

Safeguarding Children and Young People's Procedure

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1. Purpose of Procedure

Safeguarding is concerned with:

- Preventing abuse
- Protecting abused children and
- Making safeguarding personal - a person-centred approach which achieves the outcomes that are in the best interests of the child.

The overall aim of the Safeguarding Children and Young People Procedures is to:

- Ensure the protection from abuse of children and young people with whom Guide Dogs' staff and volunteers and others who come into contact with them through Guide Dogs activities.
- Give appropriate advice to Guide Dogs staff in their dealings with children and young people.
- All children and young people under the age of 18, who receive services from Guide Dogs or otherwise come into contact with Guide Dogs staff and volunteers are deemed to be vulnerable and have the right to be protected from abuse.
- Through their day to day contact with children and young people and direct work with families, all staff and volunteers have a crucial role to play in noticing indicators of possible abuse or neglect. They have a duty to report actual or suspected abuse.
- Guide Dogs acknowledges that its staff and volunteers are not specialists in recognising where abuse may occur, or has already taken place. However, if abuse is suspected advice should always be sought from the Safeguarding team

since all staff and volunteers have a ‘duty of care’ under the law.

- This document provides a framework within which all staff and volunteers and those working with Guide Dogs will operate, in their dealings with children and young people and is underpinned by relevant legislation listed in [Appendix 1](#).

2.Preventing Abuse

While it is not possible to prevent all abuse, there are a number of steps staff and volunteers can take to reduce the risk of abuse occurring. Staff and volunteers should:

- Know what abuse is
- Understand how it can happen
- Be alert to indicators of potential abuse situations
- Know the procedures for reporting concerns and poor practice
- Provide appropriate support for the child
- Maintain a safer working environment

Definitions:

A child or young person in need of protection in England, Northern Ireland and Wales, is someone who has not yet reached their 18th birthday. Once they turn 18, they are legally an adult.

In Scotland the definition of a ‘child’ varies. In most situations, a child is someone who is under 18 particularly around a ‘child in need’ and ‘child protection’. (See [Section 21](#) of Scotland’s National Guidance for Child Protection 2021 for information relating to children 16 and under).

3.Procedure Instructions

Recognising abuse and harm

- Abuse is a violation of an individual’s human and civil rights.
- Abuse may consist of a single act or repeated acts.
- Abuse may be in the form of physical, sexual, emotional or neglect.
- Abuse can take a variety of forms including, bullying, deprivation of liberty, racist abuse, exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation

Staff and volunteers have a duty to report all form of abuse or neglect.

(For detailed **definition** of Abuse - see [Appendix 2](#))

(For detailed **indicators** of Abuse - see [Appendix 3](#))

Children and young people can be abused by anyone with whom they come into contact. Statistically, children are more likely to be abused by someone they know and trust rather than by a stranger. Abuse can also take place in any context. Children may be abused in a family or in an institutional or community setting.

Child protection procedures - Introduction

All forms of abuse perpetrated by both adults and other children or young people, can have an extremely serious impact on children and young people both at the time the abuse but can last a lifetime. Research suggests, children with behaviour and learning difficulties or a disability are at increased risk of some forms of abuse, i.e. sexual abuse and neglect, when compared with children who are not disabled. This means that many of the children with whom Guide Dogs will come into contact will constitute a highly vulnerable group by virtue of their vision impairment, possibly coupled with other disabilities. It is therefore essential that all staff and volunteers are alert to the indicators of abuse and are confident in their knowledge of how to report abuse. By sharing a concern the chances of abuse occurring can be radically reduced or prevented; and where abuse has already occurred, the child or young person can be appropriately protected from further abuse.

4. Child protection concerns

A child protection concern may come to your attention in a number of ways including:

- A child or young person may disclose abuse they have experienced. Children tend to tell someone they know and trust. Sometimes children try to tell adults in a variety of indirect ways; in written form, a letter or story or act out the abuse. They may tell you that the abuse is happening to someone else rather than to them. Or give you just a hint to see how you react.
- Another adult or child may disclose or a family member or colleague sharing their concerns with you.

- Children may exhibit some of the above indicators some of the time this should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or crisis in the family or the birth of a child or a medical condition which may explain psychological changes or impaired development, e.g. withdrawn, tired, sensitive and emotional, learning difficulties. Your knowledge of a child or young person over a period of time may help you to understand whether there is cause for you to be concerned. Careful consideration of all available information is required. Even if the concern is not a child protection matter it may still require some attention or action to promote the welfare of the child or young person. If in any doubt at all about whether or not a child may be the victim of abuse, **always** talk over your concerns with your line manager and report to the Safeguarding Team in Guide Dogs.

