing, or is at risk of, abuse or neglect, and**
- (c) As a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it.**

## **4) Key Principles for adult safeguarding**

In the safeguarding of adult (*Insert the name of your organisation*) are guided by the principles set out in The Care Act 2014 (See Appendix Two) and aim to demonstrate and promote these principles in our work

- **Empowerment** – People being supported and encouraged to make their own decisions and informed consent
- **Prevention** – It is better to take action before harm occurs.
- **Proportionality** – The least intrusive response appropriate to the risk presented.
- **Protection** – Support and representation for those in greatest need.
- **Partnership** – Local solutions through services working with their communities.
- Communities have a part to play in preventing, detecting and reporting neglect and abuse.
- **Accountability** – Accountability and transparency in delivering safeguarding.

## **5) Recognising the signs of abuse**

Staff / volunteers may be particularly well-placed to spot abuse and neglect, the adult may say or do things that hint that all is not well. It may come in the form of a complaint, or an expression of concern. Everyone within the organisation should understand what to do, and where to go locally to get help, support and advice. It is vital that everyone within the organisation is vigilant on behalf of those unable to protect themselves, including:

- Knowing about different types of abuse and neglect and their signs
- Supporting adults to keep safe
- Knowing who to tell about suspected abuse or neglect and
- Supporting adults to think and weigh up the risks and benefits of different options when exercising choice and control.

*The Care Act 2014* (See Appendix Two) defines the following areas of abuse and neglect; they are not exhaustive but are a guide to behaviour that may lead to a safeguarding enquiry. This includes:

### **Physical abuse**

The physical mistreatment of one person by another which may or may not result in physical injury, this may include slapping, burning, punching, unreasonable confinement, and pinching, force-feeding, misuse of medication, shaking, inappropriate moving and handling.

- **Signs and indicators**

Over or under use of medication, burns in unusual places; hands, soles of feet, sudden incontinence, bruising at various healing stages, bite marks, disclosure, bruising in the shape of objects, unexplained injuries or those that go untreated, reluctance to uncover parts of the body.

### **Sexual abuse**

Any form of sexual activity that the adult does not want and or have not considered, a sexual relationship instigated by those in a position of trust, rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.

- **Signs and indicators**

Signs of being abused may include recoiling from physical contact, genital discharge, fear of males or female, inappropriate sexual behaviour in presence of others, bruising to thighs, disclosure, and pregnancy. Abusers may take longer with personal care tasks, use offensive language, work alone with clients, or show favouritism to clients.

### **Financial or material abuse**

Financial or material abuse – including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits

- **Signs and indicators**

This may include not allowing a person to access to their money, not spending allocated allowance on the individual, denying access to their money, theft from the individual, theft of property, misuse of benefits. There may be an over protection of money, money not available, forged signatures, disclosure, inability to pay bills, lack of money after payments of benefits or other, unexplained withdrawals. An abuser may be evasive when discussing finances, goods purchased may be in the possession of the abuser, there may be an over keenness in participating in activities involving individuals money

### **Psychological and/or Emotional abuse**

This abuse may involve the use of intimidation, indifference, hostility, rejection, threats of harm or abandonment, humiliation, verbal abuse such as shouting, swearing or the use of discriminatory and or oppressive language. A deprivation of contact, blaming, controlling, coercion,



harassment, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks. There may be a restriction of freedom, access to personal hygiene restricted, name calling, threat to withdraw care or support, threat of institutional care, use of bribes or threats or choice being neglected

- **Signs and indicators**

Stress and or anxiety in response to certain people, disclosure, compulsive behaviour, reduction in skills and concentration, lack of trust, lack of self-esteem, someone may be frightened of other individuals, there may be changes in sleep patterns

### **Neglect and acts of omission**

Behaviour by carers that results in the persistent or severe failure to meet the physical and or psychological needs of an individual in their care. This may include ignoring medical, emotional or physical care needs, failure to provide access to appropriate health-care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating, wilful failure to intervene or failing to consider the implications of non-intervention in behaviours which are dangerous to them or others, failure to use agreed risk management procedures, inadequate care in residential setting, withholding affection or communication, denying access to services,

- **Signs and indicators**

There may be disclosure. Someone being abused may have low self-esteem, deterioration, depression, isolation, continence problems, sleep disturbances, pressure ulcers. There may be seemingly uncertain attitude and cold detachment from a carer, denying individuals request, lack of consideration to the individuals request, denying others access to the individual health care professionals

### **Self-neglect**

This covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding.

