

1 Policy and Procedure on 2 Child Protection and Safeguarding – children’s 3 services

4 Cambian Red Rose School]

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Policy Author	Compliance & Quality Team
Approval Date	September 2023
Next Review Date	August 2024
Version No	14
Policy Level	Children’s Services
Staff Groups Affected	All Staff

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Contents

8 **1. Monitoring and review** 2

9 **2. Terminology** 3

10 **3. Definitions and age-related arrangements** 4

11 Multi agency working – Safeguarding Partners & Children’s Social Care 5

12 Child protection definition 5

13 Safeguarding definition – Working together to safeguarding children 2018..... 5

14 Safeguarding definition – Keeping Children Safe in Education 2022 5

15 Safeguarding Adults 6

16 The difference between safeguarding and child protection 6

17 Abuse and neglect – child and young person context 6

18 **4. Purpose** 7

19 **5. Policy** 7

20 Safeguarding culture of the organisation..... 7

21 Divisional Safeguarding Board 8

22 What staff should read and be aware of..... 9

23 Whole service approach to Safeguarding 10

24 Children with special educational needs and disabilities or physical health issues..... 10

25 Virtual school heads..... 10

26 **6. Procedure**..... 11

27 Roles and responsibilities..... 11

28 Information sharing and managing the child protection file 13

29 LADO referral criteria (KCSIE2022) – meeting the harm threshold..... 14

30 Children potentially at greater risk of harm..... 14

31 Unexplained body marks..... 15

32 A disclosure from an Individual..... 15

33 Risk Assessment 17

34 Following a report - what to consider 17

35 Options to manage the report 18

36 Unsubstantiated, unfounded, false or malicious reports 19

37 Safeguarding and supporting the victim 19

38 Safeguarding and supporting the alleged perpetrator(s)..... 20

39 Setting priorities..... 20

40 Allegation of abuse by one or more Individuals on another Individual 21

41 Allegation of abuse of an Individual who is not registered at our provision – staff involved..... 21

42 Allegation of abuse of an Individual who is not registered at our provision- third party involved..... 21

43	Allegations against staff	22
44	Allegations against staff in Education	22
45	Allegations against supply teachers and all workers supplied by agency	23
46	Allegations against the DSL (Principal or Registered Manager or DSL as a substantive role)	23
47	Allegations against the Managing Director	24
48	Allegations against any other Senior Leader	24
49	Allegations against the Executive Head of Children’s Services	25
50	Allegations against the Chief Executive Officer	25
51	Allegations - The initial response	25
52	No Further Action	27
53	Further enquiries	27
54	Suspension	27
55	Supporting those involved	27
56	Allegation outcomes	28
57	Serious incident reporting	29
58	Death of someone in our care including rapid response to unexpected death	29
59	Abuse of position of trust	29
60	Volunteers	30
61	Contractors	30
62	Use of school or college premises for non-school/college activities	30
63	Extended school and off-site arrangements	30
64	Use of mobile phones	30
65	Photography and images	31
66	Physical intervention and use of reasonable force	31
67	Staff Taking Medication or other substances	31
68	Information for individuals and relatives/carers	31
69	Recruitment and vetting	31
70	Requirements to inform Disclosure and Barring Services (DBS)	32
71	Record keeping	32
72	Monitoring	33
73	Training	33
74	Confidentiality and information sharing	33
75	Complaints and Monitoring	36
76	7. Accountability	36
77	8. Further Safeguarding information – what everyone needs to know (Appendix 12)	36
78	9. Appendices	37
79	Appendix 1: Relevant policies and documents	37
80	Appendix 2: Legislation and guidance	38
81	Appendix 3: Child Protection and safeguarding procedure (Flow chart)	40
82	Appendix 4: Types of abuse – children	41
83	Appendix 5: Types of abuse - adults	42
84	Appendix 6: Signs that someone could be a victim	44
85	Appendix 7: Signs that someone could be an abuser	46
86	Appendix 8: DSL/DSL Deputy, Head/Principal (if the concern/allegation is related to staff) – actions, reporting and recording procedure	47
87	Appendix 9: Key contacts	50
88	Appendix 10. Safeguarding in children’s Services - illustration	52
89	Appendix 11. Low – level concerns (Education)	53
90	Appendix 12. Further Safeguarding information – what everyone needs to know	55
91		
92		

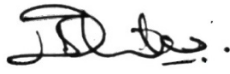
93 1. Monitoring and review

94 1.1 The Cambian (the Proprietor) will undertake a formal annual review of this policy for the purpose of
95 monitoring and of the efficiency with which the related duties have been discharged, by no later than one

96 year from the date shown below, or earlier if significant changes to the systems and arrangements take
97 place, or if legislation, regulatory requirements or best practice guidelines so require.

98 1.2 The local content of this policy will be subject to continuous monitoring, refinement and audit by the Head
99 of Service.