5. What to do if you have a concern - responding to actual or suspected abuse

(See [Appendix 4](#) Child Protection Concern Flowchart)

When you have any cause for concern that a child or young person may be, is being, or has been in the past, the subject of abuse, **YOU MUST ALWAYS:**

Recognise

- Take concerns, allegations or disclosures of abuse seriously, however insignificant they may seem.

Respond

- **Act without delay;** the child or young person, or other children or young people may be at risk. If you think that the child or young person may be in danger you should immediately locate your most appropriate line manager or The Safeguarding Team in Guide Dogs or in the partner agency, in order to report your concern. If the child is at immediate risk call 999 and ask for the appropriate service, Police/ Ambulance.
- Give absolute priority to the child or young person's health and safety.
- Respond to the child or young person calmly and with reassurance, so as not to frighten or cause concern.
- **Listen carefully** to what the child tells you. Avoid interrupting and keep questions to an absolute minimum - you are **NOT** investigating. Questioning a child can contaminate evidence and make it impossible for the police to take the action they might need to take in order to protect the child in the longer term or compromise an investigation.
- Do not make assumptions or jump to conclusions either by overreacting or underestimating the extent of concern or danger for the child or young person. Carefully consider all the available information with an open mind.

- **Never promise confidentiality to a child.** Explain that you are not allowed to keep information about a child at risk of harm to yourself. Explain that you may have to tell certain people in order to help the child and to make sure that s/he is safe. If at all possible, keep the child informed about what actions you are taking. (For further information around confidentiality refer to the Safeguarding Children Code of Conduct)

Record

- Make a written record as soon as possible (but not in front of the child)

Report

- As soon as possible (but by the end of the same working day at the latest), you must make a written record of your concerns submitted via [Report a Safeguarding concern](#) or contacting the Safeguarding Team on 03451430199. You may also be required to complete the partner agencies child protection documentation. (refer to their procedures) This must be done whether or not the concern is reported to the Children's Services and/or the Police. Also make a record on the child or young person's file on GDI that a Safeguarding referral has been completed. The Safeguarding Team for Guide Dogs will separately and securely store all records of concern and provide a Safeguarding Reference number which should be recorded on the critical information pages of the child's record /perpetrators personnel record.

N.B. Write your report as factually as possible. This means writing information that can be substantiated in fact. You may include your opinion, but this must always be based on fact. For example, 'Jilly was sobbing and shaking and it seemed to me that she was distressed' rather than 'Jilly seemed upset'. Remember that your record may be used as evidence in court. Do not delay reporting the concern, in order to record the concern. Recording can be completed after reporting the concern.

6. Allegations Against Members of Staff and Volunteers

An allegation may be made against a member of staff or volunteer by a child, young person parent/carer, member of the public or by another member of staff or volunteer. Closely adhering to the Safeguarding Code of Conduct will minimise the chances of a member of staff having an allegation made against them. However, it is impossible to eliminate the risk of such allegations altogether.

[Whistleblowing](#) is the mechanism by which staff and volunteers can voice their concerns about another member of an organisation, in good faith, without the fear of repercussion. All staff and volunteers have a responsibility to bring matters of concern about a colleague's conduct to the attention of the appropriate senior manager, usually your line manager. This is particularly important when the welfare of a child may be at risk.

Where the concern, allegation or disclosure is against the person to whom you have to report, then you must report your concern **immediately** to the Safeguarding Team.

Failure to follow procedure to report a concern will be investigated and may lead to disciplinary action.

You / your line manager (Guide Dogs) has a duty to:

Fact find and collate the information and assess the situation, you must not carry out an investigation or make the decision in isolation, this should always be carried out with The Safeguarding Team.

Immediately contact the Safeguarding Team in Guide Dogs on 03451430199 and, where appropriate, your line manager in the partner agency and agree whether a referral should be made to Children's Services at the local authority and / or the police.

If the situation is deemed not to meet the threshold for a criminal offence the decision may be taken to carry out an internal investigation only (which must be conducted promptly, with full records being kept).

However, where there is still cause for concern, Guide Dogs and/or partner agency must report this to the appropriate Children's Services department / LADO and / or the police. These agencies are specifically charged with undertaking statutory duties relating to children at risk of abuse, including investigation. A reported concern may simply result in advice being given to the person against whom the allegation has been made; or it may go further depending on the context and evidence being offered. All staff must cooperate fully with any subsequent investigation.

