

CHILD PROTECTION AND SAFEGUARDING POLICY

International School
of Ticino

Inspiring the Extraordinary



INTERNATIONAL
SCHOOL OF
TICINO®





IST EDUCATIONAL VISION

To further develop the best IB inquiry-oriented, holistic, education grounded in Inspired and the IB, the International School of Ticino has the educational vision to; Inspire the extraordinary. This vision is at the heart of the planning and development of the school during the academic year and beyond, to truly ensure it comes to life.

IST MISSION STATEMENT

The International School of Ticino is committed to providing an **excellent international education**. We value the potential, character and unique talent of every individual. Through an inquiry-based approach our students become **life-long learners and creative thinkers**. Our **innovative pedagogy** encourages our students to **respect each other**, to **respect the environment**, to communicate through **active dialogue** and to create the foundations of a **collaborative society**. We achieve this within a safe, nurturing environment with a **strong sense of community** at its heart.

IB MISSION STATEMENT

The International Baccalaureate® aims to develop **inquiring, knowledgeable and caring** young people who help to create a better and more **peaceful world** through **intercultural understanding** and **respect**.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become **active, compassionate and lifelong learners** who understand that other people, with their differences, can also be right.

INSPIRED APPROACH TO EDUCATION

Inspired sets a new standard in private education with a dedication to excellence permeating every aspect of the school. Integrating innovative, challenging and enriching academic, performing arts and sports programmes, Inspired's students leave with outstanding academic results, a love of learning, confidence and a firm value system that arms them to embrace the challenges life throws at them in their future endeavours.

Lateral thinking, comprehension and innovative application of skills and concepts form the three pillars of the Inspired approach to education.

A child's education is the single most important consideration for any parent
At Inspired we believe that it is an individual's total educational experience that instills the knowledge, attitudes, beliefs and values that they will carry with them for life.

We believe that this set of knowledge, attitudes, beliefs and values, instilled by education, will form the basis of how we approach the future

These are the foundations on which we build and plan our lives. The effects are long-term and the consequences far-reaching.

At Inspired we instil a sense of pride, responsibility, honesty and integrity in our students
We believe education is the catalyst for personal growth, development and achievement.



THE INTERNATIONAL BACCALAUREATE

The International School of Ticino follows the guidelines of the International Baccalaureate Organization. Its emphasis on different areas of personal development allows children to reach their full potential intellectually, emotionally and socially.

The IB was founded 52 years ago in Geneva to provide an internally recognized school qualification for mobile families and to develop an educational programme that fosters the knowledge, skills and understandings that underpin international awareness and mindedness. Its Diploma programme is widely recognized as the world’s premier High School curriculum and it is accepted by universities all over the globe. For more information please consult their website: www.ibo.org.

COMMUNICATORS

We express ourselves creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life

THINKERS

We use critical and creative thinking skills to analyses and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

BALANCED

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.



CONTEXT AND AIMS

The International School of Ticino seeks to establish a safe environment for all of its pupils, take appropriate action to promote the wellbeing of pupils and protect them from significant harm whether this is 'actual' or 'likely'. The school sets a high standard for safeguarding and child protection based on national statutory guidance set by the UK government. In responding to individual needs and risks, the school will operate within the laws of Switzerland and also the Canton of Ticino to the best of its abilities and will always cooperate within local policies and procedures to ensure information regarding the wellbeing and safety of children is shared with the relevant authorities.