100
101 Signed:



[insert signature]

Jeremy Wiles
Group Executive Director- Children's Services
Date: August 2023

Simon Ashurst
Head Teacherr
Date: September 2023

102

103 2. Terminology

104 2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as
105 follows:

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‘Establishment’ or ‘Location	This is a generic term, which means the Children’s Home/school/college.
Individual	This means any child or young person under the age of 18, young adult between the ages of 18 and 25. At Red Rose School we have students attending our school between the ages of 8 - 18
Head of Service	This is the senior person with overall responsibility for the school At Red Rose School this is [Head Teacher Simon Ashurst.
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent, Carer, Guardian	Means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services.
Social Worker	This means the worker allocated to the individual’s family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Safeguarding Authority	Children’s Social Care, Safeguarding Partners, Local Safeguarding Adults Board [LSAB] - England, Regional Safeguarding Children’s Boards [RSCB] – Wales *whichever apply for the type of service and country
LADO	Local Authority Designated Officer
DSL/DSL Deputy	Designated Safeguarding Lead/Designated Safeguarding Lead Deputy
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.
CambianKPI	The online in-house information system, which holds data for each site on quality measures.

113

114 3. Definitions and age-related arrangements

115 3.1. **Children and Young people are under 18.** Whilst Working together to Safeguard Children (2018) applies
 116 to children and young people until they reach the age of 18, Keeping Children Safe in Education (2023)
 117 now applies to providers of post 16 education as set out in Education and Training (Welfare of Children)
 118 Act 2021.

119 3.2. **Adults are over the age of 18.** Over 18-year olds are covered by the Local Safeguarding Adult Boards
 120 (LSABs). Government guidance can be gained from the Care Act 2014. An adult at risk of harm or abuse
 121 is any person who has needs for care and support and, is experiencing or at risk of abuse or neglect; and
 122 as a result of their particular care and support needs, is unable to protect themselves from either the risk
 123 of, or the experience of abuse or neglect’. We refer to adult service users in our provision as **young adults**
 124 due to the fact we provide children’s services up to the age of 25.

125 3.3. The Social Services and Well-being (Wales) Act 2014 came into force in April 2016 and it provides the
 126 legal framework for social service provision in Wales. It sets out what must and should be done to

127 safeguard children and adults. At a local level regional safeguarding children's boards co-ordinate and
128 ensure the effectiveness of work to protect and promote the welfare of children.

129 3.4. Staff working with young adults aged 18 and over, who receive education, care and support from our
130 children's services division will follow the Adult safeguarding referral process to LSAB/MASH/Regional
131 Safeguarding Children's Boards depending on local arrangements.

132 3.5. This policy addresses children and young people up to the age of 18 and those over the age of 18 who
133 attend a day or residential school or college – this might be 38- or 52-weeks' provision. Some children
134 attending school or college live in children's homes or care homes across England and Wales, hence the
135 reason why this policy and procedure is more comprehensive than that of a traditional day school or
136 college. Our safeguarding responsibility extends beyond day education and often covers 24hrs services
137 regulated by various regulators across the UK.

138 3.6. Where we make references to schools and colleges, this also includes associated children's or care homes
139 in which children/young people live. Where we make references to children's or care homes, those cover
140 all children's/care homes including those within the children's residential care division.

141 Multi agency working – Safeguarding Partners & Children's Social Care

142 3.7. Children's Social Care - provide support to children in need of help and protection, including children with
143 disabilities. Services include statutory assessment and care planning for children at risk of significant
144 harm, provision for cared for children and care experienced young people, as well as fostering and
145 adoption services.

146 3.8. Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governance
147 boards and proprietor should ensure that the school or college contributes to multi-agency working in
148 line with statutory guidance [Working Together to Safeguard Children](#).

149 3.9. Locally, the three safeguarding partners (the local authority, a clinical commissioning group for an area
150 within the local authority and the chief officer of police for an area (any part of which falls)) within the
151 local authority work together with appropriate relevant agencies to safeguard and promote the welfare
152 of local children, including identifying and responding to their needs.

153 3.10. It is especially important that schools and colleges understand their role in the three safeguarding partner
154 arrangements. Governance boards, proprietor and their senior leadership teams, especially their DSLs,
155 should make themselves aware of and follow their local arrangements.

156 3.11. The three safeguarding partners should allow all schools and colleges in the local area to be fully engaged,
157 involved and included in safeguarding arrangements. It is expected that, locally, the three safeguarding
158 partners will name schools and colleges as relevant agencies and will reach their own conclusions on the
159 best way to achieve the active engagement with individual institutions in a meaningful way.

160 Child protection definition

161 3.12. Child protection is part of the safeguarding process. It focuses on protecting individual children identified
162 as suffering or likely to suffer significant harm. This includes child protection procedures, which detail
163 how to respond to concerns about a child.

164 Safeguarding definition – Working together to safeguarding children 2018

165 3.13. **Safeguarding children and young people** is the action taken to promote the welfare of children and
166 protect them from harm. It means:

- 167 • Protecting children from abuse and maltreatment,
- 168 • Preventing harm to children's health or development,
- 169 • Ensuring children grow up with the provision of safe and effective care,
- 170 • Acting to enable all children and young people to have the best outcomes.

171 Safeguarding definition – Keeping Children Safe in Education 2023

172 3.14. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes
173 into contact with children and their families has a role to play. In order to fulfil this responsibility

174 effectively, all practitioners should make sure their approach is child-centred. This means that they should
175 consider, at all times, what is in the best interests of the child.