It may be necessary to suspend a member of staff or volunteer from duty, if allegations of abuse have been made against them. If this decision is taken, suspension should be actioned promptly to ensure that risk of further abuse is minimised. The decision to suspend should be made in consultation with the

People Services Team / Volunteering and Safeguarding and in line with the Guide Dogs Disciplinary Policy and Procedures for either Staff or Volunteers. Suspension is a neutral act and may be necessary in order to undertake an investigation to determine if the person against whom the allegation has been made is, in fact, a risk.

The Guide Dogs Safeguarding Team will maintain a register of concerns detailing all concerns raised and actions taken. Do not record sensitive information on the child's electronic record of GDI. Information should only be available to those on a need to know basis. You will receive an automated Safeguarding Reference number once you have logged your concern via the Pawtal, This reference number must be placed on the child's GDI critical information page under Safeguarding.

Care must be taken to ensure that records and personal details are maintained in accordance with the General Data Protection Regulation (GDPR).

Where an adult discloses their own or another's childhood abuse, they should be sensitively encouraged to talk to, and to seek advice from, an appropriate agency. The perpetrator of the abuse may still have access to children and it is possible that an historical investigation could be undertaken. The adult that was abused may need appropriate support to understand the potential seriousness of the matter. However, adults are not compelled to report the abuse they experienced.

Failure to comply with the Safeguarding Policy and related procedures will be investigated and may lead to disciplinary action

Related Policies or Processes

Safeguarding Vulnerable Groups Policy

Safeguarding Children and Young People Codes of Conduct

Safeguarding Key Principles

Safeguarding Prevent Policy

Recruitment Policy

Whistle Blowing Policy

All documents are available from the Knowledge Hub.

Permissible exceptions

None identified at this time

Governance Review & Approval Table:

The table below contains two rows and five columns.

| | | | | |
|---------------|-----|---------------------------------|-----------|-------|
| | H&S | Protection of Children & Adults | Insurance | Legal |
| Date Reviewed | N/A | March 2022 | N/A | N/A |

Version control table:

The table below contains three rows and four columns. (Only the original approval date and the most recent amendment should be included in the table.)

| Date | Version | Status | Details of Change |
|----------|---------|----------|---|
| Jan 2020 | 9.0 | Approved | Kathryn Ward - Director of People and Performance |
| 05/10/20 | 9.1 | Updated | Transferred to new template. |
| 17/03/22 | 9.2 | Updated | Updated links - Chris Roach |

APPENDIX 1

Legislation and Guidance that underpins the Guide Dogs Safeguarding Policy, Procedures and Code of Conduct: See Safeguarding Vulnerable Groups Policy

The following policies, procedures and processes are in place to help safeguard children and young people and Guide Dogs' employees and volunteers:

- Staff/volunteers selection, recruitment and induction policies
- My Contribution process, Supervision and 1-1's for staff
- Safeguarding Training and development
- Communication and reporting systems, Safeguarding Database, Auroa, GDI and Fetch
- Disciplinary and grievance procedures staff and volunteers
- Public Interest Disclosure policy
- Complaints policy
- Business Code of Conduct and Safeguarding Code of Conduct
- Equal Opportunities policy
- Appropriate Health and Safety procedures within Guide Dogs and any other agencies in which Guide Dogs' activities are undertaken.

APPENDIX 2

Definitions of Abuse

Children may be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their day-to-day lives. These threats can take a variety of different forms, including: sexual, physical and emotional abuse; neglect; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Whatever the form of abuse or neglect, practitioners should put the needs of children first when determining what action to take.

The following definitions are based on those from Working Together to Safeguard Children (Department of Health, Home Office, Department for Education and Employment, 2018) (National Assembly for Wales 2000); Co-operating to Safeguard Children (2002) (Northern Ireland); National Child Protection Guidance Scotland Act (2014).

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual on-line images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born it may involve a parent or carer failing to:

- provide adequate food, 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)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Other sources of Stress for Children and Young People

Research has shown that children can be significantly affected by other factors such as domestic violence, parental drug or alcohol misuse or parental mental illness. These sources of stress may have a negative impact on a child's health and development because they affect the parent's capacity to respond to a child's needs. It is important that Guide Dogs staff and volunteers recognise if these factors are affecting a child or young person adversely and take similar steps for the other described forms of abuse.

Bullying

All staff should be familiar with appropriate Guide Dogs policies.

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves.