The aims of this policy are:

- To ensure that the wellbeing of children is actively promoted within a caring and sensitive school culture and that children are able to share concerns in an open way;
- To ensure that the school's child protection commitment and procedures are clear to all concerned, meet regulatory requirements and are fully implemented in day-to-day practice;
- To ensure a safe environment for pupils;
- To ensure that children who have been the subject of significant concerns are supported in line with policy and external authority procedures;
- To ensure an open climate where concerns may be raised and dealt with according to agreed and understood procedures;
- To ensure that staff receive appropriate training and guidance on safeguarding issues;
- To assist in the conduct of safe staff recruitment and working practices;
- To ensure effective inter-agency working in child protection cases and issues.
- The school will follow the procedures in line with the local safeguarding guidelines and procedures

Context

The protection of children from harm and the general promotion of wellbeing are the concern of everyone in a position to help. Primary responsibility for the care and protection of children rests with their parents, but a range of services are available to help them with this task. Parents seeking help for themselves make many referrals to agencies. Relatives, friends and neighbours may also directly, or encourage families to, seek help or alert statutory authorities regarding children about whom they are concerned. All agencies with staff who are in direct contact with children and families must be involved with such concerns. The safety and protection of children is of paramount importance to all those involved in education. In this regard safeguarding is 'everyone's responsibility'.

School staff are in a unique position of trust and consequently may observe changes in a child's demeanour or be directly informed of concerns. Children may choose to inform school staff of welfare or child protection issues, which will always require attention and appropriate responses and action. This includes listening to children, recording concerns, sharing information with Designated staff (DSP) and contributing to discussions on the best ways to provide help and support. It should always be remembered that small pieces of information when combined may lead to a bigger picture of concern. It is the personal responsibility of everyone in the school to follow these procedures and to take action where required.

At ISM we agree that the welfare, safety and protection of all pupils is of paramount importance and that all staff will adhere to this policy. We will work appropriately with each child, their family and other agencies to protect the child in all cases. The interests of the child will be paramount.

The Designated Person(s)

The **designated senior person** (DSP) or member of staff for child protection is the Mr. Graeme Wallbank. The deputy designated person to contact in their absence is the Principal.



Mr. Andrew Ackers and Mrs. Paola Donegali (in collaboration with the DSP) will liaise with external agencies when required.

Designated persons will receive appropriate training at least every two years or as and when standards or guidance change. The DSP will act as the central coordinating person with regard to collating information, liaising with external agencies and ensuring all school staff remain fully briefed on welfare and child protection matters.

The Staff

All staff, including supply teachers and other visiting staff and those supporting school visits, are informed of the designated teachers' name(s) and the school's policy for the protection of children:

- During their first induction to the school through the provision of a copy of this policy through the staff/ handbook
- Through the induction process
- Information on relevant notice boards
- Whole staff training at regular intervals, including briefing meetings and other events to ensure safeguarding awareness is maintained at all times

All staff need to be alert to the signs of harm and abuse – see guidance below. They should report any concerns if not immediately, as soon as possible, that day to the designated teacher or in that staff member's absence - named deputy. If in any doubt they must consult with the designated person.

NB Staff must also observe the school's procedure for staff conduct and be aware of the policy for whistle-blowing in the event of concerns about children or adults not being reported or fully investigated.

Recruitment of staff:

Recruitment of employed staff, governors and volunteers who have unsupervised contact with children will be carried out in accordance with guidance for the safer recruitment in education. This is to ensure that staff, governors and volunteers are fully vetted before they are allowed to work in the school and that selection and interview processes are based on safer recruitment processes and in line with the Swiss procedures for obtaining a visa.

Terminology

'Significant harm' is an important term and relates to the following concept – "A child's health or development is being avoidably prevented or neglected or the child is being ill-treated. Significant harm can be 'actual', in the sense that there is current evidence available to determine such harm, or 'likely', if it is felt a child will be harmed in the future unless action is taken immediately to prevent such future harm.

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.



Parent refers to birth parents and other adults who have parental responsibility and are in a parenting role, for example step- parents, foster carers and adoptive parents.

DEFINITIONS

Harm and abuse: definitions and categories

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.

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 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 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: 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, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting 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 may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting.



Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation –
- relationship abuse
- sexting
- trafficking

The school will always seek specialist advice from relevant children’s Services where any of the specific issues of harm to children are raised or identified. Where FGM is suspected the police will be immediately informed.