176 3.15. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- 177 • Protecting children from maltreatment,
- 178 • Preventing impairment of children’s mental and physical health or development,
- 179 • Ensuring that children grow up in circumstances consistent with the provision of safe
180 and effective care, and
- 181 • Acting to enable all children to have the best outcomes.

182 Safeguarding Adults

183 3.16. Safeguarding adults means protecting an adult’s right to live in safety, free from abuse and neglect.
184 It is about people and organisations working together to prevent and stop both the risks and experience of abuse
185 or neglect, while at the same time making sure that the adult’s wellbeing is promoted including, where
186 appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action.

187 3.17. The statutory guidance enshrines the **six principles** of adults safeguarding:

- 188
- 189 • Empowerment - presumption of person led decisions and informed consent
- 190 • Prevention - it is better to act before harm occurs
- 191 • Proportionality - proportionate and least intrusive response appropriate to the risk
192 presented
- 193 • Protection - support and representation for those in greatest need
- 194 • Partnerships - local solutions through services working with their communities
- 195 • Accountability - accountability and transparency in delivering safeguarding

196 3.18. Caretech has Safeguarding Adults at Risk (England) and Safeguarding Adults (Wales) policies and
197 procedures, which apply to its Adults’ Services. Both policies can be accessed via Rezume. Services
198 operating in Wales can find their Safeguarding Regional Boards via this hyperlink, which provides access
199 to local procedures for each Board <https://safeguardingboard.wales/find-your-board/>.

200 The difference between safeguarding and child protection

201 3.19. In relation to children’s services - in practice safeguarding is the policies and practices that
202 schools/colleges/children’s homes employ to keep children safe and promote their well-being. This
203 means everything from security of the buildings, to the safe recruitment of staff and everything in
204 between. **Appendix 10.** illustrates safeguarding in children’s services.

205 Abuse and neglect – child and young person context

206 3.20. In the context of a child/young person, abuse and neglect are forms of maltreatment. Somebody may
207 abuse or neglect a child/young person by inflicting harm, or by failing to act to prevent harm.
208 Children/young people may be abused in a family or in an institutional or community setting, by those
209 known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another
210 child/young person or children/young people.

211 3.21. Abuse could mean neglect, physical, emotional, sexual abuse, any other including combination of these.
212 The different types of abuse are explained in more detail in **Appendix 4 – Types of abuse - children.** The
213 signs that someone could be a victim or an abuser have been explored in **Appendix 6** and **Appendix 7.**
214 Parents, carers and other people can harm children and young people by direct acts and/or failure to
215 provide proper care. It should also be understood that children can also be abused by being sexually
216 exploited, or subject to honour-based abuse, domestic violence, forced marriage, female genital

217 mutilation and through online social media. See **Appendix 12 - Further safeguarding information – what**
218 **everyone needs to know.**

219 3.22. In the context of an adult, abuse is a violation of a person’s human and civil rights by another person or
220 persons and may result in significant harm to, or the exploitation of, the person subjected to it.

221 3.23. In addition to the types of abuse mentioned in **Appendix 4 – Types of abuse - Children**, there are other
222 forms of abuse in relation to adults explained in more detail in **Appendix 5 – Types of abuse – Adults.**

223 3.24. Abuse can happen anywhere: for example, in someone’s own home, in a public place, in hospital, in a
224 care home, school or in a college. It can happen when someone lives alone or with others. Anyone can
225 carry out abuse or neglect. Abuse can be intentional or unintentional; it may be a single act or repeated
226 acts.

227 4. Purpose

228 4.1. As an organisation, we have a clear set of guidelines to make sure we deal with child protection and
229 safeguarding concerns effectively.

230 4.2. This policy is aligned with legislation outlined in **Appendix 2 – Legislation and guidance**, and it complies
231 with the statutory and best practice guidance as set out in the **25.10 Staff Safeguarding Information**
232 **Poster**. This policy complies with Lancashire Safeguarding boards locally agreed procedures. Printed or
233 electronic copies of the Local Safeguarding Children’s Partnerships (LSCP), Local Safeguarding Adults
234 Board (LSAB) or Regional Safeguarding Children’s Boards (Wales) procedures are available in every
235 setting.

236 4.3. Policies and procedures for child protection and safeguarding must be undertaken in accordance with
237 the requirements of the local authority in which the establishment is situated.

238 4.4. This policy, and supporting information in various accessible forms, is made available to all individuals,
239 staff and parents associated with Cambian Red Rose School to ensure that everyone is clear on
240 procedures for ensuring the protection of children and safeguarding children and young adults.

241 4.5. This policy and procedure must be read in conjunction with **GHR 30. Whistleblowing Policy** and **GHR 11.**
242 **Staff Code of Practice and GHR 37. Code of Conduct.**

243 4.6. In addition, staff should be aware of and have access to the **NSPCC whistle-blowing helpline number**
244 **0800 028 0285** and the Cambian Whistleblowing service operated by **EthicsPoint on 0800 086 9128**. More
245 information about EthicsPoint and how it can be contacted can be found in the Whistleblowing policy.

246 4.7. [‘When to call the police’](#) has been produced by the National Police Chiefs Council (NPCC) to support
247 school and college staff with when it is appropriate to contact the police.

