

ILC Safeguarding Policy 2024

(Version 1)

We are committed to promoting and supporting a safe and friendly environment. When concerns are raised, we respond immediately to those concerns following ILC procedures and take all concerns and allegations seriously. In all our activities we endeavour to safeguard everyone regardless of race, age, culture, language, religion and gender.

Policy Aims

- To inform current and potential ILC staff of their responsibilities when working with children
- To ensure that all students aged under 18 are protected from potential abuse from hosts, staff and other people who are in contact with them during their stay
- To ensure all ILC centres offer a variety of interesting activities that are appropriate for their age
- To carry out safe recruitment, selection and vetting of staff, Homestay accommodation providers and other suppliers.
- To ensure that members of staff, Homestay accommodation providers and non-staff adults are aware of any student under the age of 18 and are aware of the procedures relating to them.

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ILC's Safeguarding Team and overall responsibilities



BIRMINGHAM

<u>Designated Safeguarding Lead (DSL)</u>	<u>Designated Safeguarding Person (DSP)</u>	<u>Designated Safeguarding Staff</u>
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A) Recruitment Policy

Interview process

1. All applicants for academic and administrative work will receive an email before any interview stating that due to our commitment to the care and safety of under 18s, references will be followed up; gaps in CVs must be explained satisfactorily; proof of identity and qualifications must be supplied and photocopied; reference requests will specifically ask for any reason they should not be working with under 18s and suitability checks will be provided prior to commencement of employment and the centre will require an appropriate DBS check prior to confirmation of appointment.
2. During the interview, the candidate will be asked the following questions suggested during the Safeguarding Training Level 1 to clarify their knowledge of under 18 welfare. If the answers are unsatisfactory, the welfare officer will give extra support and training if the candidate is employed by ILC. These questions may vary for non-teaching roles.
 - a. Regarding classroom management, how would you deal with a student with bad behaviour?
 - b. What would you do if you were concerned about a colleague's behaviour towards a young learner?
 - c. How do you define an appropriate teacher-pupil relationship with students under 18?
 - d. Have you ever had to deal with bullying between students – what did you do? How could you have done it better?

DBS

1. ILC will get a new criminal record check for new applicants unless:
 - a. The applicant is on the DBS/PVG Update Service and when seeing the original certificate and checking the applicant's status online, sees there is a 'not change' to status.
 - b. The applicant has a DBS check for another organisation that is less than three months old and is for a similar role.
2. In the event of any DBS or reference revealing any past offences or cautions, if any of these undermine their likely trustworthiness to work with under 18s (e.g. sexual, violence), then any job offers working with under 18s will be withdrawn.
3. If the criminal record check has been applied for but not yet received, the applicant must be risk assessed and supervised. Unchecked teachers are supervised by a checked staff member sitting outside their class while they are teaching with the classroom door open. This needs to be handled sensitively and not interfere with the class or cause embarrassment.

Training

Training will be provided in the induction to new staff on rules and good practice relating to under 18s. Completion of an online Child Protection Basic Awareness Training (Safeguarding Course Level 1) and attendance at in-house training sessions are obligatory for all staff members (a copy of the Level 1 certificate will be placed in the employee's file).

B) Code of Conduct for Staff

It is important to plan the work of an organisation that has contact with children, young people and vulnerable adults in such a way as to minimise situations in which abuse may occur. Therefore, ILC staff who have regular one-to-one contact with children, young people or vulnerable adults should adhere to the following code of conduct to ensure safety both for themselves and the young person.

All teachers working with children are subject to strict recruitment procedures including senior staff verbally following up references, carrying out DBS checks and signing disclosures regarding DBS checking. Teachers should also have regular meetings with senior staff to ensure all staff are fully trained to recognise important issues regarding child welfare.

If you have any concerns or queries arising from reading this code of conduct, please contact your Welfare Officer.

Personal Code of Conduct

1. The welfare of the child is paramount. Place the safety and wellbeing of a child, young person or vulnerable adult first. It must be placed before any personal or organisational goals and before loyalty to friends and colleagues.
2. All children without exception have the right to protection regardless of their age, developmental stage, ability, sex, sexual orientation, disability, beliefs or ethnicity.
3. Form appropriate relationships with children, young people and vulnerable adults. These should be based on mutual trust and respect.
4. Be aware of the relative powerlessness of children, young people and vulnerable adults compared to staff members.
5. Be committed to actively preventing the exploitation and abuse of children, young people and vulnerable adults.
6. Any behavioural issues are to be reported to the senior DSP or DSL immediately. Staff needs to report if they accidentally hurt a child or if a child is distressed in the class; if they feel that a child is behaving in a way which is not age appropriate; or any type of aggressive behaviour towards other peers or teachers. Report and record any concerns or incidents to the DSP or DSL.
7. Report if a child has an accident which does not require hospital treatment. The DSP or DSL needs to inform the group leaders/parents/guardians and/ or a Homestay provider about any accident the student had in the centre and advice should be given to go to A&E in case of emergencies.

