**The alternative school GROUP Ltd**

**Safeguarding and Child Protection Policy and Procedures**

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**1. Glossary of Terms**

CAF - Continuous Assessment Framework

CCE - Child Criminal Exploitation

CIN - Child In Need

CP - Child Protection

CSAP - Children’s Safeguarding Assurance Partnership

CSC - Child Sexual Criminality

CSE - Child Sexual Exploitation

DBS - Disclosure and Barring Service (formerly CRB)

DfE - Department for Education (UK Government)

DSL - Designated Safeguarding Lead; named person, within the School with responsibility for co-ordinating and overseeing child safeguarding

EHA - Early Health Assessment

FGM - Female genital mutilation

FIN - Family In Need

GIR - Getting It Right

ICT - Information and Communication Technology

ISSR - Education (Independent Schools Standards) Regulations 2014

KCSIE - Keeping Children Safe in Education

LADO - Local Authority Designated Officer

LSCB - Local Safeguarding Children Board

MASH - Multi Agency Safeguarding Hub

MARF - Multi Agency Referral Form

PSHCE - Personal, Social, Health, Citizenship and Economic Education

QTS - Qualified Teacher Status

SCR Single Central Register (record of personal details of those working at the school)

SEND - Special Educational Needs and Disability

Section 47 - Response to an immediate risk of harm

SLAs - Service Level Agreement

SLT - Senior Leadership Team

SRE - Sex and Relationships Education

TAC ‘ - Team around the child strategy

WTTSC - Working Together to Safeguard Children

**2. Monitoring and Reviewing our Policy and Practice**

The school's safeguarding policy will be reviewed biannually during which an update and review of procedures and their implementation will be conducted.

The review will be carried out by the policy team and or staff with safeguarding experience, who will evaluate the implementation of these policy provisions and procedures. The policy is available to parents and carers both on the website and on request.

**3. Statutory Definitions**

**Safeguarding and Promoting Welfare;**

* protecting children from maltreatment
* preventing impairment of children’s health and development
* ensuring children grow up in circumstances consistent with the provision of safe and effective care.
* taking action to enable all children to have the best outcomes.

**Child Protection;**

* refers to the action that is taken to protect children who are suffering, or likely to suffer significant harm. Child Protection forms a small part of safeguarding and promoting welfare, but effective child protection processes are an essential part of the wider work to safeguard and promote welfare, they also reduce the need for action to protect child from harm.

**4. Introduction**

The Alternative School is committed to safeguarding and promoting the safety and welfare of every child at the school and to act in the best interests of the child including taking action in order to enable all children to have the best outcomes.

The school aims to provide an environment in which children feel secure, their viewpoints are valued, they are encouraged to talk and are listened to. All children have a right to be protected. Child abuse is no respecter of class or wealth. People who abuse children can be from any section of society, often appearing quite ordinary, respectable and caring. This makes it very difficult for the children they abuse to be believed. Within a professional, close linked alternative provision, where people dedicate their lives to caring for and educating children, it can be difficult to appreciate that some people neglect or seek to harm children, even their own, or to use them for their own sexual gratification.

Teachers and other school staff are particularly well placed to observe outward signs of abuse, neglect, radicalisation, changes in behaviour and failure to develop because they have daily contact with the children. The school recognises its important role in the early recognition of the signs and symptoms of abuse or neglect and the appropriate referral process. This policy serves to minimise harm, or risk of harm, and to specify action in clear procedures of which all staff are made fully aware.

All staff have a responsibility to ensure that children in their care are not harmed. However, there is a legal obligation to act in response to concerns or allegations and a lack of action could constitute criminal neglect.

The Policy covers all types of abuse: Physical, Neglect, Emotional `and Sexual.. There is a separate policy regarding bullying. See Anti-Bullying Policy.

The Policy extends to accommodation the school arranges off-site i.e. activity weekends and residential trips.

This policy is applicable to all pupils. The School’s policy is based on and is in accordance with the following legislation:

* The Children Act 1989 and 2004
* Education Act 2002
* Working Together to Safeguard Children 2018 <https://www.gov.uk/government/publications/working-together-to-safeguard-children>[—](https://www.gov.uk/government/publications/working-together-to-safeguard-children%E2%80%94)2
* Working Together to Safeguarding Childers refers to the non-statutory but important advice: Information sharing (2018)
* Keeping Children Safe in Education (KCSIE) January 2021 [www.gov.uk/government/publications/keeping-children-safe-in-education](http://www.gov.uk/government/publications/keeping-children-safe-in-education)[—2](http://www.gov.uk/government/publications/keeping-children-safe-in-education%E2%80%942)
* Working Together to Safeguard Safeguard Children (July 2018)
* Disqualification under the Childcare Act 2006 (July 2018)
* Revised Prevent Duty Guidance for England and Wales (April 2019)
* Protecting children from radicalisation: the prevent duty - Guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism. (updated July 2015)
* The use of social media for on-line radicalisation (July 2015)
* Relationships education, relationships and sex education (RSE) and health education (DfE, updated July 2020).
* Non-statutory interim supplements to KCSIE: Coronavirus (Covid-19): safeguarding in schools, colleges and other providers (2020 subject to DfE updates) and Safeguarding and remote education during coronavirus (Covid 19)
* KCSIW refers also to ‘When to call the police’, non-statutory guidance from the National Police Chiefs’ Council.

The TAS safeguarding policy follows KCSIE (September 2020), and Lancashire Children’s Safeguarding Assurance Partnership guidelines in accordance with locally agreed inter-agency procedures, liaisons and engagement as required.

**Key external contact details for safeguarding**

For the Lancashire **Children’s Safeguarding Assurance Partnership (CSAP)** Lancashiresafeguarding.org.uk see contact details below.