248 4.8. This NPCC advice does not cover safeguarding incidents. Where a child is suffering, or is likely to suffer
249 from harm, it is important that a referral to children’s social care (and if appropriate the police) is made
250 immediately. Referrals should follow the local referral process.

251 5. Policy

252 Safeguarding culture of the organisation

253 5.1. Cambian safeguarding culture can be best described as:

254 - **Proactive**, being professionally curious to determine further information in the interests of the
255 child. It is essential that staff exercise professional curiosity at all times, as it is likely that signs
256 of any form of abuse including neglect will be identified when dealing with an un-associated
257 incident. Having strong governance and leadership, raising awareness through and enhancing

- 258 children’s and young people’s capacity around the risks and their own safety, regular reflective
259 supervision).
- 260 - **Reactive** (taking swift actions, reducing the risk of harm to a minimum, involving other
261 professionals in timely manner, active listening, applying theory in practice in a methodical
262 way).
- 263 - **Reflective** (understanding ‘how we got there in the first place’, completing a reflective account
264 of events, involving other key professionals in future planning, identifying actions and further
265 changes to be made).
- 266 5.2. Child protection and safeguarding is everyone’s responsibility. Everyone working for or visiting our
267 locations has a responsibility to understand and implement this policy and procedure at all times.
- 268 5.3. All individuals in our services have a right to feel safe, secure and be protected from harm.
- 269 5.4. As a provider of specialist education and care services it is imperative that all staff are aware that all
270 individuals with special educational needs (SEN) and disabilities:
- 271 • Are more likely to be abused or neglected;
 - 272 • May display behaviour, mood and/or injury, which may relate to possible abuse and not just
273 their SEN or a particular disability.
 - 274 • Have a higher risk of peer group isolation.
 - 275 • Can be disproportionately impacted by things like bullying without outwardly showing any signs.
 - 276 • Experience communication barriers and difficulties in overcoming these barriers.
- 277 5.5. The most common reason for children or young people being looked after is as a result of abuse/neglect.
278 We will ensure all staff have the skills, knowledge and understanding to help keep children and young
279 people safe.
- 280 5.6. All staff have a key role in the prevention of harm and an equal responsibility to act on any suspicion or
281 disclosure that may indicate an individual is at risk of harm, either in the school, college, and care home
282 or in the community, taking into account contextual safeguarding, see **Appendix 12 - Further**
283 **safeguarding information – what everyone need to know** which also contains information related to
284 safeguarding issues related to individual children and young people’s needs.
- 285 5.7. We have a duty to help individuals learn how to keep themselves safe and deepen their understanding
286 of safeguarding, through both formal curriculum and informal opportunities.
- 287 5.8. As an organisation, we acknowledge that working in partnership with other agencies protects individuals
288 and reduces risk and so we will engage in partnership, working throughout the child protection process
289 to safeguard children and will equally work through safeguarding adults’ procedures as directed by local
290 procedures.
- 291 5.9. A comprehensive list of all supporting documentation and related policies, procedures and guidance
292 referred to in this document can be found in separate appendices at the end of this document.

293 Divisional Safeguarding Board

- 294 5.10. As an organisation Caretech children’s services operates three Divisional Safeguarding Boards: Education,
295 Residential Care and Fostering. The main purpose of each board is to ensure that all services across
296 all divisions discharge their responsibilities effectively for assuring safe and secure services for children
297 and young people, and manage all safeguarding risks appropriately within its own workforce, including

298 direct employees and also the contracted workforce (supply workers/agency/contractor and
299 subcontractors). The full terms of reference for each Board is available on [Cambian Point](#).

300 What staff should read and be aware of

301 5.11. On the 1st September 2023 Keeping Children Safe in Education (2023) guidance replaced Keeping Children
302 Safe in Education 2022. It is essential that everybody working in a school or college understands their
303 safeguarding responsibilities. Staff who work directly with children read at least [Part one](#) of this guidance.
304 Governance Boards and proprietor (or those acting on their behalf) working with their senior leadership
305 teams and especially their designated safeguarding lead, should ensure that those staff who do not work
306 directly with children read either Part one or [Annex A](#) (a condensed version of Part one) of this guidance.

307 5.12. The guidance should be read alongside:

- 308 • statutory guidance - [Working Together to Safeguard Children](#)
- 309 • departmental advice - [What to do if you are Worried a Child is Being Abused -](#)
310 [Advice for Practitioners](#) ;

311 5.13. Caretech/Cambian schools and colleges are members of the Safeguarding Network and should plan how
312 the learning from KCSIE2023 will take place with their staff. School /college's SLT should ensure that staff
313 complete the KCSIE2023 knowledge check.

314 5.14. All staff should be aware of systems within their school or college, which support safeguarding, and these
315 should be explained to them as part of staff induction. This should include the:

- 316 - Child protection and safeguarding policy
- 317 - Behaviour Support policy
- 318 - Anti bullying policy
- 319 - Whistleblowing policy, Code of conduct and Code of Practice policy
- 320 - Missing from Care policy, local procedure for children missing from education
- 321 - Role of the DSL (including the identity of the DSL and any deputies)
- 322 - Have Access to policies and a copy of Part one of KCSIE2023
- 323 - All staff should be aware of their local early help process and understand their role in it, more
324 information can be found in [Working Together to Safeguard Children 2018](#)
325 ([publishing.service.gov.uk](#)).

