# Sutton Outdoor Preschool

# Safeguarding Policy & Child Protection Procedure

## Reviewed October 2020

Reviewed by Elizabeth Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool

Sutton Outdoor Preschool fully recognises its responsibilities for safeguarding pupils. We know that children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. Sutton Outdoor Preschool provides a natural learning environment which is safe and stimulating and where children are able to enjoy learning and grow in confidence.

The Designated Safeguarding Lead (DSL) for Sutton Outdoor Preschool is **Elizabeth Leddy**.
The Deputy Designated Safeguarding Lead for Sutton Outdoor Preschool is **John Leddy**.

Definition of Safeguarding - Safeguarding and promoting the welfare of children, in this policy is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

*(Definition taken from the HM Government document 'Working together to safeguard children 2015).*

Statement of Intent

Our prime responsibility is to work with our pupils, families and the community to ensure the welfare and well-being of each child in our care. The key commitments of this policy for safeguarding children are as follows;

1. We are committed to building a "culture of safety" in which children are protected from abuse and harm in all areas of our service delivery.

2. We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures set out in "What to do if you are worried a child is being abused".

3. We are committed to promoting awareness of child abuse issues through staff training. We are also committed to empowering young children, through the early childhood curriculum, promoting their right to be strong, resilient and listened to.

4. We wish to see our staff use and make the most of benefits of modern technology to support children's learning and development, whilst ensuring children are kept safe.

Aims

To meet the key commitments outlined above in safeguarding children and promoting their welfare we will:

- Provide a safe and secure environment for all children
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct
- Create an environment which encourages children to develop a positive self-image
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- Promote tolerance and acceptance of different beliefs, cultures and communities
- Help children to understand how they can influence and participate in decision-making
- Promote British values through play, discussion and role modelling
- Always listen to children
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
- Share information with other agencies as appropriate.

Method

To meet the key commitments in safeguarding children and promoting their welfare we will:

- Ensure there is a named Designated Safeguarding Lead available during every session and that staff and volunteers know who they are and what their role involves.
- Ensure staff and volunteers understand the nature of abuse, are alert to possible signs of abuse, understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour, and the correct procedures should concern over a child in our care arise.
- Provide a safe environment for the children to learn and develop.
- Identify children who are suffering or likely to suffer significant harm, and take action with the aim of making sure they are kept safe both at home and at Sutton Outdoor Preschool. Support children who have been abused in accordance with their agreed Child Protection Plan.
- Prevent unsuitable people working with children at Sutton Outdoor Preschool.
- Regularly review and update this policy with staff and parents where appropriate and ensure it complies with any legal requirements and any guidance or procedures issued by Birmingham Safeguarding Children Partnership.

Legal Framework

Practitioners working at Sutton Outdoor Preschool have a duty to safeguard and promote the welfare of children as described in section 3.7 of the EYFS 2017 statutory framework. This policy follows guidance and procedures from Birmingham Safeguarding Children Partnership (BSCP) and should be read within the legal framework of The Children Act 1989 which is strengthened by The Children Act 2004 and the Children and Social Work Act 2017, and with due regard to

- 'Safeguarding Children and Safer Recruitment in Education', 2007
- 'Working Together to Safeguard Children', Feb 2019
- 'What to do if you are worried a child is being abused' 2015
- 'Information sharing: Advice for safeguarding practitioners' July 2018
- 'Keeping children safe in education' Oct 2019
- 'The Prevent duty: Department advice for schools and childcare providers' 2015
- The Revised EYFS 2018
- Early Years Inspection Handbook Sept 2019
- Inspecting Safeguarding in Early Years, Education and Skills Settings Sept 2019
- The Handling of DBS Certificate Information July 2018

**Contact telephone numbers:**

- Children's Advice and Support Service (CASS) **0121 303 1888** Emergency Duty Team **(0121 675 4806)**

*CASS offers early support and a wide range of services including information for families, discussing concerns for a child or family, Early Help advice and support, Family Support and Think Family. Any citizen or professional can contact CASS to access support, advice and information; report a concern about a child and make contact with an allocated Social Worker. CASS can also be used to access MASH to report/discuss your safeguarding concern for a child. MASH (Multi-Agency Safeguarding Hub) is a multi-agency team which co-locates key safeguarding agencies including professionals from social care, police, health and education to better identify risks and improve decision making, interventions, and outcomes*.