Guidelines for working with Children, young people and vulnerable adults

1. Teachers are to check their class registers with regards to identifying under 18s as there may be inappropriate issues and topics which they should not discuss as part of a lesson.
2. Teachers must report to Reception or the DOS if any under 18 student has not arrived by 15 minutes after the start of the class. Teachers need to have their mobile phones on and the School number in order to do this.
3. In classes where there are students aged 16 and 17 studying alongside adults, this will be indicated on the register by the DOS and the teacher must be aware of this.
4. Teachers will be informed by Reception if the Under 18 has any medical condition or behavioural issues they need to be aware of.
5. Conduct meetings with children, young people or vulnerable adults either with another staff member present or in an open environment (e.g. leave office door open and do not hold meetings when lone working i.e. when others are out of eyesight/ earshot).
6. If physical contact is necessary e.g. for demonstration purposes, ensure it takes place only with the full consent of the child, young person or vulnerable adult and that its purpose is clear.
7. Do not use touch as a form of communication, even to comfort a child, young person or vulnerable adult who is distressed.
8. In the event of any offsite courses, never offer a lift in your own vehicle, offer alternatives wherever possible so the student travels with peers. Travel to and from the site is to be arranged by Reception staff and the relevant group leaders. The group is to be accompanied by the correct ratio of adults for the size of the group. A 'buddy' system is implemented whereby students always remain paired up.
9. Consider your expected behaviour in certain situations and what might be considered unacceptable, e.g. rough physical games, sexually suggestive comments, inappropriate language, or doing things of a personal nature for a child, young person or vulnerable adult.
10. All under 16 young learner course teachers are to use the appropriate file, materials and course book or syllabus provided by the DOS.
11. Teachers are not to allow Under 18s access to the IWBs or laptops at any time unless they are supervised.

Do's and Don'ts when working with children or young learners

DO:

1. Be aware of ILC policies.
2. Teach them to be tolerant of one another.
3. Remember the young learner comes first.
4. Listen to what the young learners have to say.
5. Avoid "confrontation" whenever possible.
6. Make students aware of existing or potential risks.
7. Be approachable.
8. Treat everyone with respect.
9. Provide a good personal model of behaviour and positive, inclusive communication.
10. Communicate with young learners in an appropriate level of English.
11. Stay professional at all times.
12. Take any concerns seriously.
13. Report any concerns or/and suspicious behaviour in which you see either in the centre or outside.
14. Ask for help and seek advice from DSL.

DO NOT:

1. Be alone with young learners.
2. Offer a lift home.
3. Shout or be aggressive towards your young learners.
4. Ignore, be unfair to or make fun of young learners.
5. Touch inappropriately or take photos of students without consent.
6. Teach about things young learners are not interested in. This helps ensure the child will have multiple opportunities to learn and interact better with others.
7. Keep any contact via social media using your private social account.
8. Arrange meetings with under 18 students after classes.
9. Distress a young learner by shouting at them, calling them derogatory names or slap, hold or shake them.

All students under 18 years old must remain under the supervision of staff. The staff have a duty to never subject students to any harm or abuse. Failure to honour this will be treated as gross misconduct.

C) Group leaders/guardians

1. All group leaders who are accompanying an overseas group in which some or all the students are under 18 MUST provide written, original evidence of good character from the relevant (British Council approved) authority (e.g. a DBS or a Police letter). This must be provided either in advance of travel with their group to the UK or at group leader induction at the beginning of the course.
2. Group leaders must agree to and sign a 'Group Leader Declaration' in advance of travel to the UK. This document will:
 - a. Include an outline of their duty of care.
 - b. Establish clear boundaries of responsibility.
 - c. Address this Safeguarding Policy to ensure it is known to them and that they commit to following it.

D) Parents of students under 18

When applying for a course for a student under 18, the student/parent/guardian/group leader will be asked to fill in and sign an age specific Enrolment form (Under 16s or 16s-17s Application Form). This form includes a section for Parental Permission. It asks the parent or guardian to give medical information for the student, pick up and drop off permission and consent for travel.