326 5.15. All staff should be aware of the process for making referrals to children's social care and for statutory
327 assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child
328 suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might
329 be expected to play in such assessments.

330 5.16. Schools concerned about a child's/young person's welfare should refer their concern to local authority
331 children's social care where the school is located. If the child is placed at the school by a different LA then
332 the school will need to inform that LA as well. Where a child is suffering, or is likely to suffer from harm,
333 it is important that a referral to children's social care (and if appropriate the police) is made immediately.
334 Referrals should follow the local referral process. Children's homes/care homes should follow their
335 referral process as per their local procedure and contact Safeguarding Partner/Safeguarding Board as per
336 their local Safeguarding procedure.

337 5.17. All staff should know what to do if a child/young person/young adult tells them he/she is being abused,
338 exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate
339 level of confidentiality. This means only involving those who need to be involved, such as the DSL (or a
340 deputy) and children's social care. Staff should never promise a child that they would not tell anyone
341 about a report of any form of abuse, as this might ultimately not be in the best interests of the child.

342 5.18. All staff should be able to reassure victims that they are being taken seriously and that they will be
343 supported and kept safe. A victim should never be given the impression that they are creating a problem

344 by reporting any form of abuse including sexual violence and sexual harassment. Nor should a victim ever
345 be made to feel ashamed for making a report.

346 5.19. It is important to explain that the law is in place to protect children and young people rather than
347 criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

348 5.20. All staff should be aware that children may not feel ready or know how to tell someone that they are
349 being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For
350 example, children may feel embarrassed, humiliated, or being threatened. This could be due to their
351 vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from
352 having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also
353 important that staff determine how best to build trusted relationships with children and young people
354 which facilitate communication.

355 5.21. Staff should **not** assume a colleague, or another professional will act and share information that might be
356 critical in keeping children safe. They should be mindful that early information sharing is vital for the
357 effective identification, assessment, and allocation of appropriate service provision, whether this is when
358 problems first emerge, or where a child is already known to local authority children's social care (such as
359 a child in need or a child with a protection plan).

360 Whole service approach to safeguarding

361 5.22. The proprietor and service (school/college/home) leaders should ensure they facilitate a whole school or
362 college approach to safeguarding. This means ensuring safeguarding and child protection are at the
363 forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems,
364 processes and policies should operate with the best interests of the child at their heart.

365 5.23. Where there is a safeguarding concern, the child's wishes and feelings must be considered when
366 determining what action to take and what services to provide. Systems should be in place, and they
367 should be well promoted, easily understood and easily accessible for children to confidently report abuse,
368 knowing their concerns will be treated seriously, and knowing they can safely express their views and
369 give feedback.

370 Children with special educational needs and disabilities or physical health issues

371 5.24. Children with special educational needs or disabilities (SEND) or certain health conditions can face
372 additional safeguarding challenges. There might be some additional barriers when recognising abuse and
373 neglect in this group of children. These can include:

- 374 • assumptions that indicators of possible abuse such as behaviour, mood and injury relate to
375 the child's/young person's condition without further exploration;
- 376 • these children/young people being more prone to peer group isolation or bullying
377 (including prejudice-based bullying) than other children/young people;
- 378 • the potential for children/young people with SEND or certain medical conditions being
379 disproportionately impacted by behaviours such as bullying, without outwardly showing any
380 signs; and
- 381 • Communication barriers and difficulties in managing or reporting these challenges.

382 5.25. SEN division and other services where children have/may have SEND should consider extra pastoral
383 support and attention for these children, along with ensuring any appropriate support for communication
384 is in place. Further information can be found in the Department's: [SEND Code of Practice 0 to 25 and](#)
385 [Supporting Pupils at School with Medical Conditions](#).

386 Virtual school heads

387 5.26. Virtual school heads manage pupil premium plus for looked after children. In maintained schools and
388 academies, the designated teacher should work with the virtual school head to discuss how funding can
389 be best used to support the progress of looked after children in the school and meet the needs identified
390 in the child's personal education plan. The designated teacher should also work with the virtual school

391 head to promote the educational achievement of previously looked after children. In other schools and
 392 colleges, an appropriately trained teacher should take the lead. More information can be found in
 393 [Designated teacher for looked after and previously looked after children](#) and [Promoting the education](#)
 394 [of looked after and previously looked after children.](#)

395 6. Procedure

396 Roles and responsibilities

397 6.1. **All employees, volunteers, consultants, agency staff, sub-contractors, partner organisations and**
 398 **visitors** are obliged to follow this policy and maintain an environment that prevents exploitation and
 399 abuse and which encourages reporting of breaches of this policy using the appropriate procedures.

400 6.2. **Managers at all levels** are responsible for ensuring volunteers, consultants, agency staff, sub-contractors,
 401 partner organisations and visitors are aware of the policy and are supported to implement and work in
 402 accordance with it, as well as creating a management culture that encourages a focus on safeguarding.
 403 They must ensure that they are responsive, acting immediately if they become aware of any safeguarding
 404 concerns, and supportive towards employees or volunteers who complain about breaches in this policy.

