



Tumblewood Community

Child Protection and Safeguarding Policy

KEY SAFEGUARDING PERSONNEL			
Role	Name	Te l	Email
Registered Manager	Polly Atkins (application pending)	01373 824466	Polly.atkins@tumblewood.org
Head Teacher	Fiona Wiseman (maternity cover)	01373 824466	Fiona.wiseman@tumblewood.org
Designated Safeguarding Lead - School	Fiona Wiseman	01373 824466	Fiona.wiseman@tumblewood.org
Designated Safeguarding Lead - Care	Polly Atkins	01373 824466	Polly.atkins@tumblewood.org
Allocated Director	Sue Hortop	01373 824466	Sue.hortop@tumblewood.org

Children's Social Care referrals:

Multi-Agency Safeguarding Hub (MASH): 0300 456 0108
Out of hours: 0845 6070 888

If you believe a child is at immediate risk of significant harm or injury, you must call the police on 999.

Wiltshire Designated Officer For Allegations (DOFA):

01225 713945

Early Help Single Point of Entry:

01225 718230

Policy agreed (date): 10th January 2017

Signed (include name and role): Jan Lindsay, Head of Programme

Date of next review: 25th November 2017



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This policy should be read alongside the following other school policies:

- Anti-bullying policy
- Child Exploitation Policy
- Contact with Children Policy
- Disclosures Policy
- E-Safety & Internet Use Policy
- Female Genital Mutilation Policy
- Missing From Care Policy

In addition all staff will have read and understood Part 1 of the latest version of *Keeping Children Safe in Education*, (KCSiE), September 2016.



What is safeguarding?

Safeguarding can be defined by promoting the health, safety and welfare of all children.

Safeguarding is the responsibility of all adults, especially those working or volunteering with children. Tumblewood Community aims to help protect the children in its care by working consistently and appropriately with all relevant agencies to reduce risk and promote the welfare of children.

Staff:

- are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned;
- should always act in the best interest of the child.

What is child protection?

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm.

1. Introduction

We will follow the child protection procedures set out by the Wiltshire Safeguarding Children Board and will have regard to statutory guidance issued by the Department for Education *Keeping Children Safe in Education, 2016* and *Working together to safeguard children, March 2015*).

The role of the Nominated Director is outlined in Appendix 1.

The Directors should appoint a senior member of staff from the provision's leadership team, to the role of Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) for child protection and safeguarding.

The role of the DSL is outlined in Appendix 2.

2. Safeguarding information for Children

Children at Tumblewood may talk to:

- Fiona Wiseman – Head Teacher
- Polly Atkins – Registered Manager
- Laura Edrop – Assistant Psychologist
- Team Leaders – currently Martyn, Craig and
- Jan Lindsay – Head of Programme
- NYAS visitor – Toni Brodie
- Childline – 0800 1111
- NSPCC helpline – 0808 800 5000

3. What constitutes child abuse and neglect?

All adults who work or volunteer with children should be able to identify concerns about child abuse.

The types of abuse are:



Main categories of abuse:	Specific safeguarding issues*: *For other specific safeguarding issues, please see <i>Keeping Children Safe in Education 2016</i> (p.12-13).
<ul style="list-style-type: none"> • Physical abuse • Emotional abuse • Sexual abuse • Neglect 	<ul style="list-style-type: none"> • Child Sexual Exploitation (CSE) • So-called 'honour based' violence, including Female Genital Mutilation (FGM) and Forced Marriage • Preventing radicalisation • Children missing education • Peer on peer abuse
<p>For more information, including indicators, please refer to Appendix 3</p>	

Child Sexual Exploitation (CSE)

- CSE is a form of sexual abuse where children are sexually exploited for money, power or status
- It can involve violent, humiliating and degrading sexual assaults
- In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status
- Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them
- CSE does not always involve physical contact and can happen online
- A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point

Female Genital Mutilation (FGM)

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons
- It is illegal in the UK and a form of child abuse with long-lasting harmful consequences

Additional information for teachers: FGM Mandatory Reporting Duty

By law, teachers must report to the **police** any 'known' cases of FGM in under 18s

Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of our wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Staff should use their judgement in identifying children who might be at risk of radicalisation and speak to the DSL if they are concerned about a child. The DSL will act proportionately which may include making a referral to the Channel programme or the MASH.



Children missing education

A child going missing from education or care is a potential indicator of abuse and neglect. If a member of staff or volunteers becomes aware that a child is missing, or missing education, they need to report to the DSL immediately.

If a child takes unauthorised and unsupervised time away from Tumblewood, we will follow the WSCB procedure and refer to the MASH team.

If a looked after child or a child subjected to a CP plan goes missing, we will refer them to the MASH team within 48 hours.

Unauthorised absence procedures will be followed where a child or young person:

- has 10 days or more continuous absence from school without an explanation and/or
- has left school suddenly and the destination is unknown and/or
- has not taken up an allocated school place as expected.

Any such concern will be reported to the Local Authority through the Education Welfare Service. This applies to our day students only.