Indicators of abuse – what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they ‘tell’. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused. Where physical injuries are noted and it is felt these may have been inflicted, it will be vital to seek professional medical assessments without delay.



A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

It is very important that staff report their concerns – they do not need ‘absolute proof’ that the child is at risk. Sharing information is the key to effective safeguarding.

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

The school will do everything in its power to reduce the impact of abuse as far as is possible during the time that the child is in our care. The action points for this will vary from child to child depending on the type of abuse, their age, circumstances and personal development.

Response in school

Reporting to the designated person (DSP)

Any concern must be discussed with the designated person and the Principal, as soon as possible and at least by the end of the teaching session.

Immediate response to the child

It is vital that the school's actions do not add to a child's difficulties or prejudice further enquiries, for example:

Listen to the pupil, if you are shocked by what is being said try not to show it



It is acceptable to observe bruises but not to ask a child to remove or adjust their clothing to observe them. If a body map is used to note marks or injuries, it is important only to note those that are immediately observable – do not ask children to remove clothing as this will be the role of a professional medical person suitably trained in paediatric assessments.

If a disclosure is made the pace should be dictated by the pupil without them being pressed for detail by being asked such questions as “what did they do next?” or “where did they touch you?”. It is the school’s role to listen not to investigate. **Use** open questions such as “is there anything else you want to tell me?” or “yes?” or “and?”

Accept what the pupil says. Be careful not to burden them with guilt by asking questions such as “why didn’t you tell me before?”

Do acknowledge how hard it was for them to tell you this.

Don’t criticise the perpetrator, this may be someone they love.

Don’t promise confidentiality, reassure the pupil that they have done the right thing, explain whom you will have to tell (the designated teacher) and why and that only those who *need* to know will be involved. It is important that you don’t make promises that you cannot keep such as “I’ll stay with you all the time” or “it will be alright now”.

Recording Information

Make some brief notes at the time or immediately afterwards; record the date, time, place and context of the disclosure or concern, recording facts and not assumption and interpretation. Notes must be signed and dated. Observed injuries and bruises are to be recorded on the Body Map (see in policy).

Note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into “proper terms”).

It is important to keep these original notes and pass them to the designated senior person without delay.

Support

Pupils and families

The school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk.

The school will endeavour to support pupils through:

The curriculum to encourage self-esteem and self-motivation

The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued

The implementation of school behaviour management policies

A consistent approach - which recognises and separates the cause of the behaviour from that which the pupil displays.

Liaison with other professionals and agencies who support pupils and their families

A commitment to develop productive, supportive relationships with parents, whenever it is in the pupil’s interests to do so.



The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations

Staff

Receiving a disclosure or observing signs of abuse can be very distressing. You must discuss your feelings with the designated teacher or other senior member of staff.

Incidents of a child protection nature can affect staff not directly involved meetings should be used to support staff in this situation.

Staff member may be asked to attend a Strategy Meeting: you will need to take the completed referral pro-forma, school attendance records and any other information the school may hold.

You may be required to attend a child protection case conference for which you should provide a report. Your designated teacher will be available to support and advise you.

Confidentiality

Members of staff have the professional responsibility to share relevant information about the protection of children with other professionals particularly investigating agencies. If a pupil 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 he/she have a responsibility to refer for the child's own sake. Within that context, the child should, however be reassured that the matter will be disclosed only to the people who need to know about it. Staff who receive the information about children and families in the course of their work should have the information only within professional context. Child protection records must be kept securely locked and kept separately from the student's files.

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated senior person/Principal (or designated person or board if the concern relates to the Principal) depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.



Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Principal or DSP.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. The paramount interests of the child override all other considerations.

Personal information about all pupils' and their families is regarded by those who work in this school as confidential. All staff will aim to maintain this confidentiality and all records relating to child protection incidents will be maintained by the designated person and only shared as is consistent with the protection of children.