### **Discriminatory Abuse**

This includes forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation, and religion or health status and may be the motivating factor in other forms of abuse. It can be personal, a hate crime or institutional.

- **Signs and indicators**

There may be a withdrawal or rejection of culturally inappropriate services e.g. food, mixed gender groups or activities. Individual may simply agree with the abuser for an easier life, there may be disclosure, or someone may display low self-esteem. An abuser may react by saying " I treat

everyone the same”, have inappropriate nick names, be uncooperative, use derogatory language, or deny someone social and cultural contact.

### **Institutional or Organisational Abuse**

Neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one’s own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

- **Signs and indicators**

This may include a system that condones poor practice, deprived environment, lack of procedures for staff, one commode used for a number of people, no or little evidence of training, lack of staff support/supervision, lack of privacy or personal care, repeated unaddressed incidents of poor practice, lack of homely environment, manager implicated in poor practice. There may be a lack of personal clothing, no support plan, lack of stimulation, repeated falls, repeated infections, unexplained bruises/burns, pressure ulcers, unauthorised deprivation of liberty. Abusers may have a lack of understanding of a person’s disability, misuse medication, use illegal controls and restraints, display undue/inappropriate physical intervention, and inappropriately use power/control.

### **Domestic abuse**

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Sexual
- Financial
- Emotional

A new offence of coercive and controlling behaviour in intimate and familial relationships was introduced into the **Serious Crime Act 2015**. The offence will impose a maximum 5 years imprisonment, a fine or both.

- **Signs and indicators**

May include many of those indicators listed under previous categories in this document, including unexplained bruising, withdrawal from activities, work or volunteering, not being in control of finances, or decision making

### **Modern slavery**

Encompasses slavery, human trafficking, and forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

- **Signs and indicators**

There may be signs of physical or psychological abuse, victims may look malnourished or unkempt, or appear withdrawn. Victims may rarely be allowed to travel on their own, seem under the control, influence of others, rarely interact or appear unfamiliar with their neighbourhood or where they work. They may be living in dirty, cramped or overcrowded accommodation, and / or living and working at the same address. Victims may have no identification documents, have few personal possessions and always wear the same clothes day in day out. What clothes they do wear may not be suitable for their work. People may have little opportunity to move freely and may have had their travel documents retained, e.g. passports. They may be dropped off / collected for work on a regular basis either very early or late at night. Victims may avoid eye contact, appear frightened or hesitant to talk to strangers and fear law enforcers for many reasons, such as not knowing who to trust or where to get help, fear of deportation, fear of violence to them or their family.

### **Radicalisation to terrorism**

The Government through its PREVENT programme has highlighted how some adults may be vulnerable to radicalisation and involvement in terrorism. This can include the exploitation of vulnerable people and involve them in extremist activity. Radicalisation can be described as a process, by which a person to an increasing extent accepts the use of undemocratic or violent means, including terrorism, in an attempt to reach a specific political/ideological objective. Vulnerable individuals being targeted for radicalisation/recruitment into violent extremism is viewed as a safeguarding issue.

- **Signs and indicators**

May include being in contact with extremist recruiters. Articulating support for violent extremist causes or leaders. Accessing violent extremist websites, especially those with a social networking element. Possessing violent extremist literature. Using extremist narratives to explain personal disadvantage. Justifying the use of violence to solve societal issues. Joining extremist organisations. Significant changes to appearance and/or behaviour.

### **Who might abuse?**

Abuse of adults at risk, may be perpetrated by a wide range of people including relatives, family members, professional staff, paid care workers, volunteers, other service users, neighbours, friends and associates, people who deliberately exploit vulnerable people and strangers.

Incidents of abuse may be one-off or multiple, and affect one person or more. Professionals and others should look beyond single incidents or individuals to identify patterns of harm.

**Patterns of abuse vary and include:**

- Serial abusing in which the perpetrator seeks out and 'grooms' individuals. Sexual abuse sometimes falls into this pattern as do some forms of financial abuse;
- Long-term abuse in the context of an ongoing family relationship such as domestic violence between spouses or generations or persistent psychological abuse;
- Or opportunistic abuse such as theft occurring because money or jewelry has been left lying around.