The school will also refer to the MASH any child being withdrawn from school with the intent to be electively home educated where there are safeguarding concerns.

Children Missing From Care

Please see Tumblewood's Missing from Care Policy and flow chart. There is also a flow chart in each area of the home.

Allegations of abuse made against other children: peer on peer abuse

At Tumblewood, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other children in the school and in the home.

Occasionally, safeguarding allegations may be made against children by others in the home/school. This is most likely to include, but not limited to:

- bullying (including cyber bullying),
- gender based violence/sexual assaults and
- sexting

Staff should recognise that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".

Where a child makes an allegation of abuse against another child, we will do the following:

- We will ensure both children are safe and separate them; different classes if at school and considering 1:1 support for both children if in the care setting
- The DSL will be informed immediately and a disclosure form completed and sent to the local MASH, after a preliminary phone call
- The relevant social worker(s) will be informed
- A record will be made on the safeguarding database and a manager/DSL will be named lead person
- After a response has been received from the MASH, this can be investigated by a Manager or DSL (providing MASH have not referred on to the police to be investigated)
- Both children will need to be informed of the outcome of the investigation
- The allegation will be discussed in ITP and relevant safeguarding measures taken for the future, i.e. update both children's risk assessments, consideration of 1:1 staffing arrangements, etc.
- Once the matter is closed the safeguarding log will be updated and all relevant parties informed



5. Procedure for staff to report a concern about a child

Tumblewood follows the procedure set out by the WSCB 'What to do' flowchart (in Appendix 4)

Where any adult in the school or home has a concern about a child they should:

1. **Report the concern** to the DSL or DDSL **immediately**. In their absence, staff members should speak directly to Children's Social Care (by contacting the MASH – see contact details on the front page of this policy).

In some circumstances, the DSL or member of staff will seek advice from Children's Social Care by ringing the MASH to obtain advice.

It is *not* the responsibility of school staff to investigate safeguarding concerns or determine the truth of any disclosure or allegation. All staff and volunteers, however, have a duty to recognise concerns and inform the DSL immediately.

2. **Record the concern** by completing a WSCB 'Welfare and Child Protection concern form' (see Appendix 6) and hand it in to the DSL. The records must be signed and dated. The DSL should include outcomes and any agreed action that is to be taken.

The DSL / DDSL will then decide on the best course of action and consider a referral to the MASH or Early Help (see section 16 for more information for further information about Early Help).

Appendix 5 provides information about the actions taken by Children's Social Care when there are concerns about a child.

If a child's situation does not appear to be improving the staff member with concerns should press for re- consideration.

6. Record keeping of child protection concerns

The home and school will:

- Keep clear written records of all child safeguarding and child protection concerns using the standard recording form, with a body map (see template in Appendix 6), including actions taken and outcomes as appropriate.
- Ensure all child safeguarding and child protection records are kept securely in a locked location. The record must be signed and dated and kept in a file under the child name (not family files), away from all the other records. The DSL is responsible for ensuring that concerns and discussions are written up properly and acted on appropriately.

An overview sheet and a chronology forms are provided (see Appendix 6).



7. Responding to disclosures: guidance for staff

DO:

- Take the child to a private and safe place
- Stay calm
- Reassure the child and stress that he/she is not to blame and they were right to tell you
- Listen to the child and tell them that you believe them
- Tell the child what you have to speak to someone who can help to keep them safe
- Do not interview the child, keep questions to a minimum and encourage the child to use his/her own words: questioning should only include TED questions:
 - **T**ell me
 - **E**xplain
 - **D**escribe
 - Or use the mirroring technique:
i.e. “My dad hit me last night”; respond by “Your dad hit you last night?”
- Record as soon as possible exactly what the child has said to you / what you have heard or what you saw, and any other relevant information.
- **Immediately** inform your DSL / DDSL (and nobody else) so that any appropriate action can be taken to protect the child if necessary.

- Ensure the child understands she is not in any trouble and that she has done the right thing to talk about it to an adult

DO NOT:

- Investigate the issue yourself
- Ask the child to write down what they said or repeat it to another adult
- Record the conversation on any device
- Ask another adult to witness their disclosure –the child has chosen to tell you.

8. Sharing concerns with parents and carers

For more information, please refer to *Information Sharing –Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015*.

Tumblewood Community is committed to work in partnership with parents and carers and in most situations it may be appropriate to discuss initial concerns with them.

However there will be some circumstances where the DSL will not seek consent from the individual or their family, or inform them that the information will be shared. For example, if doing so would:

- place a child at increased risk of significant harm;
- place an adult at increased risk of serious harm;
- prejudice the prevention, detection or prosecution of a serious crime;
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

The above refers to school day pupils, with children in care, the social worker is to be informed immediately of any disclosures, allegations or concerns. The social worker will advise about informing parents.



9. Managing allegations against adults

Tumblewood Community follows the procedure set out by the WSCB 'Allegations against adults' flowchart (in Appendix 7). The flowchart is based on [WSCB Allegations Management Policy](#).