There is also an accompanying Information for Parents and Student Handbooks for under 16s and 16s-17s. We ask that parents read these carefully as they give detailed information regarding our attendance policy, supervision, curfews and rules for under 18s after classes. The Student Handbooks for under 16s and 16-17 year olds also include the out-of-hours emergency telephone number.

E) Homestay Providers

DBS

1. ILC will get a new criminal record check for all over 18s resident in Homestay providers for new homestays hosting under 18s unless:
 - a. The applicants are on the DBS/PVG Update Service and when seeing the original certificate and checking the applicant's status online, there is a 'not change' to status.
 - b. The applicants have a DBS check for another organisation that is less than three months old and is for a similar role.
2. In the event of any DBS check or reference revealing any past offences or cautions, if any of these undermine their likely trustworthiness to work with under 18s (e.g. sexual, violence), then no under 18s will be hosted by the provider. In fact, no students of any age would be placed with the potential Homestay provider.
3. The provider will not be able to host students until the DBS has been received.
4. Once approved to host under 18s, DBS checks must be renewed every 3 years.

Other

1. Homestay providers are required to sign a 'Homestay agreement' in which their duty of care relating to under 18s (curfew, transport, house rules etc.) is clearly explained and agreed. This agreement is signed by them. The agreement also asks any other over 18s currently living at the address to read this Safeguarding Policy, the Homestay Provider Handbook and sign the Homestay Agreement as agreement to the terms.
2. No under 16s are to be housed with adult students.
3. A responsible adult (known to and vetted by us) will always be present overnight and when students under 16 are at home.
4. The Homestay main provider will be made aware of the rules for what students may or may not do outside scheduled activity times and, in particular, the curfew time.
5. A summary of the Safeguarding policy is included in the Homestay Provider Handbook which is sent to the Homestay Provider and discussed at the time of inspection and on every periodical re-inspection to ensure homestay providers are aware of it and able to act accordingly.
6. The rules of what students under 18 may or may not do outside lessons will be sent to the homestay providers with every booking confirmation.
7. All Homestay Providers hosting students under the age of 18 are asked to do Level 1 Safeguarding Training. Certificates are kept in their file.

F) Other non-staff adults

Drivers

1. ILC will only use DBS-checked drivers.
2. A summary of this policy will be provided to the allocated driver prior to any transfers or trips.
3. Drivers are advised to have the under 18 students in the back seats and behind the driver.

Visitors and contractors at the premises

All visitors and contractors will be made aware of the relevant sections of this policy, and their stay at the premises will be dealt with following the rules and guidelines in the ILC Policies for Visitors and Contractors.

G) Rules and protection for under 18s while in the UK

Duty of care

The level of care and protection provided to under 18s will be clearly stated to students, their parents or guardians, the group leaders and the Homestay providers before they arrive in the UK in the application form and Student Handbook.

1. In the case of closed groups, these rules and guidelines will be made clear in the contractual arrangements.

2. For individual students, ILC will send this information to the person making the booking at the time, and the relevant completed documents will be collected from them.
3. All parties will be made aware in advance of the rules about what students may or may not do when outside of lessons or scheduled activities. Students and group leaders will be reminded about them and receive further explanation during the induction meeting.

Activities programme (clearly agreed before arrival)

1. For individual students
 - a. Our Summer Junior Programmes for under-16s has an afternoon Activities programme that has adult group leaders who are fully DBS checked and given safeguarding training prior to the programme.
 - b. Individual students of 16 and 17 years old are welcome and encouraged to join our general adult activity and activities programme at no extra cost. It is stated on our activity publicity (posters around the school or sign-up sheets) which activities are only for students over 18.
2. For closed groups.
 - a. It is customary for closed groups with 11 to 17-year-old students to also book a tailored activity programme, but if this is not required in the booking, students will be welcome and encouraged to join our general adult activity and social programme at no extra cost.
 - b. The activity programme will be supervised by the centre, Group leader(s) or a mixture of both, but this will be confirmed in writing before arrival.

Supervision

There will be sufficient adult supervision for all scheduled activities. ILC will use the following ratios as a reference: 1:10-15 (8-10s), 1:15-20 (11+). However, supervision levels may be increased if it is deemed necessary as a result of the risk assessment. For easy identification and to ensure students carry the emergency phone number at all times, students wear lanyards with their student cards during classes, activities and trips.