Parents

Parents play a crucial role in protecting their children from abuse and the school seeks to work with parents to maintain the highest standards of protection. Where concerns emerge, the school will always seek to discuss issues with parents unless to do so would place the child at further risk of significant harm. Where it is felt a child would benefit from help and support from external agencies and the threshold for referral based on significant harm has not been met, the school will always seek parental consent for referral. The school is required to consider the safety of the pupil and, should a significant concern arise, professional advice will be sought prior to contacting parents.

The school will work with parents to support the needs of their child

The school aims to help parents understand that the school, like all others, has a responsibility for the welfare of all pupils and has a duty to refer cases to the Children's Services in the interests of the child.

Where a photograph of a pupil is to be used in any school publication including the website, consent must be obtained from parents – either individually or through a general disclaimer in the contract. (Please see the school's IT acceptable use policy)

Training

This school has a commitment to training. The Designated Person will be expected to cascade learning to the wider staff group via meetings etc. as well as be trained and organise appropriate training for staff.

Curriculum

This school has a commitment to safeguarding children and equipping them for example with the skills to understand their rights, appropriate forms of punishment and chastisement and the difference between good and bad touching. Sessions such as PSHE time can be used to assist our students in developing such skills.

Signs of Abuse

Common signs of abuse are detailed in the appendix, along with relevant forms and the body map.



Appendix 1: School welfare concern form

Use this form to record any concern about a pupil's welfare and give it to the designated senior person for child protection:

Appendix 2: Record of Concern form

If you suspect the pupil may be suffering abuse or neglect, or you have received a disclosure of abuse from a pupil, or you have heard about an allegation of abuse, you must complete the child protection record of concern form and hand it to the designated person immediately.

Appendix 3: Body Map

Use this map to indicate any physical signs (bruises, cuts, burns, etc) but only for observable marks without further removal of clothing.

Appendix 4: Signs of Abuse

This guide details some of the common signs which could indicate abuse.

All the above forms and information can be found on the Teachers' server under CHILD PROTECTION.



APPENDIX 1: SCHOOL WELFARE CONCERN FORM

Use this form to record any concern about a child’s welfare and give it to the designated senior person for child protection:

If you suspect the child may be suffering abuse or neglect, or you have received a disclosure of abuse from a child, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the designated person today.

STUDENT’S FULL NAME:

CLASS:

DATE OF THIS RECORD:

Why are you concerned about this pupil? What have you observed and when? What have you heard and when? What have you been told and when?

Have you spoken to the child YES/NO

What did they say? Use child’s own words

Have you spoken to anyone else about your concern? YES/NO

Who?

Is this the first time you have been concerned about this child? YES / NO

Further details

Are the parents/carers aware of your concern?

Form completed by Signature

Signature of Designated Person



APPENDIX 2: RECORD OF CONCERN FORM

CHILD'S DETAILS

Full name:

Address:

Telephone:

Date of birth:

Gender:

**Is the child looked after by the local authority or are there any other legal family arrangements?
(for example a residence order)**

When was the child first admitted to this school?

Ethnicity and culture:

Religion:

Does the child have any disability or special educational need? YES / NO Please specify

Preferred language of child

Is any type of language support required to converse with the child? YES/NO Please specify

Does the child know this form is being completed?

YES / NO

If not, why not?

If yes, what did the child say?



Details of those with parental responsibility

Name(s)

Address

Telephone

Relationship to child

Ethnicity, culture and religion of those with parental responsibility if known

Preferred language of those with parental responsibility

Is any type of language support required?

Do those with parental responsibility have any disability or special need?

How does this disability or special need affect the child?

Details of any siblings

Does the child regularly spend time with other carers, for example, after- school or holiday carers, or at a short break service?

Why are you concerned about this child?