- Local Authority Designated Officer (LADO) **0121 675 1669**

*The LADO should be alerted to all cases in which it is alleged that a person who works with children has: behaved in a way that has harmed, or may have harmed, a child; possibly committed a criminal offence against children, or related to a child.*

- Ofsted **0300 123 1231**

- Local Safeguarding Children Partnership (LSCP) **0121 464 2612**

- Non-emergency police **101**

- Government helpline for extremism concerns **020 7340 7264**

Designated Safeguarding Lead (DSL)[1]

Sutton Outdoor Preschool has appointed a Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and co-ordinate child protection and welfare issues within the setting. **The Designated Safeguarding Lead (DSL) for Sutton Outdoor Preschool is Elizabeth Leddy. The deputy DSL for Sutton Outdoor Preschool is John Leddy.** There is always at least one DSL on duty during all operational hours of the preschool.

Responsibilities of the DSL include –

- Arranging training for all staff in accordance with inspecting safeguarding guidance, volunteers and members of staff as part of induction training.
- Producing and updating Sutton Outdoor Preschool Safeguarding Policy and Procedures.
- Keeping all staff and volunteers updated with current procedure through induction training and refresher training in staff meetings.
- Provide support and advice for staff and volunteers.
- Maintaining accurate and secure child protection records.
- Identifying and remedying weaknesses in the preschool's safeguarding arrangements without delay.
- Report to the Disclosure and Barring Service (DBS), within one month of leaving any person(employed, contracted, volunteer or student) whose services are no longer used as they are considered unsuitable to work with children.

The full extent of the DSL's role is outlined within Appendix 1 of this document.

Staffing

Sutton Outdoor Preschool operates Safe Recruitment procedures. In order to minimise the risk of employing or engaging an individual who poses any risk to the children, the following procedures are followed (please also refer to Sutton Outdoor Preschool Safer Recruitment Policy –

- An Enhanced Disclosure and Barring Service (DBS) check is made for all staff, including the owners and regular volunteers to verify their declaration concerning any convictions, cautions or bind overs, which they have incurred. If a disclosure comes back, the DSL will assess whether this affects the role applied for.
- Staff identity is checked using the applicant's passport, or if unavailable, other photographic identification.
- Two written references are obtained directly from the referee, one of which includes the last employer where applicable. The referee is asked to comment on applicant's suitability to work with children and to give details of any disciplinary procedures the applicant has been subject to.
- With regard to students, work experience or one-off volunteers, assurances are obtained from relevant external organisations that appropriate safeguarding checks have been carried out.
- All members of the Sutton Outdoor Preschool Team are DBS checked and able to supervise children and work within sight and/or hearing of each other.
- Practitioners receive training to raise their awareness of forms of abuse and help identify **signs of possible abuse and neglect** at the earliest opportunity. This can be found in more detail in Appendix 2.

The Prevent Duty

Sutton Outdoor Preschool is committed to safeguarding children who are vulnerable to radicalisation and extremism. All registered Early Years childcare providers are subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty and to ensure that we adhere to and achieve the Prevent duty we will;

- Provide appropriate training for staff including identifying children who may be at risk of radicalisation.
- Build children's resilience to radicalisation by promoting fundamental British Values.
- As with other safeguarding risks, be alert to changes in behaviour which may indicate a child in need of help or protection. If there is concern that a child is at risk, follow Safeguarding Procedure.
- Develop effective communication with families; assist and advise families who raise concerns and signpost them to appropriate support mechanisms.
- Work with Birmingham Safeguarding Children Partnership and Early Help Team for guidance and support.

More information on possible signs and indicators of radicalisation can be found in Appendix 3 of this document.

[1] Referred to in the Statutory Framework for EYFS as a lead practitioner

Responding to Safeguarding Concerns

A safeguarding issue or concern may come to the notice of a staff member or volunteer in several ways including but not limited to a direct allegation or disclosure; a comment that seems to suggest abuse; bruises or marks; behaviour which may suggest the possibility of abuse. Therefore, all staff and volunteers need to know how to respond appropriately.

Any cause for concern should be noted down, irrespective of how trivial it seems at the time. Note taking should take into account the date, time, place, people present and what was said and should be given to the DSL, or Deputy DSL, immediately. Do not promise to keep allegations secret. Information on how to deal with a disclosure is detailed in Appendix 4. **Record and report the concern to the DSL without delay.**

Following up on an allegation

1. The staff member and DSL will complete a *Safeguarding Incidents/Concerns Form* page 1 (Appendix 5). The DSL will assess the situation and contacted the relevant investigative agencies if they consider a child is being abused or at significant risk of being abused or in need of preventative services. Children's Advice and Support Service (CASS) can be contacted for advice – **0121 303 1888**. Guidance notes for completing these forms can be found on the local authority safeguarding children board and is summarised in Appendix 5a.