Where anyone in the home/school has a concern about the behaviour of an adult who works or volunteers at the home/school, they must immediately consult the Registered Manager who will refer to the Designated Officer For Allegations (DOFA):

Wiltshire Designated Officer For Allegations: 01225 713945

Any concern or allegation against the Registered Manager or Head Teacher will be reported to the Head of Programme without informing the Registered Manager or Head Teacher.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In some circumstances the member of staff will, without prejudice, be asked to take a period of paid leave pending the results of the investigation. This will depend on the circumstances surrounding each individual allegation.

Tumblewood Community will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Malicious allegations against staff will be investigated and dealt with by the Registered Manager/DSL and, if appropriate, the Heads of Service team.

If you have concerns about a colleague

Staff may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount.

If staff members have concerns about another staff member or volunteer than this should be reported immediately using the procedure described above.

10. Whistleblowing

Whilst the 'allegation management' procedure described above must be used when the behaviour of an adult causes a concern, all staff and volunteers should also feel able to raise concerns about poor or unsafe practice and potential failures in the school/care provision safeguarding regime (or whistleblowing).

Staff are to read and familiarise themselves with the Whistleblowing policy.

KCSiE sets out that in the first instance, concerns about poor or unsafe practice within must be raised with the site's senior leadership team (Heads of Service team). The staff member responsible for dealing with whistleblowing concerns, is the Head of Programme.

Where a staff member feels unable to raise an issue with the Head of Programme or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- The [NSPCC whistleblowing helpline](#) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
- A Director – Sue Hortop



11. Staff safeguarding training

Tumblewood should ensure that all staff members undergo safeguarding and child protection training at induction. The training should be updated every 3 years as a minimum.

In addition all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

12. Safer Recruitment

Tumblewood pays full regard to HM and DFE guidance [‘Working together to Safeguard children’ 2015](#) and [‘Keeping Children Safe In Education Spetember 2016](#). We ensure that all appropriate measures are applied in relation to everyone who works across the site who is likely to be perceived by the children as a safe and trustworthy adult including e.g., volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

All staff should adhere to Tumblewood’s [Safer Recruitment policy](#) - Children and young people

It is a requirement of Tumblewood to ensure that enhanced DBS disclosure for every student placement is applied for at the point at which a student place in their training institution has been accepted. Tumblewood checks these DBSs at the start of any placement. Details of the student are recorded in the SCR as with all other staff.

An exception to this is when Tumblewood accepts student placements from local Police forces. In these cases DBSs are not available. Tumblewood will, before any placement commences, obtain letters from the Police force which state that the student(s) are clear to work with vulnerable children. When students come from overseas we require them to provide police check information from their country of origin.

Other Visitors and Contracted Staff

Contract cleaners and contractors will require DBS checks. Consultants will have their DBS renewed every three years. Contractors will occasionally be required for maintenance work, these contractors will be escorted throughout their visit by a member of the maintenance team.

Schools receive many visitors from a range of organisations every day. In the main there is no requirement for Tumblewood to see the DBS in these circumstances as on most occasions these visitors will not have unsupervised access to children. Some visitors, however, such as Social Workers, Nurses, Independent visitors, Dentists and other public sector staff will all have had an enhanced DBS check undertaken by their employing organisation whether Local Authority, Wiltshire Clinical Commissioning Group or Strategic Health Authority. Although it is not necessary to see these DBSs, the identity of the individual will be checked. This check will be recorded in the Visitors’ book. Likewise all inspectors will be asked for identification on arrival.

13. Safer working practice

Tumblewood pays full regard to HM and DFE guidance [‘Working together to Safeguard children’ 2015](#) and [‘Keeping Children Safe In Education September 2016](#). We ensure that all appropriate measures are applied in relation to everyone who works across the site who is likely to be perceived by the children as a safe and trustworthy adult including e.g., volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. All staff should adhere to Tumblewood’s [Safer Recruitment policy](#).

All members of staff and volunteers should have read, signed and understood the school’s Code of Conduct. This policy should be read in conjunction with the Code of Conduct.



14. Photography and images

Under no circumstances should staff be expected or allowed to use their personal equipment to take images of Children at or on behalf of the school or Tumblewood site.

Staff and volunteers in the home/school *should*:

- Seek parental (or social worker, where appropriate) consent for photographs to be taken or published
- Only use home/school equipment
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them
- Only retain images when there is a clear and agreed purpose for doing so
- Store images in an appropriate secure place in the home/school

Staff and volunteers in school *should not*:

- Take images in one to one situations
- Take images of Children for their personal use

Consider making a statement related to school events where parents are taking photographs of children that these are to be for personal use only (these are not to be shared on social media for example).

For more information, please see the school's policy and/or Code of Conduct.

15. Children with Special Educational Needs or Disabilities (SEND)

Tumblewood recognises that for a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other Children.

Additional barriers can exist when recognising abuse and neglect in children with SEND. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.