Risk assessment

ILC will carry out a building risk assessment and separate activity risk assessment for under 18s. Risk assessments will be reviewed annually.

Generic risk assessments are used for all activities and available for teaching staff, administration staff and activity organisers. However, as circumstances can change, activity organisers and management need to review and adapt the risk assessment.

The Health and Safety Executive (HSE) provides a helpful guide, which can be downloaded:

<http://www.hse.gov.uk/simple-health-safety/risk/index.htm>.

How to do a risk assessment:

- Think about the hazards
- Who might be at risk?
- Decide how you will control the risk
- Record your findings
- Review your risk assessment after activity

Accommodation

1. ILC will normally be responsible for providing accommodation and meals unless alternative arrangements have been made by the parent(s) or legal guardian and confirmed in writing.
2. A responsible adult will always be present overnight and present when students under 16 are at home.
3. ILC will ensure that students under 16 are not lodged with students aged 18 years or older.

4. In residential accommodation, the minimum ratio of residential adults will be at least 1:20 for students aged 12-17 and 1:15 for students under 12. First aid facilities and an appropriately trained member of staff will be available at all times, together with an arrangement with a local doctor in case of emergencies.
5. When students under 16 are with host providers for more than 28 days, social services will be contacted in order to make a Homestay visit as the Homestay provider would be, in effect, acting as a foster parent.

Communication

1. ILC will obtain a 24-hour contact number for the parents/legal guardians, agent or group leader of students.
2. ILC will provide parents/legal guardians of students a telephone number that can be used to contact us outside of Office hours (e.g. The 24-hour emergency number).

H) Identifying abuse, handling disclosure and allegations, and reporting

1. The Office Manager/ Welfare Officer/Director of Studies will pass on any concerns to the DSL (or DSP if the DSL is not available).
2. **Training.** All staff must complete a Child Protection Basic Awareness Training (Safeguarding Course Level 1).
3. **Identifying abuse.**
 - a. Staff will be alert to identify any signs (physical and/or behavioural) that may indicate neglect, physical, emotional or sexual abuse. See **Appendix 1** for further understanding of abuse.
 - b. Students under 18 will normally stay in the UK temporarily, and often for short periods of time only. Extra attention will be paid to those risks that stem from this situation and that make children particularly vulnerable to:
 - i. Lack of knowledge of the geographical environment
 - ii. Lack of knowledge of the cultural customs and boundaries
 - iii. Absence of previously known, trusted figures (parents, relatives, usual teachers)
 - iv. Insecurity in a new environment
4. **Concerns.** The DSL/DSP must be informed of any concerns as soon as possible so the necessary investigations can be carried out as needed. For how to record concerns please see **Appendix 2 and 3**.
5. **Allegations.** The DSL/DSP must be contacted if a member of staff, or a non-staff adult wishes to make an allegation. The DSL/DSP will lead the proceedings, which will be treated as confidential.
6. **Disclosure.** In the event of an under 18 student disclosing any relevant information to a member of staff or non-staff adult, they will listen and reassure, but not interview or investigate. The only action taken will be to ensure the safety of the student. The DSL/DSP will be informed as soon as possible, and they will lead the proceedings.
7. In the event of an allegation, or disclosure from a student, the DSL/DSP will contact the Local Children Safeguarding Board and follow their instructions. Please see **Appendix 4** and contact details below.

Reporting channels if you have concerns

If a child, young person or vulnerable adult discloses information to you about a potentially abusive situation, either about another member of staff, another student or a member of the external community (parent/guardian etc.) you must report it. At the time of disclosure make accurate, factual notes for your reference in the future. Inform the student that you are going to have to pass the information on to the DSL/DSP so that they are suitably supported, and that you cannot guarantee confidentiality. It is important to remember that a child or young person (under 18) cannot refuse for this referral to occur if they have made an allegation of abuse.

Contact your DSL/DSP first, or if they are not available, the Police, Social Services or Local Safeguarding Child board as soon as possible and give a detailed factual account of what the student disclosed to you, please see the Concern (& Disclosure/Allegation) Form (please see **Appendix 2B**) and write a brief description of the allegation.



Birmingham Safeguarding Children Board

Children's Advice & Support Service (CASS) on 0121 303 1888 or via secure email; CASS@birminghamchildrenstrust.co.uk.