Please provide a description of any incidents / conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the child leading questions or try to investigate the concern yourself



What have you observed and when? (This relates to anything you have personally witnessed)

What have you been told and when? (Write here anything you have been told by the child or any other person. Be clear about who has said what)

What have you heard and when? (This may be third-party information that is relevant but as yet unsubstantiated)

If an allegation is made, give any details about the alleged abuser

Date and time of this record

Your details

Full name

Position

Do those with parental responsibility know this form has been completed? YES / NO

If not, why not?

If yes, What did they say?

NOTE: Those with parental responsibility should NOT be contacted by anyone in the school if this could place the child at risk. Speak to the designated person first.

Does the child have any visible injury, or have they told you they have been injured?

YES / NO

If yes, has medical advice been sought?



Has any action already been taken in relation to this concern? (for example, child taken out of class, first aid)

Name and position of the person this record was handed to:

Date and time the above person received this record

If this record has been handed to anyone other than the designated person, please explain why

If you have used additional sheets to complete this record of concern (including completed body map sheet) please staple them to this form and write:

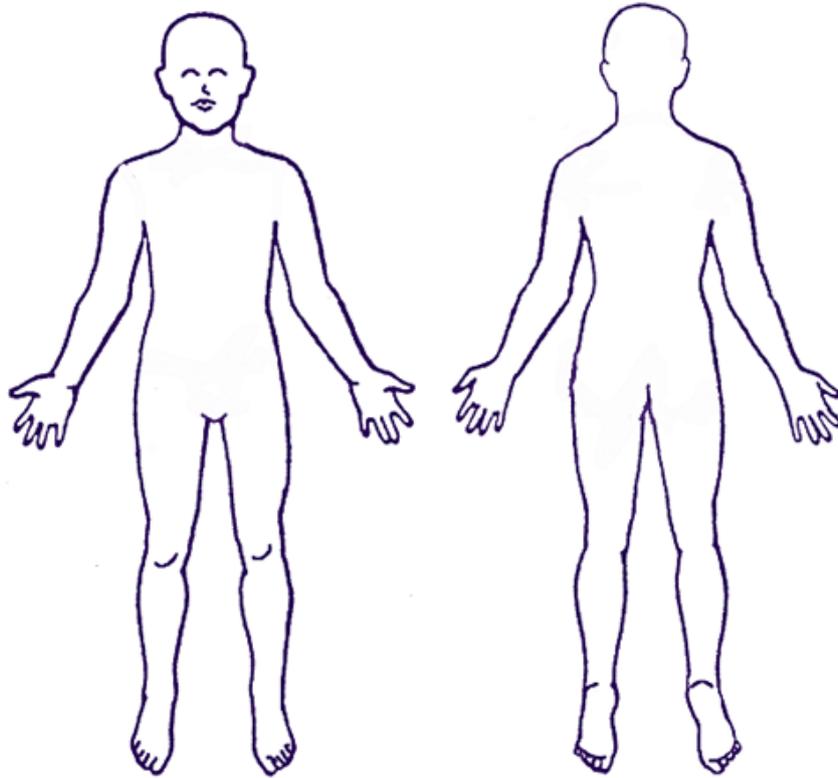
number of additional sheets -----

Hand this form to the designated person before you go home. If the designated person is unavailable, hand it to their deputy, the head teacher or your line manager.

NB: If you do not have certain information, such as the child or family's ethnicity, do not delay handing in the form



APPENDIX 3: Body Map





APPENDIX 4: Signs of Abuse

Please see below for guidance for signs of abuse from the NSPCC (Source: <http://www.nspcc.org.uk/help-and-advice>)

Worrying signs in a child's behaviour

Being emotionally withdrawn or aggressive are just two signs that NSPCC Helpline advisors think about when they take a call about a child. They are not a sure-fire way of identifying children who have been badly treated but they may indicate some form of abuse or neglect.

Does the child seem 'normal' for their age?

Every child is different. They have their own needs and develop at their own pace. But when you look at them alongside others of a similar age, do they appear to behave as you would expect? If they seem noticeably younger – socially, or in the language they use – or if they seem much older for their age, for example in terms of their sexual behaviour, that may be as a result of an unhealthy relationship with someone.