2. The DSL leads the referral process to Early Help or MASH (Multi Agency Safeguarding Hub **0121 788 433**, out of hours **0121 605 6060**) within 24 hours of a disclosure or suspicion of abuse.

3. A referral will be followed up in writing within 48 hours. Where possible, concerns will be discussed with parents and agreement sought for a referral to Early Help Services, unless this places the child at harm.

**If the staff member disagrees with the actions taken by the DSL,** they can report any concerns directly to CASS (**0121 303 1888**) or the outside office hours Emergency Duty Team (**0121 675 4806**). Child protection is the individual responsibility of each person working with children – if any person remains concerned about a child protection issue, the concern must be reported.

Allegations against Members of Staff and Volunteers (on premises or elsewhere)

Allegations of abuse may be made either by children or other concerned adults. All concerns must be reported immediately to the DSL, who is then required to inform the Local Authority Designated Officer (LADO) - **0121 675 1669** and the Children's Advice & Support Service (CASS) **0121 303 1888**. The guidance and advice of these two agencies will be followed until enquiries are complete.

Concerns about the preschool manager/DSL

If a parent or member of staff has any concerns about the preschool manager/DSL they should contact the LADO directly (**0121 675 1669**). The LADO team will then lead the enquiries.

Concerns about unknown adults

As the preschool is in a public space, it is of particular importance that we are aware of the presence and actions of any unknown adults.

- Staff are alert to any stranger on site, and will approach them to assess if they pose a threat or danger.
- Staff are alert to any strangers who frequently wait around the site with no apparent purpose.
- Children will never be unsupervised during preschool sessions, regular games such as *1,2,3 where are you, sticky elbows* and headcounts will take place during preschool sessions; children will be made aware of the risks at a level appropriate to their age and understanding and will know what to do if they feel worried.
- Children will never be allowed to leave the site with anyone other than their parents, unless notification has been received in advance by parents/carers.

Our role in prevention of abuse

Sutton Outdoor Preschool will identify and provide opportunities for children and young people to develop skills, concepts, attitudes and knowledge to promote their safety and well-being. Our children are encouraged to be aware of and recognise possible dangers, to develop an understanding of why safety is important and the skills needed to look after themselves and others. This learning is woven throughout daily routines, planned activities and resources, as dangers and risks are identified, discussed and explained. We will ensure that as part of our planned learning, children are involved with projects or activities which relate to staying safe, anti-bullying and e-safety.

Use of mobile phones and cameras *See Mobile Phone, Camera and Other Recording Devices policy.*
Sutton Outdoor Preschool has a strict policy regarding the use of mobile phones and cameras which has been formulated with the absolute objective to safeguard children. The policy applies to all staff members, parents, volunteers and any other visitors to the site.

- Only phones and cameras provided to staff by Sutton Outdoor Preschool should be used for photographs, video or sound recordings and only with express written consent from the child's parent/carer.
- Personal devices should be secured out of sight from the children and should not be used to make or receive calls during contact time.
- Visitors may request permission to take photographs within the setting provided no children are featured.
- Parents may take photographs of their own child for personal use, provided no other children are featured.

e-Safety *See e-Safety including Internet and Social Media policy for more detail.*
Our preschool is aware of the growth of internet use and the advantages this can bring. However, it is also aware of the dangers and strives to support children, staff and families in using the internet safely. Within the preschool we take measures to reduce the risks posed by the internet and keep children safe online

- Only devices provided to staff by Sutton Outdoor Preschool should be used to access the internet or pre-approved apps such as those for plant and insect identification, during contact time. Children are always supervised when using internet devices, screen time is monitored to ensure children remain safe online and have access to material that promotes their learning and development.
- Access to the internet on Preschool devices during contact time is limited to matters relating to the children and their education and care. No personal use will be tolerated.
- children are aware of Safe Use of Internet issues at an age-appropriate level as part of "Stranger Danger"
- Staff Code of Conduct

Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the preschool's other policies and procedures – available to all on our website - www.suttonoutdoorpreschool.co.uk Parents are made aware of our policies on registration and staff on commencement of employment. Any policy can also be emailed on request. Policies are updated annually or as new legislation is publicised.