405 6.3. The **Designated Safeguarding Lead (DSL)** is responsible for handling reports and/or concerns, about the
 406 protection of children, young people and adults, appropriately and in accordance with the procedures
 407 that underpin this policy.

408 DSL



411



412 6.4. **Our DSL** is Simon Ashurst who is a senior member of our leadership team. The role of the DSL is to:

413

- 414 • Ensure this child protection and safeguarding policy and local arrangements are known, understood
and used appropriately by the staff.
- 415 • Act as a source of support, advice and expertise for all staff; provide support to staff to carry out their
416 safeguarding duties.
- 417 • Act as a point of contact with the Safeguarding Authority.
- 418 • Take lead responsibility for referring and managing safeguarding issues and cases, unless
419 management of a particular case is passed on to a more senior member of the organisation – see
420 section of allegations (those meeting harm threshold and those which don't meet LADO criteria).
- 421 • Liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior
422 mental health leads and special educational needs coordinators (SENCOs) or the named person with
423 oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding

- 424 and welfare (including online and digital safety) and when deciding whether to make a referral by
425 liaising with relevant agencies so that children’s needs are considered holistically.
- 426 • Liaise with the senior mental health lead and, where available, the Mental Health Support Team,
427 where safeguarding concerns are linked to mental health.
- 428 • Refer all cases of suspected abuse or allegations of abuse to the Local Safeguarding Authority (child
429 or adult) and, where appropriate, the Local Authority Designated Officer (LADO).
- 430 • Liaise with the headteacher or principal (if they are not the DSL themselves) to inform him or her of
431 issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police
432 investigations. This should include being aware of the requirement for children to have an Appropriate
433 Adult. Further information can be found in the statutory guidance - [PACE Code C 2019](#).
- 434 • As required, liaise with the “case manager” and the local authority designated officer(s) (LADO) for
435 child protection concerns in cases which concern a staff member.
- 436 • Refer cases to the Channel programme where there is a radicalisation concern as required.
- 437 • Refer cases where a person is dismissed or left due to risk/harm to a child/young person to the
438 Disclosure and Barring Service as required; and
- 439 • Refer cases where a crime may have been committed to the police as required. [NPCC - When to call](#)
440 [the police](#) should help understand when to consider calling the police and what to expect when
441 working with the police.
- 442 • Act as a source of advice, support and expertise within the location when deciding to make a referral
443 by liaising with relevant agencies.
- 444 • Help promote educational outcomes by sharing the information about the welfare, safeguarding and
445 child protection issues that children are experiencing, or have experienced, with teachers and school
446 and college leadership staff.
- 447 • Identify staff safeguarding training needs and organise training for their staff.
- 448 • Participate in local safeguarding boards when required.
- 449 • Evaluate and contribute to high standards of safeguarding practice at the location.
- 450 • Work to ensure that the wellbeing of children and young people is in constant focus and that they are
451 guarded from harm or abuse.
- 452 • Ensure the child protection and safeguarding policy is available publicly and parents/those with
453 parental responsibility are aware of the fact that referrals about suspected abuse or neglect may be
454 made and the role of the school/college/home in this.
- 455 • Understands the relevant data protection legislation and regulations, especially The Data Protection
456 Act 2018.
- 457 6.5. More details about the role of the DSL including their availability, management of referrals, information
458 sharing, working with others, raising awareness and other can be found in [KCSIE 2023 Annex C - Role of](#)
459 [the DSL](#)
- 460 6.6. **Designated Deputy** – will act up in the absence of the DSL and compliment their ongoing work where
461 asked do to so. There are arrangements for covering the role of the DSL when Simon Ashurst is
462 unavailable. Our larger provisions such as schools and college will have an internal Safeguarding Team

463 lead by a DSL with a number of deputies where required. Our Designated Deputies are Martin McMeel
 464 and Sarah Calvert.
 465

	
Name: Martin McMeel	Name: Sarah Calvert
Contact:01772 281140	Contact:01772281140

466

467 6.7. All staff are required to be aware of and alert to the signs of abuse and neglect. All cases of suspected
 468 abuse and neglect should be given the highest priority.

469 6.8. All staff will be given a personal copy of the booklet titled **25.15 Guide to Child Protection and**
 470 **Safeguarding at Cambian.**

471 6.9. There is **Appendix 3. Child Protection and safeguarding flowchart procedure**, which sets out clear steps
 472 to be followed when dealing with particular allegations, incidents or suspected physical injuries. Staff
 473 must use the correct forms when recording and managing concerns and allegations regarding the abuse
 474 of individuals. Education services must use Behaviour Watch system: Concern/Safeguarding function to
 475 record concerns. Where, throughout this policy, references are made to the ‘concern form’ this means
 476 either **25.04 Concern form** which is a word document (part of this policy) or the Behaviour Watch –
 477 Concern/Safeguarding functionality where the system is being used.

Information sharing and managing the child protection file

479 6.10. **The DSL** is responsible for ensuring that child protection files are kept up to date. Information should be
 480 kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child
 481 protection file for each child. Schools and colleges should use the Behaviour Watch system -
 482 Concern/Safeguarding function to record all concerns and to generate Safeguarding Tracking Packs per
 483 child/young person as necessary.