We will provide a school environment in which Children with SEND feel confident and able to discuss their concerns. Whenever possible, Children will be given the chance to express themselves to a member of staff with appropriate communication skills. The DSL will work with the Special Educational Needs Co-ordinator (SENCo) to identify Children with particular communication needs.

Wiltshire Council provides targeted support services for children with SEND who need additional support:

SEND Service: 01225 757 985.

16. Welcoming other professionals

Visitors with a professional role will have had the appropriate vetting checks undertaken by their own organisation. They should provide evidence of their professional role and employment details (an identity badge for example). If necessary, the school will contact the relevant organisation to verify the individual's identity.

Professionals will complete signing in/out forms and wear a school I.D. badge.

17. Off-site visits

Appropriate risk assessments must be in place prior to any off-site visit taking place.

Any overnight visit will explicitly set out:

- sleeping arrangements;
- the role and responsibility of each adult, whether employed or volunteers
- on/off duty arrangements
- clear expectations about boundaries and interactions with children; and expectations around smoking/drinking by adult, e.g. none.

Safeguarding concerns or allegations should follow the procedure described above. The member of staff in charge of the visit will report any safeguarding concerns to the DSL and/or Head Teacher, who will make a referral to the MASH or Designated Officer For Allegations (DOFA) if appropriate.

In an emergency the staff member in charge will contact the police and/or the MASH.

18. Policy review

The Heads of Service team will undertake an annual review of the Child Protection policy and procedures and remedy any deficiencies and weakness found without delay.



Appendix 1: The role of the Nominated Director

Schools should appoint a Nominated Director (ND) for safeguarding (or equivalent) to take leadership responsibility for the organisation's safeguarding arrangements.

This person's role is to ensure safeguarding is always a priority by:

- Championing child protection issues within the school and liaising with the DSL and the Head Teacher and offering challenge if necessary
- Ensuring the Child Protection policy is checked for impact and reviewed yearly accordingly
- Auditing safeguarding measures annually alongside the DSL and the Head Teacher using the Wiltshire Council annual school safeguarding audit return and reporting back to Full Governing Body
- Auditing Tumblewood's safeguarding database
- Ensuring that all teachers understand and comply with their statutory duty to provide the services of the school in a way that safeguards and promotes the welfare of Children.

Appendix 2: The role of the Designated Safeguarding Lead (DSL)

The DSL is a senior member of staff designated to take lead responsibility for:

- Managing all child protection issues
- including referring cases to the MASH, or to the Channel programme where there is a radicalisation concern
- Liaise with others within the school/care provision (Head Teacher, Registered Manager, Head of Programme, staff and volunteers, parents and social workers)
- Support staff who make referrals to the MASH, or Channel programme
- Working in partnership with other agencies such as the local authority, MASH, police, Channel, Local Safeguarding Children Board
- Undertake training
- Raise awareness of safeguarding, by regularly reviewing the safeguarding policy and procedures, ensure availability to staff and parents/social workers
- Induction of staff and volunteers/staff training/ensure staff are aware of safeguarding policy and procedure
- Maintain and transfer safeguarding files

Information sharing –internal process

Information concerning children at risk of harm will be shared with all members of staff on a "need to know" basis. The DSL will make a judgement in each individual case about who needs and has a right to access particular information. In terms of the care provision (out of school), safeguarding concerns are highlighted at the daily Risk Management meeting.

For more information about the role of the DSL (and DDSL), please refer to Annex B of KCSiE 2016



Appendix 3: Indicators of abuse and neglect

What to do if you are worried a child is being abused 2015 provides definitions and indicators of the categories of abuse and neglect. Some of the signs below *may* be indicative of abuse:

Physical abuse:

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
 - bruises or cuts;
 - burns or scalds; or
 - bite marks.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse can also occur outside of the family environment.

Emotional abuse:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

Sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such.

A child may not understand what is happening and may not even understand that it is wrong.

Neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.
- Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Children who are neglected often also suffer from other types of abuse.

Neglect may occur if a parent becomes physically or mentally unable to care for a child.

A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.



Specific safeguarding issues: KCSiE 2016, Annex A provides definitions and indicators of specific safeguarding issues. Some of the signs below *may* be indicative of abuse:

Child Sexual Exploitation (CSE):

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

Female genital mutilation (FGM):

Indicators that a child or young person may be at risk of FGM:

- Knowing that the family belongs to a community in which FGM is practiced and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school;
- The child may also talk about a special procedure/ceremony that is going to take place or a special occasion to 'become a woman'.

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Indicators that FGM may already have occurred:

- Prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems;
- Difficulty walking, sitting or standing, and look uncomfortable;
- Spend longer than normal in the bathroom or toilet;
- May complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.

Preventing radicalisation:

Extremism can take several forms, including Islamist extremism and far-right extremism.

Radicalisation is the process by which a person comes to support terrorism and forms of extremism.

- There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.
- Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.
- The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Radicalisation of young people can be compared to grooming for sexual exploitation.