Do they seem emotionally or socially withdrawn?

Some children are naturally shy. But there's a difference between shyness and being emotionally withdrawn. Children who are emotionally withdrawn have real, chronic trouble expressing how they feel to an adult or to another child. They may refuse to do so, and even go out of their way to avoid talking to or being with others.

If a child is emotionally withdrawn, they may be trying to cope with very strong feelings and/or dealing with a powerful distrust of other people.

Are they unusually aggressive?

Is a child often very aggressive, whether physically or in the words they use? They may have been influenced to believe that this is normal behaviour. They may have witnessed violence at home or elsewhere in their life, or feel the need to protect themselves from something.

Worrying signs in a family relationship

How a child gets on with their family is just one sign that NSPCC Helpline advisors think about when they take a call.

It's not a sure-fire way of identifying children who have been badly treated, but it may indicate some form of abuse or neglect.

Does the child spend time with their family?

If a child rarely spends time with their family, they may be trying to avoid a situation in which they could be hurt in some way. Or a parent or carer may be failing to properly care for their needs.

Do they seem to have a good relationship?

When seen together, does the child appear comfortable with their parents, carers or other family members? Do they seem to get along?

If the child seems very uncomfortable or nervous, they may feel afraid of being too close to a family member. If you see a child acting aggressively towards a member of their family, it may be because they feel the need to distance themselves.

It's natural for families to argue now and again. But if you see or hear the child being shouted at violently, or being hit, it's important to act to protect them.



Worrying signs in a child's home environment

These signs are just a few of the things that NSPCC Helpline advisors think about when they take a call about a child. They are not a sure-fire way of identifying children who have been badly treated, but they could indicate some form of abuse or neglect.

Is the child left at home by themselves?

There is no law regarding the minimum age that a child can be left home alone – but it is an offence if doing so leaves them in danger. So there are many things to consider when you notice a child at home by themselves.

Helpline advisors will think about their age and maturity, as well as **how long and how often the child is left alone**. For example, a child under the age of 12 is probably not able to cope by themselves in an emergency. Whilst it might be fine to leave a 16-year-old alone for an evening, it would not be right for them to be left alone for a week.

Are they left out late at night?

It's a normal, healthy part of growing up for a child to play outside with other children and, depending upon their age, with a limited amount of adult supervision. But if left by themselves after what might be considered too long or at a time when they should normally be at home or in bed; they may not be getting the care they need.

Is their home clean and tidy?

It's natural for busy family homes to be untidy or in need of a clean sometimes. But if it is extremely untidy or often very dirty, a child's health and wellbeing may be at risk. If the family cannot cope with these tasks then they may not be making sure their child is clean or properly fed.

Worrying signs in a child's physical appearance

Signs of being hurt or dirty are not a sure-fire way of identifying children who have been badly treated, but they may indicate some form of abuse or neglect.

Does the child seem dirty or smelly?

A child can easily become dirty, when they play sport for example. But if they often seem unclean or smelly for no clear reason, it could be that they are not being given the chance to get clean at home. Their clothes may not be washed regularly and they may even be denied the chance to have a bath or shower.

Are they bruised or cut in any way?

It's not currently illegal to smack a child but it is against the law to hit them in a way that leaves any lasting mark or **causes injury**. It goes without saying that a parent or carer should never hurt their child in any way, especially if it leaves cuts or bruises on their skin.

Concerns about a member of staff, other adult or student and the school

If a member of staff has a concern about the behaviour of a member of staff, another adult in the school community or a student towards a student or students, they should report this to the designated person. If a member of staff has concerns about the response of the designated person or the school to a particular situation or believes that procedures are inadequate or have not been followed, they should report this to the Head of School. If they feel the response of the Head of School is not appropriate, they should forward their concern to the Managing Director. In all these matters the interests of the child are paramount and take precedence over all other concerns

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