484 6.11. Records should include:

- 485 • a clear and comprehensive summary of the concern;
- 486 • details of how the concern was followed up and resolved;
- 487 • a note of any action taken, decisions reached and the outcome

488 6.12. They should ensure the file is only accessed by those who need to see it and where the file or content
 489 within it is shared, this happens in line with information sharing advice as set out in [KCSIE 2023](#) and
 490 [Information sharing advice for safeguarding practitioners](#). Schools and colleges using Behaviour Watch
 491 must set up their system group purposes in line with Behaviour Watch guidance. Behaviour Watch
 492 ‘Safeguarding Group’ controls who can view and report on Concern/SG slips and ‘Not Safeguarding
 493 Group’ to restrict who can complete certain sections within the Concern/SG slips.

494 6.13. Where reasonably possible, schools and colleges hold **more than one emergency contact number for**
 495 **each pupil or student**. This goes beyond the legal minimum. It is good practice to give the school or

496 college additional options to contact a responsible adult when a child missing education is also identified
497 as a welfare and/or safeguarding concern.

498 LADO referral criteria (KCSIE2023) – meeting the harm threshold

499 6.14. This is about managing cases of allegations that might indicate a person could pose a risk of harm if they
500 continue to work in regular or close contact with children in their present position, or in any capacity with
501 children in a school or college. This guidance should be followed where it is alleged that anyone working
502 in the school or college that provides education for children under 18 years of age, including supply
503 teachers, volunteers and contractors has:

- 504 • behaved in a way that has harmed a child, or may have harmed a child, and/or,
- 505 • possibly committed a criminal offence against or related to a child, and/or,
- 506 • behaved towards a child or children in a way that indicates he or she may pose a risk of
507 harm to children; and/or,
- 508 • behaved or may have behaved in a way that indicates they may not be suitable to work
509 with children

510 6.15. The harm test is explained on the [Disclosure and Barring service website on GOV.UK. Section 31\(9\) of the](#)
511 [Children Act 1989 as amended by the Adoption and Children Act 2002](#).

512 6.16. The last bullet point above includes behaviour that may have happened outside of school or college that
513 might make an individual unsuitable to work with children; this is known as transferable risk. Where
514 appropriate an assessment of transferable risk to children with whom the person works should be
515 undertaken. If in doubt, seek advice from the local authority designated officer (LADO).

516 6.17. This above information relates to members of staff, supply staff and volunteers who are currently working
517 in any school or college regardless of whether the school or college is where the alleged abuse took place.
518 Allegations against a teacher who is no longer teaching should be referred to the police. Historical
519 allegations of abuse should also be referred to the police.

520 Children potentially at greater risk of harm

521 6.18. Many children and young people in our services (education and care) have an allocated social worker due
522 to safeguarding or welfare needs.

523 6.19. Children may need this help due to abuse, neglect and complex family circumstances. A child’s
524 experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally
525 disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

526 6.20. Local authorities should share the fact a child has a social worker, and the DSL should hold and use this
527 information so that decisions can be made in the best interests of the child’s safety, welfare and
528 educational outcomes. This should be considered as a matter of routine. There are clear powers to share
529 this information under existing duties on both local authorities and schools and colleges to safeguard and
530 promote the welfare of children.

531 6.21. Where children need a social worker, this should inform decisions about safeguarding (for example,
532 responding to unauthorised absence or missing education where there are known safeguarding risks) and
533 about promoting welfare (for example, considering the provision of pastoral and/or academic support,
534 alongside action by statutory services). Schools/colleges must follow missing from education protocol
535 agreed with their LA.

536 6.22. Children missing from education, particularly persistently, can act as a vital warning sign to a range of
537 safeguarding issues including neglect, child sexual and child criminal exploitation- particularly county
538 lines. It is important the school or college’s response to children missing from education supports

539 identifying such abuse and helps prevent the risk of them going missing in the future. More information
540 can be found in [para 175 of KCSIE 2023](#)

541 **Unexplained body marks**

542 6.23. Whilst Individuals are in our care there may be occasions where minor injuries occur such as bruises,
543 swellings, cuts and scratches which by and large will be as a result of daily activities or for some individuals
544 as a result of self-injurious behaviour. However, all marks or physical changes must be recorded
545 appropriately using a weekly body chart. A concern form must be completed for all unexplained marks
546 and physical changes and passed to the DSL (or a deputy) along with copies of the last 3 days of Daily
547 Diary notes and Activity Records. Parents/carers and social workers should always be kept informed.
548 Concern log should be updated with concern and relevant reference number provided to concern.

549 6.24. The flowchart provided in - **25.14 Guidance for Investigating Unexplained Body marks** indicates the
550 correct course of action for dealing with unexplained body marks.

551 6.25. The DSL will assign a manager to investigate the concern to ascertain the reason for the marks and if no
552 reasonable explanation can be given the DSL must contact the local Safeguarding Authority for further
553 advice and mutual conclusion as to whether the matter should be treated as a Safeguarding Concern.

554 6.26. If the concern is considered to be a safeguarding concern, then safeguarding tracking pack must be
555 opened and safeguarding process followed.

556 6.27. If the concern is considered not to be a safeguarding concern, then the concern investigation outcome
557 must be shared with social worker and parents.