Early indicators may include:

- Vulnerability and social factors, such as:
 - family or local community tensions
 - low self-esteem
 - experience of poverty, disadvantage, discrimination, social exclusion / perception of injustice
- Access to extremist influences or showing sympathy for extremist causes
- Advocating messages similar to illegal organisations
- Evidence of accessing / possessing illegal or extremist material (including online)
- Justifying the use of violence to solve societal issues
- Pattern of regular or extended travel to locations known to be associated with extremism
- Significant changes to appearance, behaviour and peer relationships.



Online safeguarding training (specific safeguarding issues):

- **Child Sexual Exploitation:** <https://keepthemsafe.safeguardingchildren.co.uk/>
- **Female Genital Mutilation:** <https://www.fgmelearning.co.uk/>
- **Prevent:** www.elearning.prevent.homeoffice.gov.uk
New Home Office e-learning tool, aimed at those with responsibilities under the Prevent duty, particularly front line staff in schools, has been developed to help raise awareness of radicalisation.

Private fostering

Under certain conditions, a child might be cared for, as part of a private arrangement, by someone who is not their parent or a 'close relative'. This constitutes private fostering when the following conditions are met:

- a child is under 16 years of age – 18 if they have a disability
- the arrangement is for 28 days or longer
- the child's new carer does not have parental responsibility for the child and is not a close relative.

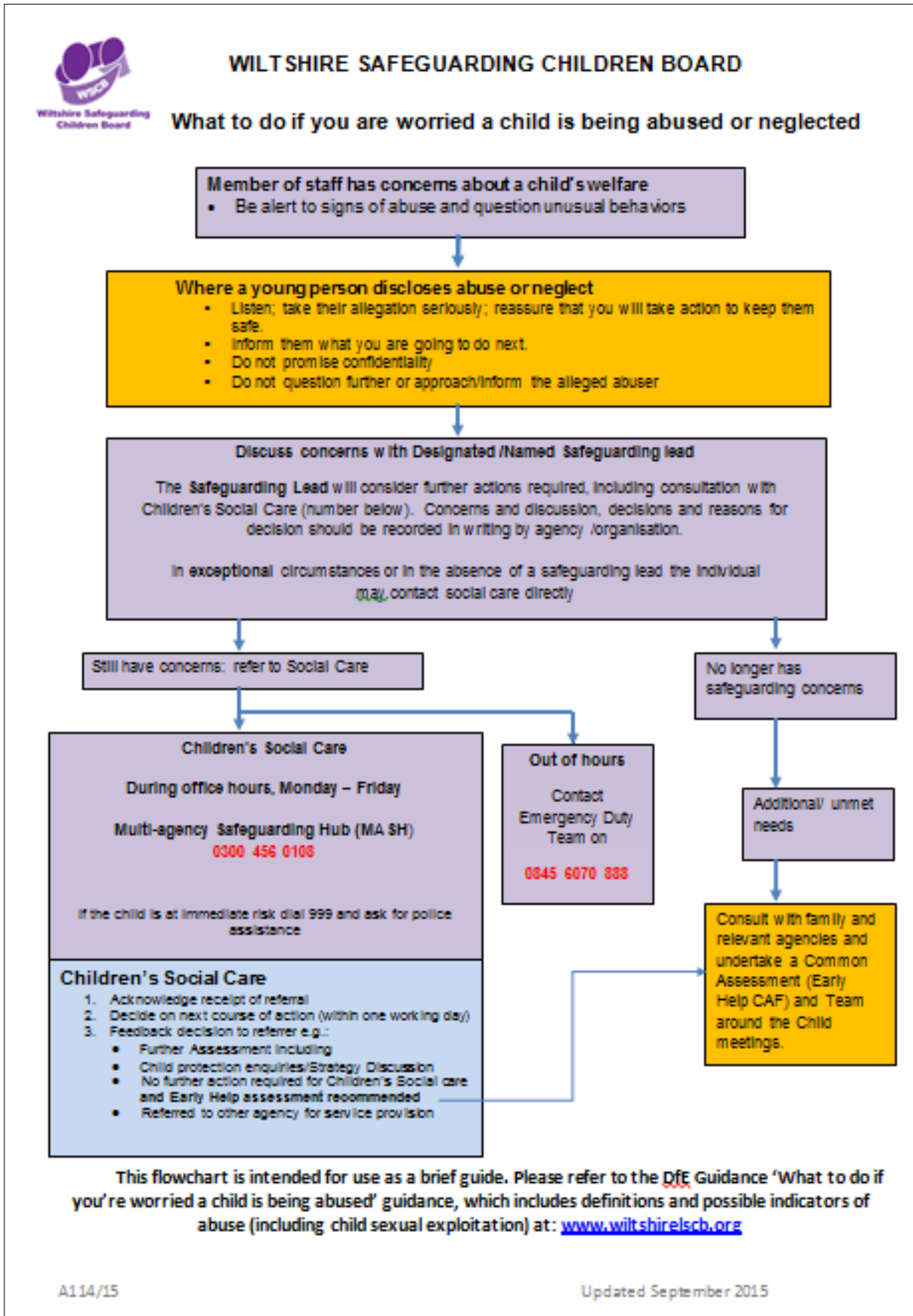
Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

By law parents and carers must notify the local authority of private fostering arrangements to safeguard and protect the child's welfare as well as ensuring the child, carer and parent are receiving appropriate support and help.