### **Promoting Adult Safeguarding within Creating Careers Prevention of abuse**

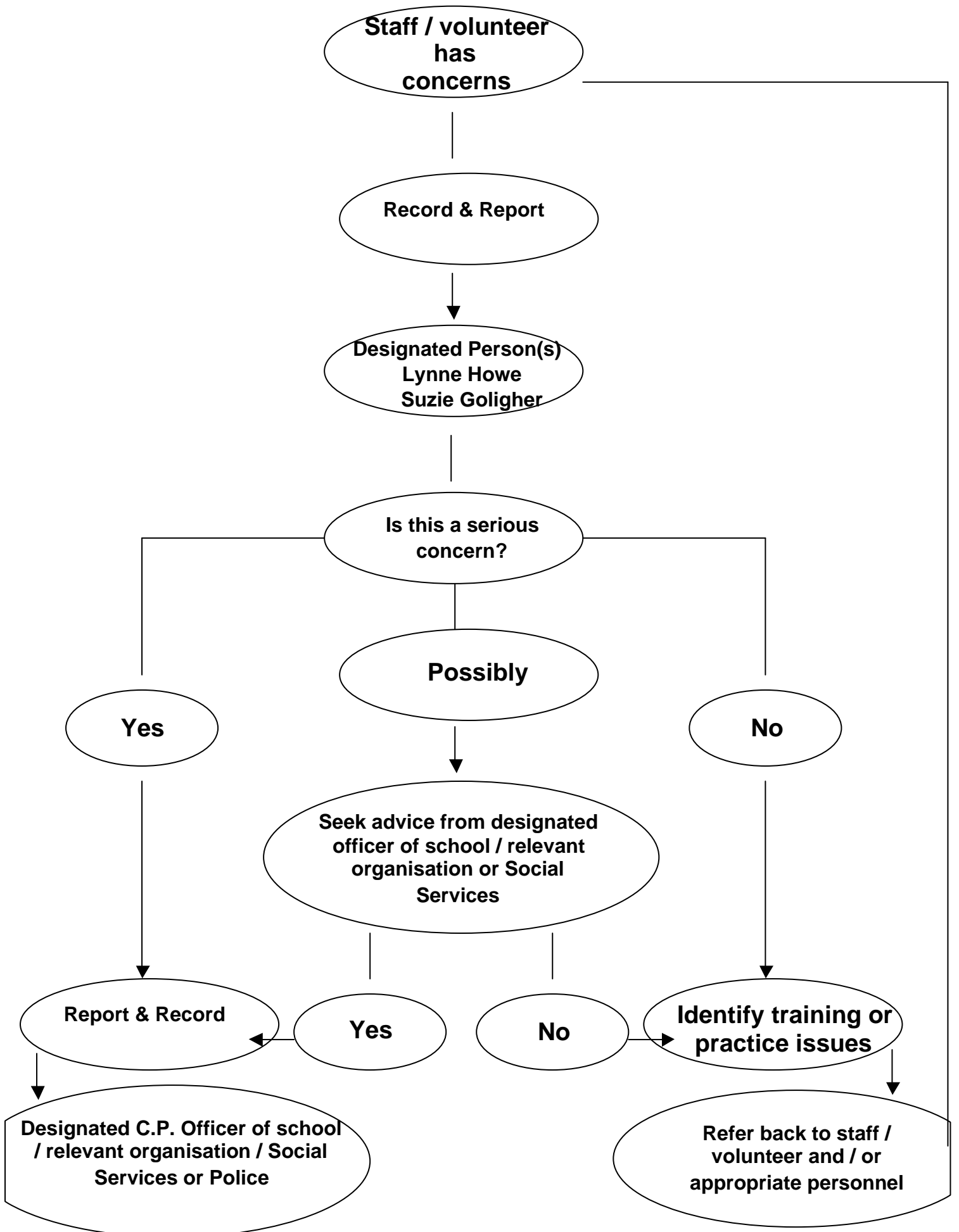
To assist in the prevention of abuse the following factors should be considered:

- Rigorous recruitment practices (including volunteers)
- Internal guidelines for staff
- Training
- Making Safeguarding Personal and empowering service users

**ADULT POLICY**  
**REVIEWED BY: Lynnette Akwei-Howe**  
**DATE: 07/04/2019**

*Lynnette Akwei-Howe*

**REPORTING PROCEDURES (A)**



## DESIGNATED CHILD PROTECTION PERSONS

- For reasons of confidentiality the only person(s) who need to know this information are the following Designated Child Protection Persons

1. Lucy James  
Designated Safeguarding Lead

Crea8ing Careers  
4 Brandon Street  
Birkenhead  
CH41 5HN

020 3143 4824

2. Lynne Howe  
Designated Safeguarding Person

Crea8ing Careers  
4 Brandon Street  
Birkenhead  
CH41 5HN

020 3143 4824

Lynne.howe@crea8ingcareers.com

- The Designated Person(s) will inform the relevant outside organisation of the incident.