Emergency Duty Officer:

Tel. 0121 675 4806

Local Authority Designated Officer (LADO),

LADO Team can be contacted on 0121 675 1669 or email: Ladoteam@birminghamchildrenstrust.co.uk

Bristol Safeguarding Children Board

<https://bristolsafeguarding.org/children-home/contact/report-a-concern>

Bristol Safeguarding Children Board (Keeping Bristol Safe Partnership) to report any concerns:

Tel: Nicola Laird (LADO) on 0117 903 7795

Email: childprotection@bristol.gov.uk

Bristol Children's Services

Contact the Children's Access Point on 0117 903 6444

Out of Office Hours: 01454 615 165 (Emergency Duty Officer)

The Cambridgeshire and Peterborough Safeguarding Partnership Board

<https://www.safeguardingcambspeterborough.org.uk/>

Local Authority Designated Officers:

- **Email:**
 - LADO@cambridgeshire.gov.uk
 - LADO@peterborough.gov.uk
- **Telephone contacts:**
 - 01223 727967 – Cambridgeshire
 - 01733 864038 – Peterborough
 - Out of Hours Emergency Duty Team: 0345 0455203 Cambridge, 01733 864180 Peterborough

Portsmouth Safeguarding Children Board

<https://www.portsmouth.gov.uk/services/health-and-care/children-and-families/keeping-children-safe/>

Please report any concerns to the Multi-Agency Safeguarding Hub

Office hours from Monday to Friday

Tel: 023 9268 8793

Emergency Duty Officer:

0300 555 1373 (Out of office hours number)

Portsmouth Local Authority Designated Officer (LADO)
Tel: 023 9288 2500 or email LADO@portsmouthcc.gov.uk

Southampton Safeguarding Children Board

Southampton Safeguarding Children Board – Tel: 02380 832995, email: lscb@southampton.gov.uk
Southampton LADO – Tel: 02380 915535 / 07500 952037 or email: lado@southampton.gov.uk

Essex Safeguarding Children Board (for Colchester)

Essex Safeguarding Children Board – Tel: 03456037627, [website: escb.co.uk](http://www.escb.co.uk)
Essex LADO – Tel: 03330139797(08456061212 out-of-hours) or email LADO@essex.gov.uk

National Society for the Prevention of Cruelty to Children (NSPCC) - tel. 08088005000
Childline (for children) – tel. 08001111
Police - 999 in emergencies or 101

Further Information and advice can be found at:

Safeguarding Young People: <http://www.safeguardingchildren.co.uk/>
Anti-Bullying: http://www.bbc.co.uk/health/physical_health/child_development/teen_bully.shtml
<http://www.anti-bullyingalliance.org.uk/>
Health & Safety: <https://www.britsafe.org/speakupstaysafe/>
<http://www.hse.gov.uk/youngpeople/index.htm>
Online Protection: <http://www.google.com/goodtoknow/familysafety/>
<http://www.homeeddirectory.com/blog/recognizing-and-preventing-cyberbullying>
Teen Depression: http://www.helpguide.org/mental/depression_teen.htm
FGM: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/>
CEOP: <https://www.ceop.police.uk/safety-centre/>
Important Documents:
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

I) Action if bullying is suspected

Bullying is a totally unacceptable form of behaviour at ILC. If you feel that you are the victim of any form of bullying you must talk to a member of staff as soon as possible. If you think that someone else is being bullied then you should also tell someone immediately so that action is taken. Your actions may well help other people who might be suffering.

- Encourage/educate all children to speak and share their concerns. (Please see the **Student Handbook**).
- Help the victim to speak out and to inform the person in charge or someone in authority, parents, group leader or guardian.

Further action to be taken

- Investigate and take action to ensure that the victim is safe.

- Reassure the victim that you can be trusted and will help them, although you cannot promise to tell no one else.
- Speak to the victim and the bully or bullies separately.
- Keep records of what is said; what happened; by whom and when.
- The Welfare Officer or member of staff should seek professional help in case of suicide threats from the victim.
- A meeting will be arranged with the bully or bullies to explain the situation and seek an apology for the victim with a staff member present. A record will be kept.
- Try to get the bully or bullies to understand the consequences of their unacceptable behaviour.
- Monitor the situation, talk to the teachers and other staff.
- The centre will inform the parents/guardian/group leaders of the victim and the bully or bullies.
- The centre will give a warning letter which outlines the consequences if their behaviour does not improve.

J) Concerns outside the immediate environment (e.g. parents/group leaders/guardians)

- Students are asked to report any concerns they may have to the Welfare officer or DOS.
- Social services or the police will be informed.