As a school, if we do become aware that a child or young person is being privately fostered, we will inform the carer/parent of their legal duty to notify Wiltshire Children's Social Care; we will follow this up by contacting Children's Social Care directly.



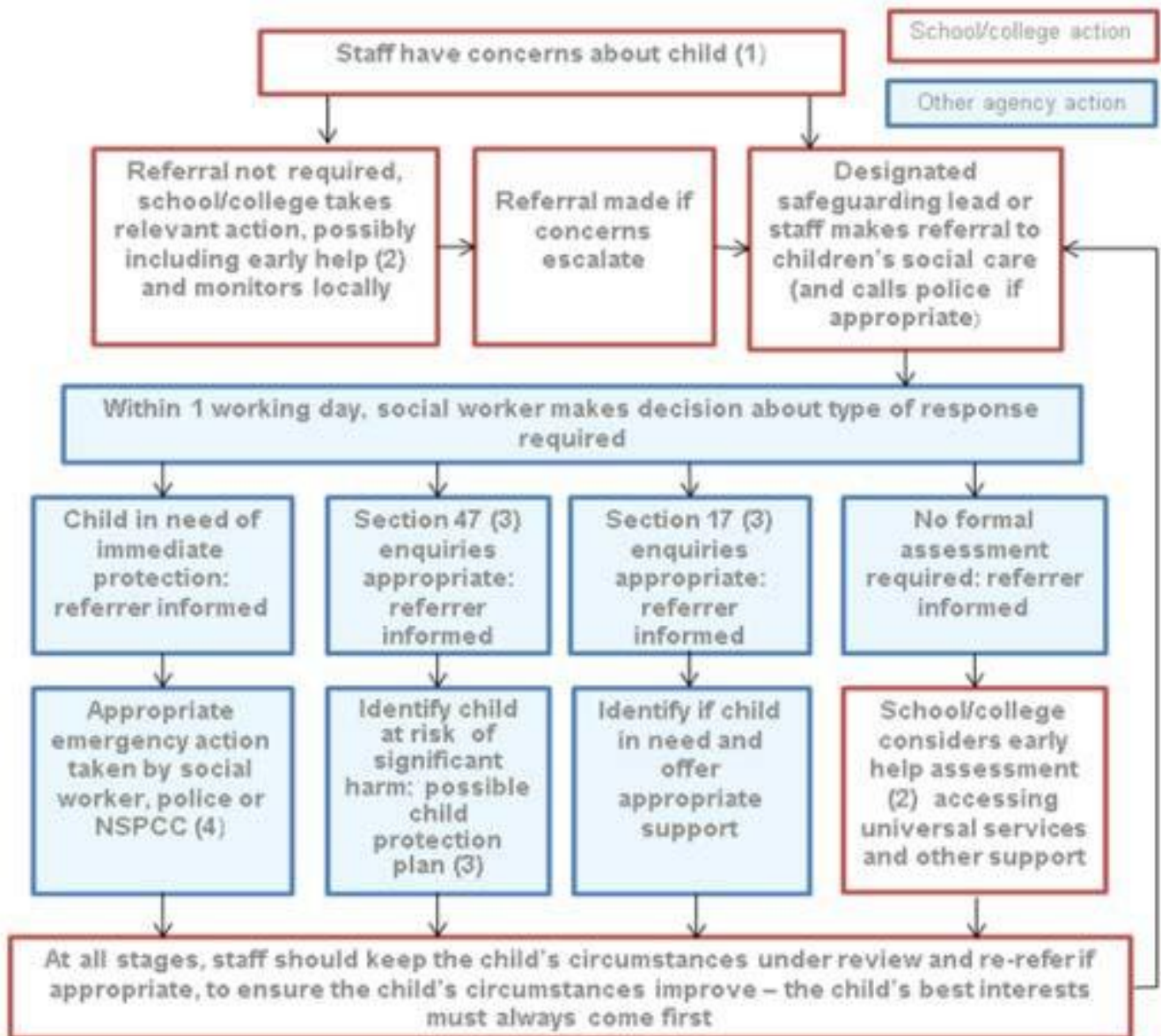
Appendix 4: WSCB flowchart 'What to do if you're worried a child is being abuse/neglected'





Appendix 5: Actions where there are concerns about a child

Diagram below is an extract from KCSiE 2016, p.10:



1. In cases which also involve an allegation of abuse against a staff member, see Part four of KCSiE.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.
4. This could include applying for an Emergency Protection Order (EPO).



Appendix 6: WSCB Welfare and Child Protection concern form

Child Welfare and Child Protection Concern Record

For completion where child welfare or child protection concerns are identified in accordance with the school's child protection policy. This record should be completed by the adult who first observed the concern and reported to the school Designated Safeguarding Lead (DSL) without delay. The DSL will review and report concerns where appropriate to Children's Social Care if a child is deemed to be in need or at risk of significant harm or in need. This information will be disclosed only to staff on a need-to-know basis for the purposes of child protection.