* Allegations against Staff Tel.: 01772 536694 (LADO, Tim Booth and Sean Penn)
* Concerns about a Child Tel.: 0300 123 6720 (MASH Team)
* Safeguarding Advice Line Tel.: 01772 531196
* Out of Hours Duty Team Tel.: 0300 123 6722
* Prevent Serious concerns: Police 101 (Immediate threat: 999)
* UK anti-terrorist hotline 0800 789 321 ([www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism))
* Prevent advice line 01254 585260
	+ School Prevent delivery officers:
	+ Aftab Asghar Aftab.asghar@blackburn.gov.uk

Direct dial: 01254 585015  mob:07812488980

* + Raeesa Patel Raeesa.patel@blackburn.gov.uk

Direct dial: 01254 581907 mob:07813994521

* FGM helpline 0800 028 3550
* CSE 101
* Engage 01254 353525
* Deter 01772 209122

For The Blackpool **Children’s Safeguarding Assurance Partnership (CSAP)**) Blackpoolsafeguarding.org.uk see contact details below.

* Allegations against Staff Tel.: 01253 477541 (LADO, Ruth Lawton) lado@blackpool.gov.uk
* Concerns about a Child Tel.: 01253 477025
* Out of Hours Tel.: 01253 477299
* Prevent Serious concerns: Police 101 (Immediate threat: 999)
* UK anti-terrorist hotline 0800 789 321 ([www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism))
* FGM helpline 0800 028 3550
* CSE 101
* Awaken 01253 477261

For The North Yorkshire Safeguarding Board (NYSCB) Safeguardingunit@northyorks.gcsx.gov.uk see contact details below.

* Allegations against Staff Tel.: 01609 532477
* Concerns about a Child Tel.: 01609 780780
* Out of Hours Tel.: 01609 780780
* Prevent Serious concerns: Police 101 (Immediate threat: 999)
* UK anti-terrorist hotline 0800 789 321 ([www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism))
* FGM helpline 0800 028 3550
* NSPCC whistleblowing advice line Tel: 0800 028 0285 Email: help@nspcc.org.uk
* NSPCC’s what you can do to report abuse dedicated helpline Tel: 0800 028 0285 Email: help@nspcc.org.uk
* Disclosure and Barring Service dbsdispatch@dbs.gsi.gov.uk
* Teaching Regulation Agency Tel: 0207 593 5393 misconduct.teacher@education.gov.uk

Posters are displayed around the school with this information for staff, volunteers and visitors. Please note that **ANYONE** can make contact with the above agencies if they have concerns that a child may be at risk.

**5. Guiding Principles for Protecting Children**

The Safeguarding Team will ensure that the principles identified below are followed:

* All children have a right to be kept safe and protected from abuse.
* Child abuse can occur in all cultures, religions and social class.
* Staff must be sensitive to families' cultural and social background and avoid stereotyping or assumption.
* Children must have the opportunity to express their views and be heard
* If there is a conflict of interests between the child and the parent, the interests of the child must be paramount.
* The responsibility to initiate agreed procedures rests with the individual who identifies the concern
* All staff must endeavour to work in partnership with those who hold parental responsibility for a child
* Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only share with those who need to know
* All staff have access to appropriate and regular training.

**Confidentiality**

Child Protection raises issues of confidentiality which must be clearly understood by all staff in the education service. All staff and volunteers, both teaching and non-teaching, have a responsibility to share relevant information regarding the protection of children with other professionals, particularly the investigative agencies such as the Lancashire Children’s Safeguarding Assurance Partnership and the Police.

If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively, that s/he has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child’s sake. Within that context, the child should, however, be assured that the matter will be disclosed only to people who need to know about it. Staff who receive information about children and their families in the course of their work, should share that information only within appropriate professional contexts. Child Protection records should be kept securely locked. More details on sharing information and GDPR later in the document.

**6. Responsibilities of DSL**

DSLs & Deputy DSLs have been fully trained for the demands of this role in child protection and inter-agency working, participation in child protection case conferences, supporting children in need, record keeping and promoting a culture of listening to children.

They regularly attend courses with other child support agencies to ensure that they remain conversant with best practice. they undergo refresher training every two years. They maintain close links with the Local Safeguarding Children Board and report at least once a year to the Advisory Board member with special interest in child protection. The school's records on child protection are kept locked in the DSL’s cabinet and are separated from routine pupil records. Access is restricted to the DSL, and the Headteacher and deputy DSL. The DSL will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, training, supporting and directing other staff.

The broad areas of responsibility for the designated safeguarding lead are:

**Managing referrals**

The DSL and Deputy DSL are expected to;

* Promptly refer cases of suspected abuse to children’s social care as required;
* Support staff who make referrals to children’s social care;
* Refer cases to the Channel programme where there is a radicalisation concern as required;
* Support staff who make referrals to the Channel programme;
* Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring service as required;
* Refer cases where a crime may have been committed to the police as required.

**Work with Others**

The DSL is expected to;

* Liaise with the Headteacher to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and 2004 and police investigations;
* As required liaise with the case worker and the designated officer (LADO)/police; (all cases which concern a staff member);
* Meet with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies, act as a source of support, advice and expertise;
* Where pupils leave the school ensure their protection file is transferred as soon as possible, this should be transferred separately from the main pupil file ensuring secure transit and confirmation of receipt should be obtained.