All ILC staff members respect each other's rights as individuals and that it is clearly understood by all, and bullying is unacceptable at ILC.

Definitions:

- **A young person** is anyone under 18.
- **A child** is anyone who has not yet reached the official minimum school leaving age (MSLA). Pupils will reach the MSLA in the school year in which they turn 16.
- **A vulnerable adult** is defined as someone who is aged 18 or over who has either a dependency upon others or a requirement for assistance in the performance of basic functions; a severe impairment in the ability to communicate with others; or has a reduced ability to protect themselves from assault, abuse or neglect.
- The **Disclosure and Barring Service (DBS)** helps employers prevent unsuitable people from working with vulnerable groups, including children (under 18s). It replaced the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).
- **Safeguarding** means 'caring' for young people and vulnerable adults appropriately and protecting them from that which is not in their best interests. This includes health & safety, child protection and pastoral care.
- **Concern** - Implies an anxious sense of interest in something or somebody.
- **Allegation** - A formal accusation against somebody.

Appendix 1 - Further understanding of abuse

Emotional abuse: It is often persistent such as bullying - it is a conscious desire to hurt, distress, embarrass, threaten or frighten someone. This includes calling names, exclusion from the group, intimidation, damage to personal property and unkind notes or messages via social media. This can escalate to physical violence.

Physical abuse: It is when someone deliberately hurts or injures someone. This includes hitting, kicking, hair pulling, throwing and shaking or beating. It is the most dangerous form of abuse as the victim can die.

Sexual abuse: Forcing or enticing a young person to take part in sexual activities. This can happen over the internet so the abuser can be in a different county from the victim. Often the abuser will befriend the victim and then seek to abuse them.

Grooming: Is when someone builds an emotional connection with a child to gain their trust for the purpose of sexual abuse or exploitation. It includes the grooming of children or young persons in order to make them see the abuser as trustworthy, giving the abuser clearer access to victims who are often underage/vulnerable.

Neglect: It can happen in all levels of society; however, it is difficult to establish during a short period of time. It can include: leaving young children unattended, physical and medical needs ignored or self-neglect (often seen in adults).

Controlling, coercive and threatening behaviours: Often seen in teenagers, abusive relationships where one partner dominates the other in a range of ways, such as repeated insults, stopping partners from seeing friends or family, controlling what the partner wears, forcing them to work and taking all the wages, checking on partners all the time (text messages or contacting them via social media). This can escalate to physical violence/physical abuse.

Behaviour which might result from abuse:

- Any type of eating disorder can be connected with abuse. Conditions such as anorexia or bulimia
- Personality changes/becoming insecure
- Nightmares/sleeping problems
- Delayed physical and emotional development
- Sudden speech disorder
- Neurotic behaviour such as rocking, hair twisting
- Inappropriate neediness and attention- seeking
- Self-harm
- Showing aggression or withdrawal, two extremes within a short period of time
- Inappropriate sexualised play or awareness e.g. via drawings, promiscuous/inappropriate behaviour
- Sexually transmitted diseases
- Becoming secretive
- Bruises/injuries/burns on both sides of the body, which do not fit the explanation (please see the picture/diagram of 'Where are the bruises/injuries likely to be on the body')
- Wearing clothes to cover the bruises/burns (especially noticeable in hot weather)
- Hungry and may steal food
- Careless or inappropriate dressing
- Poor hygiene, hair not brushed
- Often tired
- Abuse of alcohol or even drugs
- Thrives away from home environment

Female genital mutilation (FGM)

Female genital mutilation is a procedure where the female genitals are deliberately cut, injured or changed, but there is no medical reason for this to be done.

- FGM is usually carried out on young girls between infancy and the age of 15.
- It is very painful and can seriously harm the health of women and girls.
- It can also cause long-term problems with childbirth and mental health.

Getting help and support

Help is available if you have had FGM or are worried that you or someone you know is at risk.

- If someone is in immediate danger, contact the police immediately by dialling 999.

Effects of FGM

It can cause serious harm, including:

- constant pain
- repeated infections
- bleeding
- problems urinating ('peeing') or holding pee in

FGM and mental health

FGM can be an extremely traumatic experience that can cause emotional difficulties throughout life, including;

- depression
- anxiety
- flashbacks
- nightmares and other sleep problems

Indication that FGM is about to happen:

- a girl talks about getting ready for marriage
- a family is arranging a long break
- knowledge that an older sibling has undergone FGM

Indication that FGM has happened:

- reluctance to take part in any physical activities
- difficulties sitting still
- bladder problems
- behaviour change



Appendix 2: Concern (& Disclosure/Allegation) Form

Please complete if you have any (Safeguarding) concern about an under 18 student. You must complete the boxes in bold; the other information can be filled in by the DSL/DSP later if you do not know.