Our safeguarding and child protection policy cannot be separated from the general ethos of Sutton Outdoor Preschool, which should ensure that children and young people are treated with respect and dignity, feel safe, and are listened to. It is important to keep the focus of any action on the welfare of the child as a possible victim of abuse. In all cases we must consider what it is like to be this child, in this situation, at this time.

This policy is reviewed annually by the DSL and staff. All members of staff read and agree to the child protection policy before the start of their employment. All parents/carers are provided with the policy and asked to confirm they have read it. It is important for families to be aware of actions staff may take if there are any concerns for a child's safety, and for them to understand that they might not be consulted before action is taken. It is also important for families to be aware of how to report any concerns they may have regarding child protection and safeguarding.

**Our preschool has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the DSL at the earliest opportunity.**

| **Policy last reviewed on** | **Signed on behalf of the preschool** | **Date of next review** |
|---|---|---|
| *October 2020* | ***E.Leddy (Elizabeth Leddy)*** | *October 2021* |

# DESIGNATED SAFEGUARDING LEADS ROLE DESCRIPTION

**The Designated Safeguarding Lead for Sutton Outdoor Preschool is Elizabeth Leddy. The deputy DSL is John Leddy.** Their duties and responsibilities are outlined below:

- To oversee the safeguarding and child protection process and procedures within Sutton Outdoor Preschool.
- To ensure the safeguarding policy is reviewed annually or sooner if new guidance is issued.
- To link with the Birmingham Safeguarding Children's Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- To manage cases of suspected abuse, supporting staff with their safeguarding concerns and from any other person that requires immediate attention.
- To consider options for support using the 'Right Help Right Time' or to complete an Early Help Assessment using the Request for Support form.
- To identify cases where there is concern of radicalisation and to support those staff who have reported that concern. To complete the Prevent Screening Tool as part of the Early Help procedure.
- To act as a source of support, advice and expertise for staff across Sutton Outdoor Preschool.
- To ensure the family or child's file is updated and the chronologies are completed with detailed, accurate and secure written records.
- To update the central safeguarding concerns database and review as required.
- To attend multi-agency meetings and to contribute to the assessment of children.
- Ensure that staff and family are kept up to date with the process and that appropriate support is given to the family during the process.
- Ensure relevant safeguarding training is included in the induction process of all staff, students and volunteers.
- To review training needs for all members of staff with regard to safeguarding & child protection, Right Help Right Time, Early Help etc in accordance with individual training plans.
- To encourage a culture of listening to children and taking account of their wishes and feelings.
- To ensure the safeguarding policy is available for parents and that parents understand our responsibilities.
- To ensure when children leave preschool, to start school for example, that their child protection file is transferred to the new setting as soon as possible, ensuring secure transit and confirmation of receipt.
- To receive reports from staff regarding any safeguarding concerns and disclosures and to follow the guidance in the 'Right Help Right Time' as to whether the child or family require signposting to other universal services or if additional support is required they act accordingly involving other agencies.
- To ensure the appropriate forms are completed and that family or children's files are updated using the chronologies.
- To attend DSL meetings where possible to keep up to date with safeguarding processes and procedures and to work collaboratively with other DSLs to share and reflect on working practice.
- To adhere to Sutton Outdoor Preschool's Confidentiality Statement and data sharing protocols.

The Designated Safeguarding Leads will attend training to provide them with the knowledge and skills required to carry out their role. This training will be updated every 2 years. Skills and knowledge will be updated regularly and at least annually to keep up with developments relevant to the role.

In addition the DSLs will attend Prevent training and any other courses or workshops relating to specific areas of safeguarding such as Child Sexual Exploitation, Female Genital Mutilation, Domestic Abuse etc.

In addition to any formal training the DSLs will receive regular updates from the NSPCC or other e-bulletins informing of Serious Case Reviews, case studies for discussion in team meetings and safeguarding developments and articles or new procedures.

The DSLs will ensure all staff within Sutton Outdoor Preschool are informed of recent safeguarding developments and that child protection processes are kept up to date and in the fore front of everyone's job roles.

# DEFINITIONS AND POSSIBLE INDICATORS OF ABUSE

## 1. Neglect

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

## 2. Physical Abuse

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
  Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers

## 3. Sexual Abuse and Sexual Exploitation

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts. 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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Bruises or scratches in the genital area.

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

**4. Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child or young person such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

**5. Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003. It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons. It is a form of child abuse under UK law.