**Training**

* The DSL should receive appropriate training carried out every two years in order to understand the assessment process for providing early help and intervention, inter-agency working and the safeguarding partners’ approach to Prevent duties for example through locally agreed common and shared assessment processes such as early help assessments. “Early Help” means providing support as soon as a problem emerges at any point in a child’s life and all staff should be aware of the Early Help process;
* Have a working knowledge of how the CSAP would conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
* Ensure each member of staff has access to and understands the school’s child protection policy and procedures, especially new and part time staff. This will include providing annual and regular updates as required.
* Be alert to the specific needs of children in need, those with special educational needs and young carers;
* Be able to keep detailed, accurate, secure written records of concerns and referrals; Understand and support the school with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
* Obtain access to resources and attend any relevant or refresher training courses; at least annually
* Encourage a culture of listening to pupils and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
* Provide a report to be promptly sent to the Disclosure and Barring Service if the school dispenses with a person’s services because of unsuitability to work with children, or would have done so had the person not resigned or to refer if a member of staff is suspended or redeployed because of concerns they pose a risk of harm
* Refer cases where a crime may have been committed to the police as required.
* The DSL should ensure the school’s policies are known and used appropriately:
* Ensure the school’s child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
* Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
* Link with the Lancashire CSAP website to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
* All advisory board members are acquainted with KCSIE and are aware of their responsibilities.
* The Lead DSL meets annually with the advisory board member with an interest in safeguarding to discuss safeguarding matters and produce a report that will inform the whole school in their review of Safeguarding Policy and procedures.
* Updates are given regularly to staff members following DSL refresher training, for example:
	+ E-Safety;
	+ Sensitive and relevant issues: racism in schools, Prevent Duty.

**7. DSL School Procedures**

If any member of staff is concerned about a child he/she must inform their DSL, Deputy DSL or a Lead DSL, Kirsty Swierkowski or Kirsty Pugh, if others are not available.

If the DSL is not available, staff must report concerns to the Deputy DSL;

* The member of staff must record information regarding concerns on the same day;
* The DSL will decide the appropriate action (in conjunction with the Lead DSL if necessary), including whether the concerns should be referred to the relevant local Children’s Social Care.
* If a referral is made to Children’s Social Care, the DSL will submit a written report of the concerns to CSC within 48 hours;
* Particular attention will be paid to the attendance and development of any child who has been identified as “at risk” or who has been placed on the Child Protection register;
* If a pupil who is known to be on the Child Protection Register changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the receiving school;
* **If a child is in immediate danger or is at risk of harm, a referral should be made to Children’s Social care and/or the police immediately.**
* Anyone can make a referral and where referrals are not made by the DSL, the DSL should be informed as soon as possible thereafter;
* Anyone can report any concern or allegation about school practices or the behaviour of colleagues, volunteers or visitors which are likely to put children at risk or other serious harm should follow the TAS Whistleblowing policy.

Staff members working with children are advised to maintain an attitude of “It could happen here” where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child. Staff should be concerned about a pupil if s/he:

* Has an injury which is not typical of the bumps and scrapes normally associated with children’s injuries;
* Regularly has unexplained injuries;
* Frequently has injuries (even when reasonable explanations are given);
* Gives confused or conflicting explanations on how injuries were sustained;
* Exhibits significant changes in behaviour, performance or attitude.
* Indulges in sexual behaviour which is unusually explicit and/or inappropriate to his/her age;
* Discloses an experience in which s/he may have been significantly harmed.

**Action**

The key points to follow if you suspect, or are told of abuse:

1. Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Do not display shock or disbelief.
2. Accept what is being said.
3. Allow the child to talk freely.
4. Write brief notes of what they are telling you while they are speaking (or as soon as possible afterwards). Keep these notes (it is what you have written at the time that may be important later, not a tidier, improved version of it).
5. Reassure the child but do not give a guarantee that you will keep what is said confidential or secret. You have a responsibility to tell the right people to protect the child. Explain that you need to tell the people who can sort it out, but that you will only tell people who absolutely have to know.
6. Reassure the child that what has happened is not his/her fault.
7. Stress that it was the right thing to tell.
8. Don’t ask leading questions that might give your own ideas of what might have happened (e.g. “did he do X to you?” Ask questions like “What do you want to tell me?” or “Is there anything else you want to say?”
9. Do not criticise the alleged perpetrator.
10. Tell the child what has to be done next and who has to be told.
11. Immediately tell the DSL (unless they are themselves accused or suspected of abuse. See Allegations Involving School Staff in Section 8). Do not tell other adults or young people what you have been told.
12. Discuss with the person who is in charge whether there are any steps that need to be taken to protect the person who has told you about the abuse.
13. Never attempt to carry out an investigation of suspected abuse by interviewing people – Social Services and the Police are trained to do this – you could cause damage and affect possible criminal proceedings. Enacting this policy is important to differentiate between the safeguarding of children who are likely to be in imminent danger of harm or have already suffered harm and those are in need of additional support from one or more agencies. The former group should be referred immediately, and their case reported to Children’s Social Care. The latter cases should lead to inter-agency assessment using local processes such as the “Common Assessment Framework” (CAF) and “Team Around The Child” (TAC) approaches.

Although decisions to seek support for a child in need would normally be taken in consultation with parents and pupils, there is no suggestion in this policy that their consent is required for a referral when there are reasonable grounds to believe that the child is at risk of immediate and significant harm, therefore meeting threshold for S47 assessment, including concerns about radicalisation. Similarly if the school needs to refer an allegation to the LADO.

**Record Keeping**

All concerns, discussions and decisions made and the reasons for those discussions should be recorded in writing and kept on file in the locked safeguarding cabinet in each office (previously referred to as Safeguarding/DSL cabinet).