College name	
Date	
Student's first name	
Student's family name	
Gender	
Date of birth	
Nationality	
Group/individual	
Student ID	
Name of person noting concern	
Role/Connection with school	
Date and time concern noted	
Location	
<p>Concern <i>(please provide as much detail as possible)</i></p> <p>NB: If reporting a disclosure / allegation made by a student, please use this space to describe verbatim (or as close as you can remember) the conversation). Use the other side to write more.</p>	
Signed	

Response to concern

This section to be filled in by the DSL or DSP.

Do parents / group leader / agent / Homestay provider / other need to be informed?

Response	By whom (full name)	When (date & time)

Guidance on handling a disclosure from a child

All members of staff will know how to respond to a young learner who discloses abuse and will be familiar with procedures to be followed if concerns are raised about them. It is not for staff to decide if an allegation is true or not. Their role is only to listen, report as accurately as possible and allow the official procedure to then take over.

If an under 18 chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the young learner.

How to reassure

- Staff will reassure the student as far as is honest that the student did nothing wrong and that everything that the student says will be taken seriously
- No promises such as e.g. 'to keep secrets' or 'everything will be OK now' will be made to the child

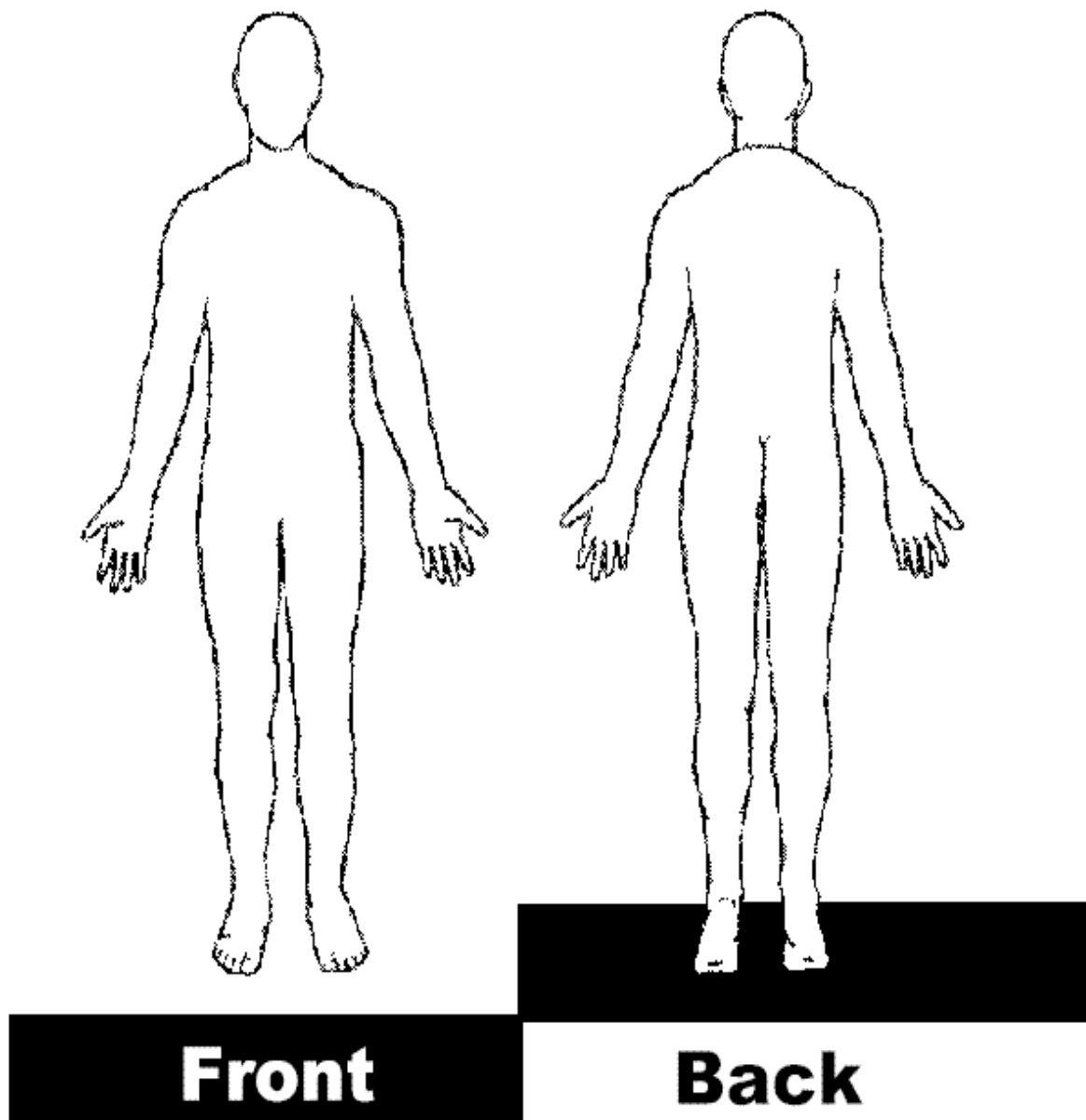
How to react

- Staff will stay calm and be available to listen. Do not assume anything; Do not speculate or jump to conclusions. Do not display shock or disbelief. Ask an open question:
What is it about?
- Staff will find a quiet corner of a classroom, ensure that the door is open and other members of staff are sitting within view. It is best to tell another member of staff if possible or appropriate that you have a private meeting with a student. Staff can ask a question such as:
What do you want to tell me?
- The key facts will be established in language that the student understands and the young learner's words will not be used in clarifying/expanding what has been said.
- Staff will actively listen with the utmost care to what the student is saying. Accept what is being said without judgment.
- Question them calmly without pressurising and only using open questions e.g. *Is there anything else that you want to tell me? When did this happen? Who was there?*
 - Leading questions should be avoided as much as possible.
 - Questioning should not be extensive.
- Staff will not put words in the student's mouth but note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation took place, an outline of what was said, comment on the young learner's body language, etc. This will be recorded on the 'Concern form' or 'Allegation form' or attached to it, along with an attached 'Body Map' as/if required.



- It is not appropriate for staff to make the young learner write statements about abuse that may have happened to them.