### Social Services

Kent Central Duty Team

[social.services@kent.gov.uk](mailto:social.services@kent.gov.uk)

Telephone: 03000 41 11 11

Text relay: 18001 03000 41 11 11

Fax: 01732 221 645

Wirral Central Advice and Duty Team

Mon-Fri, 9:00AM - 5.00PM

Tel. 0151 606 2008

Outside of these hours

Tel. 0151 677 6557

E-mail: [cadtsocialcare@wirral.gcsx.gov.uk](mailto:cadtsocialcare@wirral.gcsx.gov.uk)

## **Allegations**

Initial consultations will be dealt with in the first instance by the Safeguarding Unit Duty Officer. They can be contacted on 0151 6664442

Matters that proceed beyond consultation will be dealt with by Sharon Griffiths, Service Manager ([sharongriffiths@wirral.gov.uk](mailto:sharongriffiths@wirral.gov.uk))

Please ensure referrals are sent

to [sharongriffiths@wirral.gov.uk](mailto:sharongriffiths@wirral.gov.uk) and [KerryWilliams@wirral.gov.uk](mailto:KerryWilliams@wirral.gov.uk)

The Local Authority Designated Officer for Allegations (LADO) must be told of allegations against adults working with children and young people within 24 hours. This includes all cases where a person is alleged to have:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

### **Police**

### **National**

Non – emergency 101

Emergency 999

Ask for Child Protection Unit

– 24 hours

### **NSPCC Help line**

Tel: 0800 800 500 – 24 hours, Freephone

### **Child Line (NI)**

Tel: 0800 1111 - Freephone

## **RECORD-KEEPING**

- All records, information and confidential notes should be kept in separate files in a locked drawer or filing cabinet.
- Only the designated Persons will have access to these files.

## **DISCLOSURE**

- Never guarantee absolute confidentiality, as Child Protection will always have precedence over any other issues.
- Listen to the child, rather than question him or her directly. Offer him / her reassurance without making promises, and take what the child says seriously.
- Allow the child to speak without interruption,

Accept what is said – it is not your role to investigate or question.  
Do not overreact.

- Alleviate feelings of guilt and isolation, while passing no judgement
- Advise that you will try to offer support, but that you must pass the information on.  
Explain what you have to do and whom you have to tell.
- Record the discussion accurately, as soon as possible after the event, Use the child's words or explanations – do not translate into your own words, in case you have misconstrued what the child was trying to say.
- Contact one of the *Crea8ing Careers* Designated Persons for advice / guidance.  
The Designated Person may then discuss the concern / suspicion with the relevant organisation, and, if appropriate, make a direct referral.
- If either Designated Person is not available, or it is inappropriate to approach them, the volunteer / member of staff with the concern should make direct contact with the relevant organisation themselves
- Record any discussions or actions taken within 24 hours.

## **PROCEDURES FOR RECRUITMENT & SELECTION OF STAFF & VOLUNTEERS**

Crea8ing Careers operates employment and supervision procedures that ensure highest priority is given to issues relating to child protection.

Each new member of staff will be required to  
undergo a DBS check as part of our recruitment policy  
provide an existing report within a 3 year date of issue  
be registered with DBS update service for access to new report.

## **EFFECTIVE MANAGEMENT FOR STAFF & VOLUNTEERING THROUGH SUPERVISION, SUPPORT & TRAINING**

Crea8ing Careers encourages the development of staff and volunteers through its on going support, supervision and training.



- INDUCTION

Each new member of staff or volunteer is made familiar with *Crea8ing Career's* policies and procedures including the Child Protection Policy and Code of Behaviour

- APPRAISALS

Each new member of staff undergoes 6 month appraisals

- MENTORING SCHEMES

Each new member of staff is assigned to a mentor for the duration of 1 year. This provides the new member of staff with opportunities to voice concerns and anxieties or to ask questions about their work or the environment in which they are working.

- TRAINING

In *Crea8ing Careers* the management take responsibility for the training needs of staff and volunteers. The individual, however, also plays a part in identifying areas they feel they require training in.

- ANNUAL APPRAISAL

There is an official annual appraisal system for each member of staff.