When a child has made a disclosure the member of staff should:

* Make brief notes during or as soon as possible after the conversation;
* Not destroy the original notes in case they are needed by a court;
* Record the date, time, place;
* Record any noticeable non-verbal behaviour and the words used by the child;
* Draw a diagram to indicate the position of any bruising or other injury;
* Record statements and observations rather than interpretations or assumptions;
* Remember never to ask leading questions and never try to interview people;
* Confidential records will be kept in the locked filing cabinet in the office;
* The DSL keeps records in accordance with local inter-agency requirements and readily shares this information with other agencies as required.

**8. Allegations Involving School Staff**

* The school will not undertake its own investigation of allegations without prior consultation with the local authority designated officer or LADO, or in the most serious cases, the police, so as not to jeopardise statutory investigations.
* The LADO will be responsible for providing advice and presiding over the investigation of any allegation or suspicion of abuse directed against anyone working in the school.
* In borderline cases, a discussion with the LADO(s) can be held informally and without naming the school or individual.
* If an allegation is made against members of staff (including the DSL and Deputy DSL), including volunteers, working with pupils at The Alternative School, the allegation must be reported straight away to the Lead DSL.
* The contact number of the LADO is found in this policy document and is posted in the school offices. In the event that the allegation is against the Lead Headteacher DSL or Proprietor, the referral must be made to the LADO.
* If the event that the allegation is against the proprietor, there should be a nominated external person or member of the SLT to liaise with the LADO.
* The LADO should be informed within one working day of all allegations that come to an employer’s attention or that are made directly to the police.
* Immediate contact should be made with the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. The school will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place.
* The school will give due weight to the views of the LADO and to the policy when making a decision about suspension.
* The school will report to the Disclosure and Barring Service - (DBS) any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria met, that is, they have caused harm or posed a risk of harm to a child.
* Ceasing to use a person’s services includes:
	+ dismissal;
	+ non-renewal of a fixed-term contract;
	+ no longer engaging/refusing to engage a supply teacher provided by an employment agency;
	+ terminating the placement of a student teacher or other trainee;
	+ no longer using staff employed by contractors;
	+ no longer using volunteers;
	+ resignation;
	+ voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.
* The school will make a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had s/he not resigned) and a prohibition order may be appropriate, for reasons such as “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”.
* Our Staff Code of Conduct provides guidance on staff-pupil relationships and communications including social media so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil. We pay particular attention to one-to-one tuition, music, performing arts or sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on.

**9. Information Sharing**

Information is shared with relevant people/agencies in accordance with the guidelines as stated in the TAS General Data Protection Regelation policy.

GDPR should never be a barrier to safeguarding.

**10. No Restraint Policy**

 The Alternative School does not condone the use of corporal punishment.

**We have a very strict no restraint policy. If a staff member chooses to use any form of physical restraint, they will be subject to thorough investigation and this could lead to serious disciplinary outcomes not excluding dismissal.**

In school there are occasions, for a variety of reasons, when staff will have cause to make ‘physical’ contact with a child. With this in mind, this school does not operate a ‘no touch’ policy as it would not enable us to effectively support the safety and emotional well-being of the children.

Reasons for ‘physical’ contact include:

* welcoming pupils at the start of the day
* to comfort a pupil in distress, (as long as this is appropriate to their age).
* to congratulate a child for something, (e.g. use of ‘hi five’ or a handshake).
* to gently direct a pupil.
* for curricular reasons, (e.g. in PE, Drama etc).
* in an emergency in order to avert danger to the pupil or pupils.
* In event of first aid intervention

In all situations where physical contact takes place between staff and children, staff will always consider:

* the pupil’s age and level of understanding
* the pupil’s individual characteristics and history
* the location where the contact takes place

Physical contact is never undertaken as a punishment or to inflict pain. Furthermore, physical contact will not become common practice between a member of staff and a particular child or be made with a child’s neck, breasts, abdomen, genital area or any other sensitive part of the body.

**Different types of touch**

There are three different types of touch and physical contact that may be used.

These are:

 1. **Casual / informal / incidental touch**

* Staff use touch with pupils as part of a normal relationship, for example comforting a child, giving reassurance and congratulating. Always ask a pupil first (permission to touch) and ensure that it is part of the IEP especially if touch is a trigger or something they are not comfortable with. This might include taking a child by the hand, patting on the back or putting an arm around the shoulders. Please remember the training about side hugs. The benefit of this action is often proactive and can prevent a situation from escalating.

2. **General reassuring touch**

* This is used by staff working with children who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a frightened, angry or sad child. Touch used to regulate a child’s emotions triggers the release of the calming chemical oxytocin in the body. Reparative touch may include stroking a back or an arm, hand massage.

3. **Contact/interactive Play**

* Contact play is used by staff adopting a role similar to a parent in a healthy child-parent relationship. This will only take place when the child has developed a trusting relationship with the adult and when they feel completely comfortable and at ease with this type of contact. Contact play may include an adult chasing and catching the child or an adult and child playing a game of building towers with their hands.

This sort of play releases the following chemicals in the brain:

➢ Opioids - to calm and soothe and give pleasure;

➢ Dopamine - to focus, be alert and concentrate;

➢ BDNF (Brain Derived Neurotropic Factor) - a brain ‘fertiliser’ that encourages growth.

Interactive play may include: throwing cushions to each other or using soft foam bats to ‘fence’ each other.

**Outdoor play / education**

* Vulnerable, disabled and younger pupils may require assistance when leaving the building, crossing the road and walking to outdoor venues. This may including holding hands to cross the road, linking arms and support when in distress or panic attacks.

**11. Summary of Concern Procedure**

**Safeguarding/ Child Protection/ Concern Procedure**

**Dealing with Safeguarding/ Child protection issues must take Priority over all other work.**

**If you see, hear, or are told of any issue that raises a concern about possible abuse. This is what you should do:-**

**Respond**

Stay calm, listen to what is said, and reassure the young person. Do not challenge, criticise, or promise confidentiality. You should not investigate but listen and gather as much information as they want to tell you. You can ask for clarification- i.e. “what do you mean? Can you explain?”