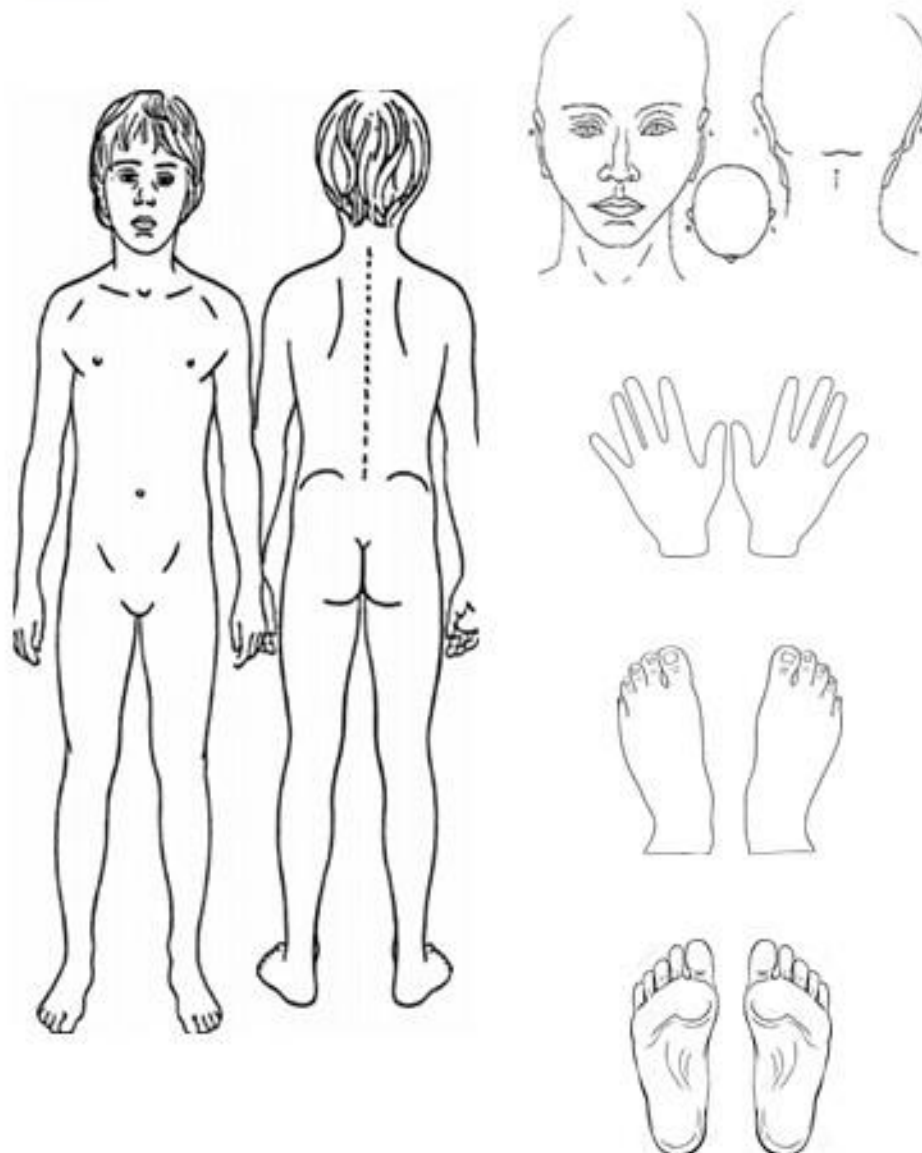
Please note that a new form is required for each new concern

Date of alleged incident/disclosure/concern		Date/time of report							
Name of child/ren		DOB							
Child's address									
Name of person making this record <small>(PLEASE PRINT)</small>		Role in school							
Signed as a true record		Date DD/MM/YY							
Nature of concern Attach additional sheet(s) if necessary <i>(Include observations, child's own words where possible; exact words must be used even if they offend)</i> Please write legibly and do not use acronyms.									
Body map used:				Y N					
Any other relevant information <small>(previous concern, other professionals involved/CCN details etc.)</small>									
Current status with Early Help or Children's Social Care <small>(please tick & add name where known)</small>	None	CAF	Y N	Known to Social Care	Y N	Allocated social worker	Y N	Child Protection Plan	Y N
This section is to be completed by the school's Designated Safeguarding Lead (DSL)									
Name of DSL reviewing the concern								Date:	
Concerns should be shared with parent/carer, unless to do so may place a child/ren at increased risk of harm (if in doubt consult with children's social care).									
Further action taken Please also record whether concerns were shared with: • parents/carers • MASH and if not outline reason(s)								Date:	
Final outcome								Date:	

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Body Map to be completed by the person raising the concern or observing injuries			
PLEASE NOTE: CHILDREN ARE NOT TO BE UNDRESSED OR PHOTOGRAPHS TAKEN OF ANY MARKS OR INJURIES			
Date concern noted		Date/time of report	
Name of child		DOB	
Name of person making this record <small>(PLEASE PRINT)</small>		Role in school	
Signed as a true record		Date DD/MM/YY	



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SAFEGUARDING OVERVIEW SHEET

(To be included in the child's CP file when concerns are logged for the first time)

Name of child _____ DOB: _____

Date file created _____

Nature of concern:

Other known names _____

Address _____

Other family members:

(include full name, relationship e.g. mother, stepfather etc. For U18s, include age, if known)

Are any other child protection files held in school relating to this child or another child closely connected to him/her? YES/NO

If yes, which files are relevant?