## Defining Child Abuse

### Introduction

Child abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm, it commonly occurs within a relationship of trust or responsibility and is an abuse of power or a breach of trust. Abuse can happen to a young person regardless of their age, gender, race or ability.

There are four main types of abuse: **physical abuse, sexual abuse, emotional abuse and neglect**. The abuser may be a family member, someone the young person encounters in residential care or in the community, including sports and leisure activities. Any individual may abuse or neglect a young person directly, or may be responsible for abuse because they fail to prevent another person harming the young person.

Abuse in all of its forms can affect a young person at any age. The effects can be so damaging that if not treated may follow the individual into adulthood

Young people with disabilities may be at increased risk of abuse through various factors such as stereotyping, prejudice, discrimination, isolation and being powerlessness to protect themselves or adequately communicate that abuse had occurred.

### Types of Abuse

- **Physical Abuse:** where adults physically hurt or injure a young person e.g. hitting, shaking, throwing, poisoning, burning, biting, scalding, suffocating, drowning. Giving young people alcohol or inappropriate drugs would also constitute child abuse.

This category of abuse can also include when a parent/carer reports nonexistent symptoms or illness deliberately causes ill health in a young person they are looking after. This is called Munchausen's syndrome by proxy.

- **Emotional Abuse:** the persistent emotional ill treatment of a young person, likely to cause severe and lasting adverse effects on the child's emotional development. It may involve telling a young person they are useless, worthless, unloved, inadequate or valued in terms of only meeting the needs of another person. It may feature expectations of young people that are not appropriate to their age or development. It may cause a young person to be frightened or in danger by being constantly shouted at, threatened or taunted which may make the young person frightened or withdrawn.

Ill treatment of children, whatever form it takes, will always feature a degree of emotional abuse.

Emotional abuse in a musical setting may occur when the young person is constant criticised, given negative feedback, expected to perform at levels that are above their capability. Other forms of emotional abuse could take the form of name calling and bullying.

- **Bullying** may come from another young person or an adult. Bullying is defined as deliberate hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. There are three main types of bullying.

It may be physical (e.g. hitting, kicking, slapping), verbal (e.g. racist or homophobic remarks, name calling, graffiti, threats, abusive text messages), emotional (e.g. tormenting, ridiculing, humiliating, ignoring, isolating from the group), or sexual (e.g. unwanted physical contact or abusive comments).

- **Neglect** occurs when an adult fails to meet the young person's basic physical and/or psychological needs, to an extent that is likely to result in serious impairment of the child's health or development. For example, failing to provide adequate food, shelter and clothing, failing to protect from physical harm or danger, or failing to ensure access to appropriate medical care or treatment.

Refusal to give love, affection and attention can also be a form of neglect.

- **Sexual Abuse** occurs when adults (male and female) use children to meet their own sexual needs. This could include full sexual intercourse, masturbation, oral sex, anal intercourse and fondling. Showing young people pornography or talking to them in a sexually explicit manner are also forms of sexual abuse. Child Sexual Exploitation and Female Genital Mutilation are also forms of sexual abuse.

## Indicators of Abuse

Even for those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may occur or has already taken place. Most people are not experts in such recognition, but indications that a child is being abused may include one or more of the following:

- unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries
- an injury for which an explanation seems inconsistent
- the young person describes what appears to be an abusive act involving them
- another young person or adult expresses concern about the welfare of a young person
- unexplained changes in a young person's behaviour e.g. becoming very upset, quiet, withdrawn or displaying sudden outbursts of temper
- inappropriate sexual awareness
- engaging in sexually explicit behaviour
- distrust of adult's, particularly those whom a close relationship would normally be expected
- difficulty in making friends
- being prevented from socialising with others
- displaying variations in eating patterns including over eating or loss of appetite
- losing weight for no apparent reason
- becoming increasingly dirty or unkempt

Signs of bullying include:

- behavioural changes such as reduced concentration and/or becoming withdrawn, clingy, depressed, tearful, emotionally up and down, reluctance to go training or competitions
- an unexplained drop off in performance
- physical signs such as stomach aches, headaches, difficulty in sleeping, bed wetting, scratching and bruising, damaged clothes, bingeing e.g. on food, alcohol or cigarettes
- a shortage of money or frequent loss of possessions

It must be recognised that the above list is not exhaustive, but also that the presence of one or more of the indications is not proof that abuse is taking place. It is **NOT** the responsibility of those working at Crea8ing Careers to decide that child abuse is occurring. It **IS** their responsibility to act on any concerns.