## DEFINITIONS AND POSSIBLE INDICATORS OF RADICALISATION

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

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Family members convicted of a terrorism act or subject to a Channel intervention;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Appendix 4

## DEALING WITH A DISCLOSURE OF ABUSE

**When a child or young person tells me about abuse s/he has suffered, what must I remember?**

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child or young person. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child or young person that it is not her/his fault.
- Encourage the child or young person to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child or young person is trying to tell you.
- Praise the child or young person for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child or young person may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child or young person again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

**You must not deal with this yourself**. Clear indications or disclosure of abuse must be reported to without delay to the Designated Safeguarding Lead.

Children or young people making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child or young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead.

CR8

**SAFEGUARDING INCIDENTS / CONCERNS FORM** **page 1 of 2**

| | | | |
|---|---|---|---|
| **Child's name:** | | **D.O.B:** | |
| **Date of Incident:** | | **Time:** | |

**Place where incident / concern happened:**

**Description of incident / concern:**

**Are there any other concerns about the person's well-being?**

| | | |
|---|---|---|
| **Signature:** | **Name:** | **Date:** |
| **Reported to DSL**<br>**Signature:** | **Name of DSL:** | **Date:**<br>**Time:** |

CR10

**SAFEGUARDING INCIDENTS / CONCERNS FORM** **page 2 of 2**

| | | | |
|---|---|---|---|
| **Child's name:** | | **D.O.B:** | |
| **Date of Incident:** | | **Time:** | |

This section to be completed by the Designated Safeguarding Lead

| | |
|---|---|
| **Are there any previous concerns?** | |

| | | | |
|---|---|---|---|
| **Spoken to parents/carers - Explanation sufficient.** | | **Spoken to parents/carers - Explanation insufficient/concerns remain** | |
| **Did not speak to parents/carers due to risk to child** | | **Suggest Monitoring of child in setting:** | |
| **Contacted CASS for Advice 0121 303 1888** | | **Spoken to child or young person** | |
| **Completed Request for Support Form** | | **Professional Conversation with:** | |
| **External referral to:** | | **Updated Central Log** | |
| **Internal referral to:** | | **Updated Chronology** | |

**Notes: (Giving reasons for actions)**

**Record and date Outcomes – (use contact/observation form for further communication)**

| **Name of DSL:** | **Signed:** | **Date** |
|---|---|---|
| | | |

Note: If a referral is made via telephone to Children's Social Care, it must be followed up in writing within 24 hours.

In making any record, staff should consider why the recording is being carried out, who will read it and when. A record may be read a few days after being written a year later, or twenty year later. It is therefore necessary to record in such a way that someone reading the record is able to obtain a clear account, e.g. by giving full names and designations of professionals involved