**Report**

You should verbally pass this concern on to the Designated Safeguarding Lead (DSL) for the relevant centre as soon as possible. In their absence inform a lead DSL. Remember Safeguarding takes priority over all other work.

**Record**

 Complete a safeguarding log on Behaviour Watch.

 Date, sign and record who, what and when. Record facts and use the language the young person uses. If you add an opinion make it clear that it is your opinion. The report must be written before you leave work.

**Response to the Concern**

The Designated Safeguarding Lead will:-

 Assess the issue reported. Safeguarding/ Child protection or Concern)

 Identify who will be contacted if it is required. Social Care Referral, Parents/ Carers/ Social Workers.

 Identify any follow up work that may be required – i.e. Key working, information sharing and who should do this.

**Safeguarding Young People is everyone’s responsibility.**

**12. Curriculum**

We believe that the school curriculum is an important means of teaching children about safeguarding including E Safety and how to build resilience, particularly with regard to radicalisation.. We understand that school is the safest place to learn about the risks and develop the skills necessary to challenge inappropriate external influences. Teachers aim to ensure that curriculum development meets the following objectives:

* Developing pupil self-esteem;
* Developing communication skills;
* Informing about all aspects of risk;
* Developing strategies for self-protection;
* Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
* Developing non-abusive behaviour between pupils to minimise the risk of peer on peer abuse

The curriculum deals with safeguarding in two ways:

Firstly, in subjects such as PSHE, relevant discussions around related issues take place with the children. Topics include such themes as Drugs, Alcohol, Sex and Relationships, Stranger Danger, British Values and E-Safety issues. Our pupils are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues are discussed, and safe practices explained. All activities, both in school and off site are fully risk assessed to ensure the children are safeguarded and protected.

**13. Staff Handbook**

**Safer Working Practice**

* Do not engage in personal email, text or telephone conversations with pupils outside of a working context and between your working hours of 8am till 7pm. Do not delete any messages as this could be seen as suspicious behaviour and could be an indicator of someone who has been inappropriate with pupils.
* Do not offer lifts to pupils without the permission from your head teacher.
* Always follow policy and procedures.
* No unauthorised photography or filming.
* Report to senior member of staff if a pupil or parent becomes dependent on you.
* Always be open and honest at all times – so nothing can be misinterpreted.
* Whenever possible, try not to be alone in a room with a pupil, regardless of gender. If you are on your own with a pupil, leave the door open and inform a colleague if possible. In instances when pupils are taught one-to-one ensure that there is full visibility into the room through the window in the door. Where a member of staff is talking with a child individually ensure that the door is left open.
* Always keep an appropriate distance between you and the pupil. There are instances when a teacher needs to touch a child, for example music teachers demonstrating how to hold an instrument, and in these cases they would ask the child’s permission first.
* Do not engage in conversations about your personal life with pupils.
* Keep boundaries very clear between you and pupils, particularly if the conversation involves relationships, emotions, and sexual content.
* Do not exchange personal mobile phone numbers with pupils.
* Do not accept pupils as ‘friends’ on social networking sites.
* If a pupil wishes to disclose personal information to you, ensure that they understand that you cannot guarantee confidentiality. Do not probe a pupil about their personal life unless they approach you. Avoid giving advice to pupils about their relationships.
* Be aware of pupils forming attachments to you as a teacher and keep your distance if they appear particularly needy of your attention. It is imperative that you do not appear to be encouraging the relationship, as this can often lead to misunderstandings.
* Be aware of conversations that you have with pupils and the need to avoid sexual innuendo at all times. Older pupils are particularly conscious of staff making sexual inferences and this can place you in a very vulnerable position.

**Checklist: To safeguard children and promote well-being**

Are you:

* open minded and respect everyone?
* always prepared to listen and support their needs?
* familiar with the TAS policies and procedures?

Do you:

* have your own personal code of conduct?
* make sure safeguarding training is up to date?
* understand the TAS safeguarding policies and procedures?
* stay aware of the children and their needs and behaviours?
* stay aware of your own behaviour and that of our colleagues?

**14. Whistle-blowing**

Whistleblowing occurs when an individual raises concerns, usually to their employer or a regulator, about a workplace danger or illegality that affects others. The Public Interest Disclosure Act 1998 is the key piece of UK legislation protecting individuals who 'blow the whistle' in the public interest.

We have clear whistle-blowing procedures suitably referenced in staff training and codes of conduct.

The key principles can be summarised as follows:

* Our school has a culture of safety and of raising concerns about poor or unsafe practice including the following of this safeguarding policy;
* We have a culture of valuing staff and of reflective practice;
* There are procedures for reporting and handling concerns, provision for mediation and dispute resolution where necessary;
* Staff know how to refer safeguarding concerns/allegations direct to the relevant authority;
* Training and support are provided for staff;
* There is transparency and accountability in relation to how concerns are received and handled;
* The NSPCC whistle-blowing helpline is available for staff members who do not feel able to raise concerns regarding child protection failures internally: 08000 280285 (8am – 8pm. Monday to Friday). Email: help@nspcc.org.uk

**See Whistleblowing policy**

**15. Safer Recruitment**

Appropriate members of staff, including the Headteachers, have received specific training in Safer Recruitment practices. At least one person on any formal interview panel will have received such training.

At all stages of the recruitment process, including:

* Advertising and information for applicants;
* Taking up references;
* Other checks before interview;
* Selection of candidates;
* Interviewing short-listed candidates;
* Offer of appointment to successful candidate;
* Induction and supervision of newly appointed staff.