Bullying can include:

- Physical pushing, kicking, hitting, pinching, etc. Verbal name calling, sarcasm, spreading rumours, persistent teasing.
- Disabled children may be more vulnerable.
- Emotional tormenting, ridicule, humiliation and continual ignoring of individuals. Racial taunts, graffiti and gestures.
- Sexual abusive comments and unwanted physical contact.

Guide Dogs staff/volunteers should identify, deter and report any form of bullying behaviour.

Exploitation

This can include any of the other forms of abuse, where a young person is taken advantage of, this can be by adults or other children.

It can also include using a child to carry out criminal activities including ‘**County Lines**’ where children carry drugs and other stolen goods/ money from one location to another often by train, coach or bus so that criminals avoid being identified. Also includes:

Human Trafficking and **Modern Slavery** where children are moved across borders, Country and County for exploitation see all of the above categories which can apply.

Links between Animal Abuse and Child Abuse¹

Evidence of the inter-relationships between child abuse, animal abuse and domestic violence comes mainly from studies in the USA, which relate to serious cases of abuse. There is growing evidence from research in the United Kingdom of similar findings.

It is important to understand the links so that professionals can intervene as early as possible to detect and/or prevent abuse to children vulnerable adults and/or animals. Link for more information: <http://www.thelinksgroup.org.uk>

Messages from research:

If a child is cruel to animals this may be an indicator that the child may have been a victim of serious neglect and abuse. Low level ill-treatment of animals by children is quite widespread, however, in a smaller number of extreme cases

¹ The information contained within this section of the procedures has been taken from an NSPCC leaflet, ‘Understanding the Links: child abuse, animal abuse and domestic violence’ The entire leaflet is available from www.nspcc.org.uk/inform

there seems to be a link with abuse of the child and/or abusive behaviour by the child. Such behaviour has been linked to an increased likelihood of violent offending behaviour against humans when the child becomes an adult.

If there is serious animal abuse within a family, it may indicate an increased probability of family violence. If children are part of the family, they could be at increased risk of abuse.

Abusing or torturing animals may in some extreme cases be used to coerce, control and intimidate women and children to remain in, or keep silent about, being in an abusive situation. The threat of abuse against a guide dog or pet can prevent women from leaving a situation where there is domestic violence.

Where an animal has been abused in a family, children and other family members may be at increased risk of being attacked or bitten by the abused animal.

If a child shows extreme aggression or sexualised behaviour towards animals, this may indicate a greater likelihood that the child will later abuse other children or vulnerable adults unless the behaviour is recognised and treated.

Animal abuse is defined by the NSPCC as ‘the intentional harm of an animal. It includes, but is not limited to, wilful neglect, inflicting injury, pain or distress, or malicious killing of animals’.

The NSPCC lists three categories of animal abuse as follows:

- Physical Abuse includes kicking, punching, throwing, burning, microwaving, drowning, asphyxiation or giving the animal drugs or poisons.
- Sexual Abuse is defined as any use of an animal for sexual gratification
- Neglect is the failure to provide adequate food, water, shelter, companionship or veterinary attention.

It is important, therefore, that at Guide Dogs’ worker is observant about the care and treatment of guide dogs and other family pets as part of their work with the child and/or the family, whatever setting they may work within.

Reporting Concerns

Guide Dogs staff and volunteers **must always** report concerns about the abuse of animals by adults or by children without delay by contacting your most immediate manager or Safeguarding. Unfortunately, exemplary treatment of animals does not necessarily indicate that children will necessarily be well cared for. Such good treatment of animals, including guide dogs, should not therefore be seen as an indication that no risk exists.

The Prevent Strategy - Section 29 of the Counter-Terrorism and Security Act

2015 places a duty on Local Authorities to have “due regard to the need to prevent people from being drawn into terrorism” and ensure that they are given appropriate advice and support; Guide Dogs staff who come into contact with children need to be familiar with Prevent and know what to do in the event that they have concerns where a child may be at risk, share information and seek guidance from Safeguarding and their relevant local authority. All staff working with children must complete the mandatory Prevent training on line learning programme and advice to be sought from the Safeguarding Team regarding any concerns.

DOLs - Deprivation of Liberty Safeguards 16 and 17 year olds

Where there are concerns that a young person aged 16-17 appears to have their liberty compromised, Article 5 of the European Convention on Human Rights protects the right to liberty and security of that person. No person - of any age - shall be deprived of their liberty unless (a) it is justified on a ground specified in Article 5, such as being of “unsound mind”, and (b) it is done in accordance with an Article 5-compliant legal procedure. If a care regime, which amounts to a deprivation of liberty, is not justified and/or not authorised by a legal procedure, there is a human rights violation.