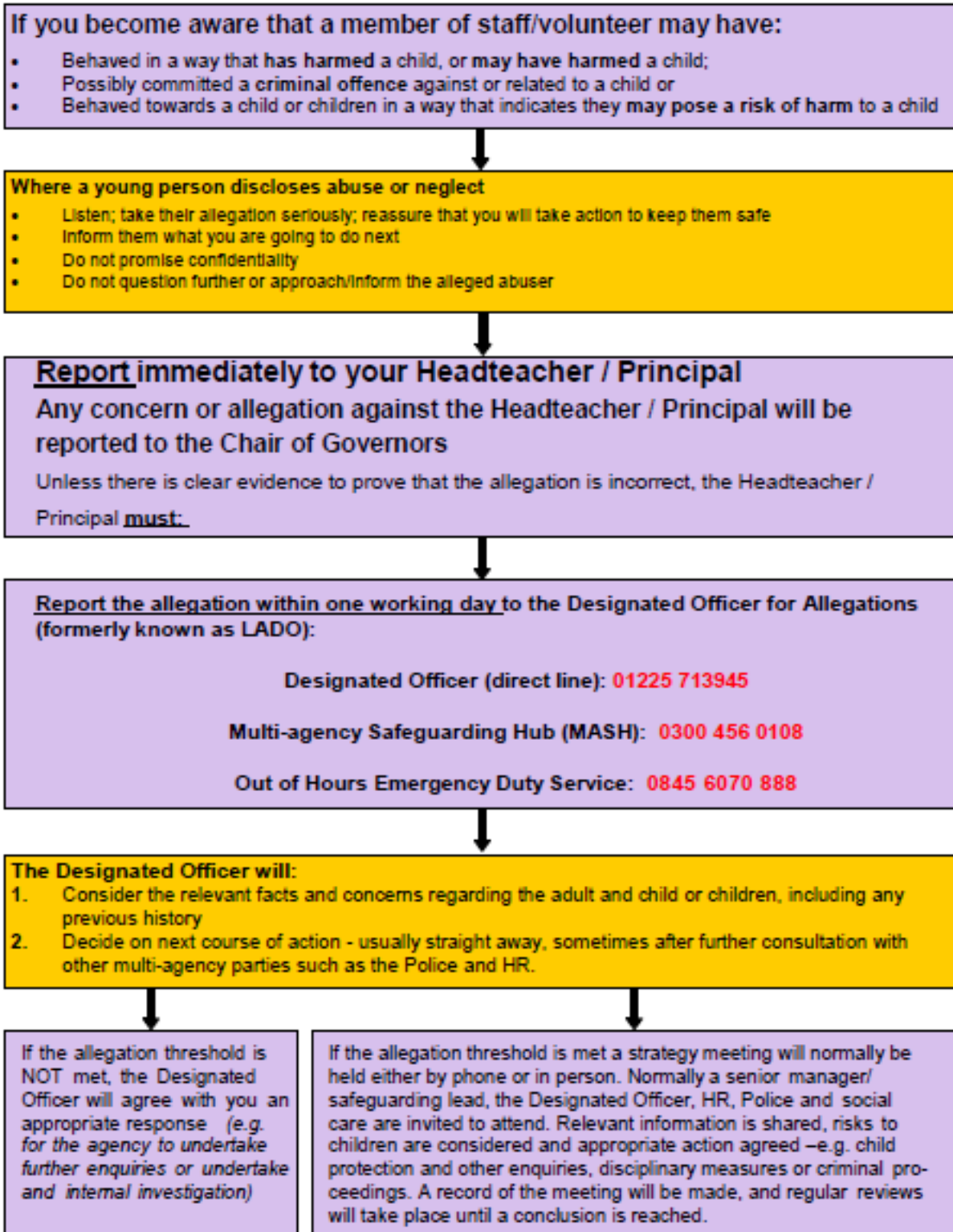
Name and contact number of Social Worker (Children's Social Care) or CAF details:

Name and contact number of any other agency workers involved:

Name of lead person responsible for reviewing this record:



ALLEGATIONS AGAINST ADULTS - Risk of harm to children
GUIDANCE FLOWCHART



NB: This document is intended for use as a brief guide only. For more detailed guidance refer to The WSCB Allegations Management Policy at www.wiltshirelscb.org