**See Safer Recruitment Policy**

**Induction and Training**

* All staff at the school are subject to an enhanced disclosure and barring check and are included on the update service.
* Every new member of staff, including part-timers, temporary, visiting, volunteers and contract staff working in school, receives appropriate training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSL or the Lead DSL.
* Child Protection training is also given to advisory board and volunteers.
* All staff receive a comprehensive 2 week induction.
* When employing new staff, the School follows Statutory Guidance on Safer Recruitment (see School Safer Recruitment Policy). All staff, including temporary staff and volunteers must be provided with induction training that includes:

 1. TAS Child Protection Policy;

2. The Staff Code of Conduct/Behaviour Policy, including the Whistle-blowing Policy (see Staff Handbook);

 3. TAS Attendance Policy (including Children Missing Education);

4. TAS Behaviour policy;

 6. The role of the DSL (including identity of DSL and deputies);

 7. Acceptable use of technology and staff pupil communication;

8. A copy of KCSIE (September 2020) which includes information on the Prevent Duty; which refers to the staff obligation to report any concerns about radicalisation and whether children might be drawn into terrorism;

 9. Copy of the contact numbers for Children’s Social Care.

 10. On-line safety/acceptable use of technology training.

* All existing staff and advisory board members have been given a copy of KCSIE (September 2020) to update their awareness of safeguarding issues.
* Everyone attends refresher training given by the DSLs on a regular basis
* Training in child protection, e-safety and cyber-bullying, in line with Lancashire Children’s Assurance Partnership guidelines, are an important part of the induction process.
* Staff must be responsive to factors such as female genital mutilation, radicalisation and mental health.
* The school trains all staff to understand the Safeguarding Policy and procedures and ensures that all staff have up-to-date knowledge of safeguarding issues.

The school training enables staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way.

These may include:

* Significant changes in children’s behaviour;
* Deterioration in children’s general well-being;
* Unexplained bruising, marks or signs of possible abuse or neglect;
* Children’s comments which gave cause for concern;
* Any reasons to suspect neglect or abuse outside the setting, e.g. in the child’s home, and/or; The importance of considering wider environmental factors in a child’s life which may be a threat to their safety and/or welfare. This is known as Contextual Safeguarding and is referred to in Working together To Safeguard Children (2018) and in KCSIE (September 2020);
* Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their usual role and responsibilities or inappropriate sharing of images.
* Induction Training for all staff (including temporary staff, volunteers and advisory board members) will include:
	+ Help in understanding roles and responsibilities;
	+ Information about emergency evacuation procedures;
	+ Safeguarding and child protection – including how to identify young people at risk
	+ The school’s equality policy;
	+ Health and safety issues.
* On-going Training: staff will receive annual safeguarding training and in addition, regular updates will be provided as required in order to provide staff with relevant skills and knowledge to safeguard children effectively. All staff will receive KCSIE on every reissue. A training record is kept by the DSL and HR to document the ongoing training.

**Further Information**

It is recognised that children need protection from:

* Physical harm;
* Emotional abuse;
* Sexual abuse;
* Neglect;
* Harmful material on the Internet;
* Domestic violence;
* The criminal exploitation of children, including ‘county lines’. KCSIE September 2020 also acknowledges the following as specific safeguarding issues:
	+ Children missing education (CME);
	+ Child sexual exploitation (CSE);
	+ Female genital mutilation (FGM;)
	+ Peer on Peer Abuse;
	+ Radicalisation and the Prevent duty;
	+ Extremism;
	+ Radicalisation.
	+ Criminal Activity
	+ Forced Marriage
	+ Honour-based violence/abuse
	+ Child trafficking and modern day slavery
	+ Fabricated or induced illness

**16. Raising Awareness with Pupils**

The Alternative School prides itself on its culture of open and effective communication between staff and pupils. We prepare all of our pupils to make reasoned, informed choices, judgements and decisions. They are taught to recognise when they are at risk and how to get help when they need it.

Time is allocated for discussion of relationships, online safety, child abuse / safeguarding issues and in developing in pupils the confidence which they require to recognise abuse and to stay safe.

All pupils know that there are adults to whom they can turn to if they are worried, including their teachers and their Headteacher. In particular:

* Pupils are made aware in Collective Reflection, PSHE discussions and in school displays that there are external agencies such as NSPCC, Child Line, CEOP, etc. where they can seek confidential help or advice;
* E-Safety awareness is embedded in the curriculum and we invite external speakers to address the issue with pupils
* Pupils are taught to keep themselves safe including keeping safe online;
* Useful websites include;
	+ The UK Safer Internet Centre ([www.saferinternet.org.uk](http://www.saferinternet.org.uk/))
	+ CEOP’s Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk/))

**Promotion of Welfare**

Part of the ethos of The Alternative School is to promote social and moral well-being, to teach pupils to take care of and to value themselves and to think in terms of making a positive contribution to society as adults.

All our pupils take part in charitable activities. We also enjoy a link with a school and orphanage in Kenya and provide regular support through charitable donations. We see this as making an important contribution towards the development of the whole person enabling him/her to grow up to value society and make a personal contribution to it.

**Equal Treatment**

The Alternative School is committed to equal treatment for all regardless of sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil.

**Bullying**

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable.

Classroom management, staff development and leadership oversight of behaviour issues should all pay careful attention to nurturing an anti-bullying ethos within the school.

Bullying will be treated as a safeguarding issue where a child is suffering or likely to suffer significant harm and may be referred to local agencies. It would be an expectation that in the event of disclosures about pupil on pupil abuse that all children involved, whether perpetrator or victim, are treated as being ‘at risk’.