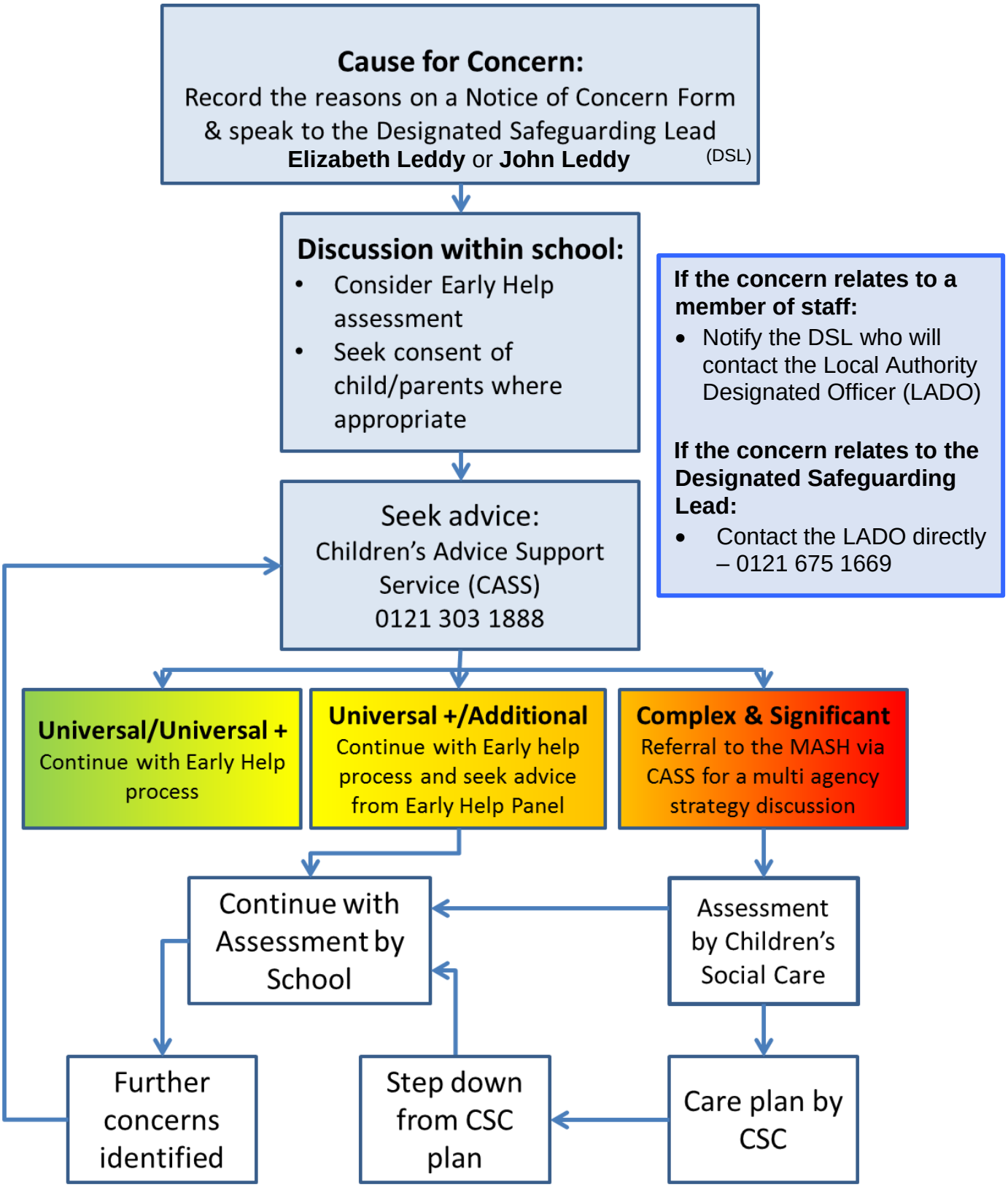
- Every communication and contact with a family, and all attempted communications, should be recorded in a box on form CR 10, e.g. telephone calls, conversations, attendance at the setting etc
- The person receiving the communication must always record the information on the CR10 form.
- Only one box will be used per communication/contact. If more detailed information is required, then this needs to be recorded on the CR8 form and cross referenced onto the CR10 form.
  All recordings must be signed, name printed and dated by the person recording the information.
- Designations and relationship must be clearly stated, e.g. social worker, carer etc
- All correspondence, letters, text messages, faxes etc. must be documented and cross-referenced to their location in the file.
- The method of communication must be identified, e.g. phone call in, phone call out.
- The third column on the form, must be completed as a record of proposed or necessary action.

Recording must be completed within one working day, if the date of the communication, contact or event is different to the date on which the record was made, this must be stated.

- The records should show a clear distinction between facts, opinion, assessment/ evaluation and consequent action – **if you have recorded an opinion, then it must state "in my opinion"**
  - **Facts** are what are known to have happened, including substantiated information, with sources, and direct observations of behavior or speech. (courts will challenge any evidence provided, so this must be able to be substantiated)
  - **Information** is unverified reference to events, actions or speech.
  - **Opinion** is a view of the significant or plausibility of facts and information. It should be recorded as opinion held by a significant other – the service user, someone intimately connected with the case or events, or another professional. Professionals, e.g. early year's workers, family support workers, DSPs etc are expected to record their professional opinion, based on their own professional experience, training etc.
  - **Assessment/ Evaluation** is the act of concluding and forming professional judgments based on evidence with the reasoning set out.
  - **Consequent Action** is what will be done as a consequence of the contact or making of the record.
  - **Page numbers must be clearly identified to show a clear chronology of events.**

- Recording must be completed by no later than the end of the working day, of the events described as any time delay can affect future outcomes/decision making if the appropriate information has not been shared with the relevant professionals within the required timescale.
- All recordings must be legible, with the professional's name printed, signed and dated. (not abbreviated)
- If the date on which the record is made is different to the date on which the events described took place, this should be stated, and both dates given.
- However, retrospective records are unacceptable.
- This information may be used at a later date in relation to any concerns you may have when monitoring a child ie Court, POT/TAF meetings etc.

**Foot note**: Any concerns you may have re a Childs wellbeing, do not be afraid to initiate "professional curiosity" or challenge professionals, to ensure you have done everything possible to safeguard all children in your care.

If in doubt, SHOUT

## RESPONDING TO CONCERNS ABOUT A CHILD