Article 5 of the Human Rights Act

How deprivations of liberty must be authorised.

1. Under 16s who are confined and unable to consent: parents can give valid consent if that is an appropriate exercise of parental responsibility.
2. Those of any age under an interim/final care order who are confined and unable to consent: Article 5 safeguards are required.
- 3 17-year-olds who are confined and lack capacity to consent: Article 5 safeguards are required.
4. Those under 18 who are able to make the relevant decision and object to their confinement: Article 5 safeguards are required.

A referral to a Local Authority would be justified if it is felt that a child’s liberty was being compromised.

APPENDIX 3

Indicators of Abuse - Recognising Child Abuse

Recognising child abuse is not easy, and it is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. You do, however, have a responsibility to report any concerns you may have appropriately in accordance with these procedures.

The following information is not designed to turn you into an expert but it will help you to be more alert to the signs of possible abuse.

Physical abuse

Most children will sustain cuts and bruises in their daily life. These are likely to be in places where there are bony parts of their body, like elbows, knees and shins and will result from them exploring their environment. The pattern of accidental injuries is usually random, e.g. a scratch here and a bump there.

Some children, however, will have bruising which can almost only have been caused non-accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained or the explanation does not fit the injury, or when it appears on parts of the body where accidental injuries are unlikely, e.g. on the cheeks or thighs. The injuries may be more uniform as is the case with linear bruising where the outline of an implement used to beat the child may be visible. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

Bruising may be more or less noticeable on children with different skin tones or from different racial groups and specialist advice may need to be taken.

The physical signs of abuse may include:

unexplained bruising, marks or injuries on any part of the body particularly if they are recurrent

refusal to discuss injuries / Improbable explanations for injuries

bruises which reflect hand marks or fingertips (from slapping or pinching)

cigarette burns

bite marks

broken bones

scalds

Changes in behaviour which can also indicate physical abuse:

fear of parents being approached for an explanation

aggressive behaviour or severe temper outbursts

bullying

flinching when approached or touched

reluctance to get changed, for example wearing long sleeves in hot weather

- depression
- over-compliant behaviour or a watchful attitude
- withdrawn behaviour
- running away from home
- significant changes in behaviour without explanation
- unexplained pattern of absence which may serve to hide bruises or other physical injuries

Emotional abuse

Emotional abuse can be difficult to determine often children who appear well cared for may 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. Parents/carers may over-rely on their child for emotional support to such an extent that the child becomes burdened with adult problems. Emotional abuse can also take the form of children not being allowed to mix/play with other children.

The physical signs of emotional abuse may include:

- a failure to thrive or grow, particularly if the child puts on weight in other circumstances, e.g. in hospital or away from their parents' care
- sudden speech disorders
- developmental delay, either in terms of physical or emotional progress

Changes in behaviour which can also indicate emotional abuse include:

- continual self-deprecation
- inappropriate emotional responses to painful situations
habitual, self-comforting behaviour, e.g. hair twisting, rocking
- Air of detachment - 'don't care' attitude

- Does not join in/ has few friends
- Desperate attention-seeking behaviour
- Depression/withdrawal
- being unable to play
- fear of making mistakes
- self harm
- fear of parent being approached regarding their behaviour

Sexual abuse

Adults who use children to meet their own sexual needs can abuse both girls and boys of all ages, including infants and toddlers.

Usually, in cases of sexual abuse it is the child's behaviour which may cause you to become concerned, although physical signs can also be present. Less frequently, the child or young person will tell you about the abuse. Children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Bruises, scratches, burns or bite marks on the body
- injury to the genital/anal area
- scratches, abrasions or persistent infections in the genital/anal area
- sexually transmitted disease
- frequent, obsessive public masturbation
- wetting/soiling
- 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, tearful or anxious
- 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
- attempts to teach other children about sexual activity
- 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 it can result in 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 dress 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
- low self-esteem
- having few friends
- mentioning their being left alone or unsupervised

The above lists are not meant to be definitive but rather a **guide** to assist you. It is important to remember that many children and young people will exhibit some of these indicators at some time, and the presence of one or more **should not be taken as proof** that abuse is occurring.

There may well be other reasons for changes in behaviour, such as a death or the birth of a new baby in their family, relationship problems between their parents/carers etc. Any concern about a child which does not have a clear explanation should be discussed further with the Safeguarding Team or/ and the partner organisation to determine what intervention may be called for.

Appendix 4 - Child Protection Concern Flowchart