**See Anti-bullying policy**

**Interaction with Pupils and Staff Code of Conduct Relating to Child Protection Procedure**

See statement on Whistle-blowing in Section 14 of this policy

**Awareness and Avoidance of Risk**

All staff should be aware of the risks of abuse (by adults and other young people) and should take steps to reduce those risks. See the Staff Code of Conduct Policy.

**17. Social Media – E Safety/Phone – see other policies**

**18. Prevention – CAF**

A CAF (Common Assessment Framework), is an early assessment and planning tool to facilitate coordinated multi-agency support.

It enables professionals to efficiently identify the emerging needs of children and young people at risk of poor outcomes; it reduces duplication of assessment and improves involvement between agencies. Consent is needed for a CAF by parents.

**19. Useful contacts**

* Local Authority Designated Officer (LADO)
	+ - * Tim Booth, Sean Penn, Donna Green (Lancashire) (01772 – 536694)
			* Ruth Lawton (Blackpool & Fylde) (01253 – 477541)
* Ofsted Tel: 0300 123 1231 (once you have reported to the LADO)
* NSPCC: Email: help@nspcc.org.uk Phone number: 08088005000
* Parenting in the Digital Age: [www.pitda.co.uk](http://www.pitda.co.uk)
* Think you know: [www.thinkyouknow.co.uk/parents](http://www.edwardfrancisprimaryschool.org.uk/useful-links-for-safeguarding/www.thinkyouknow.co.uk/parents)

**20. Children Missing from Education**

Staff will be made aware that CME may be a safeguarding issue, especially with regards to children who have poor attendance or are regularly missing.

**21. Children with Special Educational Needs**

The school will ensure that SEND pupils who may be particularly vulnerable to safeguarding issues are closely monitored and that staff are aware of their individual needs. The DSLs and SENCO will work together to ensure that provision plans are written, updated and reviewed. The DSLs and SENCO will attend Child in Need meetings as required by social services and discuss issues with parents when appropriate.

**22. Recovery Plan for Children or Staff**

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff should therefore consider seeking support for him/herself and discuss this with the DSL, HR or Headteacher. As every case will be handled with confidentiality (as far as is possible), any child should be able to continue at the school, confident that any incident is not general knowledge. The same will apply for a member of staff in case of resuming work after an accusation. Counselling will be offered and organised.

1. **Children Looked After**

The school will ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by the local authority. A designated member of staff will have responsibility for their welfare and progress and has up to date assessment information from the local authority, the most recent care plan and contact arrangements with parents.

At The Alternative School, it is highly likely that we will have a high percentage of children in this category.

**24. LADO review**

The role of the LADO is currently under review and it is expected in the future that instead of one designated person, the position will be overseen by a board.

**25. List of Designated Teachers**

Each school has a head teacher who has responsibility for safeguarding. They will be supported by their Deputies and also the lead DSLs.

* Barnoldswick Alternative School
	+ DSL, Kirsty Swierkowski, kirstys@thealternativeschool.co.uk
	+ Deputy DSL, Mark Walton mark@thealternativeschool.co.uk
* Blackpool and the Fylde School
	+ DSL, Neil Winrow neil@thealternativeschool.co.uk
	+ Deputy DSL, Lauren Andrews lauren@thealternativeschool.co.uk
* Accrington
	+ Not currently operational
* St James School
	+ DSL, Clare Watson clare@thealternativeschool.co.uk
	+ Deputy DSL, Jenny Smith jenny@thealternativeschool.co.uk
* Central Team
	+ DSL, Ann Flynn ann@thealternativeschool.co.uk
	+ Deputy DSL, Andy Haines andy@thealternativeschool.co.uk
* Advisory Board Member DSL, Jon Allen jallen@park-high.co.uk
* Lead DSL, Kirsty Swierkowski kirstys@thealternativeschool.co.uk
* Lead DSL, Kirsty Pugh kirsty@thealternativeschool.co.uk

**Appendix 1**

Flow Chart for raising concerns about a child in school

Head Teacher to keep details of referral in safeguarding drawer

Decision by DSL

 Monitor Refer

 Record

Class teacher asked to monitor the child and feedback to DSL on a daily basis

DSL to discuss with Lead DSL and agree to refer to CSC

Once discussed with parents/carers, DSL to speak to teacher to monitor or decide to refer on to the CSC

 **Refer**

 **Monitor**

 **Record**

DSL keeps concern form in secure, confidential safeguarding file

Headteacher / DSL to follow up with CSC to find out outcome

**Appendix 2**

**What is abuse?**

All staff members should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Types of abuse and neglect;

* Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them, or more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. Abuse can take place wholly on-line or technically can be used to facilitate off-line abuse and sexual abuse of children by children.
	+ Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
	+ Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
	+ Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
	+ Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child’s basic emotional needs.

Specific Safeguarding Issues

* All staff should have an awareness of safeguarding issues and behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting which put children in danger.
* All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not be limited to bullying (including cyber bullying), gender-based violence /sexual assaults and sexting.
* Staff should be clear as to the school’s policy and procedures with regards to peer on peer abuse. In addition, as noted in the main body of the policy, all staff need to be mindful of the following: Child sexual exploitation (CSE) Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology.
* Female genital mutilation (FGM) professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. 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. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Since October 2015 every adult who is concerned about a child who may be at risk of FGM has had an obligation to report this. For more information linking to national guidance on FGM see [www.gov.uk/government/publications/female-genital-mutilation-guidelines](http://www.gov.uk/government/publications/female-genital-mutilation-guidelines).
* Radicalisation and the Prevent duty; The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism. The school aims to build pupils’ resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The school is committed to providing a safe space in which pupils, and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
* The school has adopted the Government's definitions for the purposes of compliance with the Prevent duty:
	+ Extremism: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas".
	+ Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism”. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing 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. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to the Prevent Team. Prevent Team Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following: There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.
		- Example indicators that an individual is engaged with an extremist group, cause or ideology include:
			* spending increasing time in the company of other suspected extremists;
			* changing their style of dress or personal appearance to accord with the group;
			* day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
			* loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
			* possession of material or symbols associated with an extremist cause (e.g. the swastika for far-right groups);
			* attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
		- Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:
			* clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
			* using insulting or derogatory names or labels for another group;
			* speaking about the imminence of harm from the other group and the importance of action now;
			* expressing attitudes that justify offending on behalf of the group, cause or ideology;
			* condoning or supporting violence or harm towards others; or
			* plotting or conspiring with others.

"Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

* Peer on peer abuse and the wider school community.
	+ Abuse is abuse and should never be tolerated or passed off as banter, ‘just having a laugh’ or just part of growing up.’
	+ All peer on peer abuse is unacceptable and should be taken seriously.
	+ Peer on peer abuse can range from playground fights and bullying to sexualised behaviour, or in some cases, the targeting of vulnerable children by other children to extort money and goods.
	+ There is increasing evidence in some parts of the county of children being targeted and groomed to join gangs, sometimes by outsiders but also by fellow pupils.
	+ Observation by school staff of what is happening in informal times such as breaks, or lunchtime can be vital and observing what is happening around the wider school environment can be equally important.
	+ Staff also need to be aware of the security of the school boundary and who else may be observing or contacting your children or vulnerable parents.
	+ Staff who may have less formal contact with pupils or who may live and work in the same community can be vital in addressing these issues. For further guidance on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges DFE May 2018

**Indicators of Abuse**

The following lists are neither definitive nor exhaustive. The information has to be used in context with a range of other information related to a child’s circumstances.

Signs of possible abuse:

Physical Abuse

* Unexplained injuries or burns, particularly if they are recurrent
* Improbable excuses given to explain injuries
* Refusal to discuss injuries
* Untreated injuries or delay in reporting them
* Excessive physical punishment
* Arms and legs kept covered in hot weather
* Fear of returning home
* Aggression towards others
* Running away

When considering the possibility of non-accidental injuries, remember that injuries may have occurred for other reasons e.g. genuine accidents or medical disorders.

Physical Neglect:

* Constant hunger
* Poor personal hygiene
* Constant tiredness
* Poor state of clothing
* Frequent lateness, or unexplained non-attendance at school
* Untreated medical problems
* Low self-esteem
* Poor peer relationships
* Stealing
* Neglect may occur during pregnancy as a result of substance abuse

Emotional Abuse:

* Low self-esteem
* Continual self-deprecation
* Peer on peer
* Banter
* Sexting (UKCCIS Guidance)
* Sudden speech disorder
* Significant decline in concentration
* Socio-emotional immaturity
* “Neurotic” behaviour (e.g. rocking, head banging)
* Self-mutilation
* Compulsive stealing
* Extremes of passivity or aggression
* Running away
* Indiscriminate friendliness

Sexual Abuse:

Not all children are able to tell or are believed by parents. Changes in behaviour may be a signal that something has happened. It is important to remember that there may well be no physical or behavioural signs. The following indicators may show that a child is troubled, but not through sexual abuse. The child may have some of these signs or none at all. It is a combination, frequency and duration of signs that can alert you to a problem.

Behavioural:

* Lack of trust in adults, or over familiarity with adults
* Fear of a particular individual
* Social isolation – withdrawal or introversion
* Sleep disturbance (nightmares, irrational fears, bed wetting, fear of sleeping alone, needing a night-light)
* Running away
* Reluctance or refusal to participate in physical activity or to change clothes for activities
* Low self-esteem
* Drug, alcohol or solvent abuse
* Display of sexual knowledge beyond their years
* Unusual interest in the genitals of adults, children or animals
* Expressing affection in an inappropriate way
* Fear of bathrooms, showers, closed doors
* Abnormal, sexualised drawing
* Fear of medical examinations
* Developmental regression
* Poor peer relations
* Over-sexualised behaviour/sexual promiscuity
* Stealing
* Psychosomatic factors e.g. recurrent abdominal pains or headache

Physical:

* Sleeplessness, fear of the dark, nightmares
* Bruises, scratches, bite marks to the thighs or genital area
* Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
* Pain on passing urine or recurrent urinary infection
* Stained underwear
* Unusual genital odour
* Anxiety, depression
* Eating disorder e.g. anorexia or bulimia
* Discomfort/difficulty in walking/sitting
* Venereal disease
* Soiling or wetting in children who have been trained
* Self-mutilation/suicide attempts

Annex A (KCSIE, September 2020) contains important additional information about specific forms of abuse and safeguarding issues. All staff members who work directly with children must read Annex A.

**Appendix 3**

**Accidental Bruising Areas**



**Non – Accidental Bruising Areas**



**Body Map Guidance for Schools**

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. There is a body map on Behaviour Watch to record visible signs of harm and physical injuries.

\***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child’s person, the body map on Behaviour Watch should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Children’s Social Care direct or child’s social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

1. Exact site of injury on the body, e.g. upper outer arm/left cheek.
2. Size of injury - in appropriate centimetres or inches.
3. Approximate shape of injury, e.g. round/square or straight line.
4. Colour of injury - if more than one colour, say so.
5. Is the skin broken?
6. Is there any swelling at the site of the injury, or elsewhere?
7. Is there a scab/any blistering/any bleeding?
8. Is the injury clean or is there grit/fluff etc.?
9. Is mobility restricted as a result of the injury?
10. Does the site of the injury feel hot?
11. Does the child feel hot?
12. Does the child feel pain?
13. Has the child’s body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure first aid is provided where required and record if given.**