- Staff will not investigate, interrogate or decide if the child is telling the truth.
- Staff should not leave the student alone after they have disclosed. Make it clear to the staff member sitting with the student not to ask any questions; just be a reassuring presence.
- Staff need to reassure the student and say: *'You have done the right thing by telling me'*
- Staff will explain to the student what he/she has to do next.
- The Designated Safeguarding Person will be immediately informed unless the disclosure has been made to them. Please contact the **Local Safeguarding Child Board** or call 999.
- Staff members are not allowed talk to any colleagues about what has happened.

Appendix 3 - Body Map



Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

- Do not remove clothing for the purpose of the examination unless the injury site is easily accessible.
- Staff should not ask or consider taking photographic evidence of any injuries or marks to a student's body, this type of behaviour could lead to the staff member themselves being suspected of abuse. The body map should be used in accordance with recording guidance.

Any concerns should be reported and recorded without delay to the DSL/DSP (unless this is the person in question), who will contact the safeguarding services, such as a LCSB worker or call 999.

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:

- Exact site of injury on the body, e.g. upper, outer, arm/left cheek.
- Size of injury - in approximate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.

Check and/or ask:

- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the young learner feel hot?
- Does the young learner feel pain?
- Has the body shape changed?
- Is the child holding themselves differently?

- It is important that the date and time of the recording must be stated as well as the name and position of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record information

A copy of the body map should be kept and filed in the Incident report form.



Appendix 4-Referral Form – (information to be sent to LSCB)

(This only shows the sort of heading needed for a referral form; it is not supposed to be a finished document. Your local authority or LSCB will probably have a standard form available.)

Date & time (form submitted)	
Name of School	
Referrer's name and contact details	

Details of Staff / Other Adult or Student involved

Full name	
Date of birth	
Gender	
Nationality	
Any disability?	
Role/connection with school	
Home address	

Details of Student under 18 involved

Full name	
Date of birth	
Gender	
Nationality	
Any disability?	
Home address	
Parent's name	
Is student known to be at risk?	

Details of Alleged Incident

Date and time of incident	
Place of incident	
Brief circumstances of incident	
Names of Potential Witnesses	
Any other information	



Nature of Allegation

Category (physical/sexual/emotional)	
Was technology involved?	
If Yes, what type?	
Signed (by person submitting referral)	