558 **Disclosure from an Individual**

559 6.28. Staff must follow the process outlined in **Appendix 3. Child Protection and safeguarding flowchart**
560 **procedure.**

561 6.29. It is important to note that children/young people may not find it easy to tell staff about their abuse
562 verbally. Children/young people can show signs or act in ways that they hope adults will notice and react
563 to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a
564 member of school or college staff may overhear a conversation that suggests a child has been harmed or
565 a child's/young person's own behaviour might indicate that something is wrong. If staff have any
566 concerns about a child's/young person's welfare, they should act on them immediately rather than wait
567 to be told and follow the procedure described in **Appendix 3. Child Protection and safeguarding**
568 **procedure.**

569 6.30. In case of reports of sexual violence and sexual harassment between children and young people, these
570 are extremely complex to manage. It is essential that victims are protected, offered appropriate support
571 and every effort is made to ensure their education and care is not disrupted. It is also important that
572 other children, young people and staff are supported and protected as appropriate.

573 6.31. The service's initial response to a report from a child is incredibly important. How the staff respond to a
574 report can encourage or undermine the confidence of future victims of sexual violence and sexual
575 harassment to report or come forward.

576 6.32. If the child/young person make a disclosure - **Listen** to what they have to say and take them seriously.
577 Reassure them but do not promise to keep it a secret. Not promising confidentiality at this initial stage
578 as it is very likely a concern will have to be shared further (for example, with the DSL and Safeguarding
579 Authority) to discuss next steps. Staff should only share the report with those people who are necessary
580 in order to progress it. It is important that the victim understands what the next steps will be and whom
581 the report will be passed to.

582 6.33. **Reflect back**, using the child's language, being non-judgmental, being clear about boundaries and how
583 the report will be progressed, don't ask leading questions and only prompt the child where necessary

- 584 with open questions – where, when, what, etc. It is important to note that whilst leading questions should
585 be avoided, staff can ask children if they have been harmed and what the nature of that harm was.
- 586 6.34. **Recognise** that a child is likely to disclose to someone they trust: this could be anyone on the school or
587 college staff. It is important that the person to whom the child discloses recognises that the child has
588 placed them in a position of trust. They should be supportive and respectful of the child.
- 589 6.35. **Consider** the best way of making a record of the report. Best practice is to wait until the end of the report
590 and immediately write up a thorough summary. This allows the staff member to devote their full
591 attention to the child and to listen to what they are saying. It may be appropriate to make notes during
592 the report (especially if a second member of staff is present). However, if making notes, staff should be
593 conscious of the need to remain engaged with the child and not appear distracted by the note taking.
594 Either way, it is essential a written record is made using Concern form which is part of this policy. The
595 written record must be fully completed within maximum of 24 hours of the disclosure, but verbal report
596 to the DSL must be completed within an hour from the moment of the disclosure being made.
- 597 6.36. Only recording the facts as the child presents them. The notes should not reflect the personal opinion of
598 the note taker. Staff should be aware that notes of such reports could become part of a statutory
599 assessment by Safeguarding Authority and/or part of a criminal investigation.
- 600 6.37. In cases where either a child/young person informs the staff that an act of FGM – however described –
601 has been carried out on her, or where the staff observes physical signs on a girl appearing to show that
602 an act of FGM has been carried out these situations, the police must be informed. The DSL should also be
603 informed who will trigger child protection/safeguarding procedures described in this policy. If a
604 child/young person is at immediate risk – the Police (999) must be contacted immediately. If a
605 child/young person required medical attention, follow steps identified in ‘**Setting priorities**’ section
606 below.
- 607 6.38. Remember, **do not**:
- 608 • Investigate the incident
 - 609 • Ask leading questions
 - 610 • Get the young person to repeat the disclosure over and over
 - 611 • Make assumptions or offer alternative explanations
 - 612 • Approach/inform the alleged abuser
- 613 6.39. The procedure for reporting concern is described in **Appendix 8. DSL/DSL Deputy – actions, reporting**
614 **and recording procedure.**
- 615 6.40. All staff know that they can contact the Local Authority direct should that be necessary. Where a
616 safeguarding issue is raised for a young adult, the matter should be dealt with by the Local Safeguarding
617 Adult Board. Where someone is over 18 but still receiving children’s services, the matter should be dealt
618 with by the local Safeguarding Adult Board.
- 619 6.41. For allegation made against a staff member or senior managers/directors follow relevant allegations
620 procedures described later on in this policy.
- 621 6.42. Where contact is made with the Local Authority in which Cambian Red Rose School is geographically
622 located, contact will also be made with the individual’s own Local Authority and also the child/young

623 person's social worker. This will be completed by one of the members of the school/college/home's
624 safeguarding team.

625 6.43. In the case of serious harm, and/or the individual is in immediate danger the local police should be
626 informed immediately and they can take immediate protective action as necessary.

627 6.44. If a member of staff feels their concerns are not being taken seriously then they are to inform a more
628 senior manager, a Director of the Company or contact Ofsted/CQC/CIW/Estyn, the local safeguarding
629 boards, the police or the **Whistleblowing Hotline – on 0800 086 9128**.

6Risk Assessment

631 6.45. When there has been a report of sexual violence, the DSL (or a deputy) should make an immediate risk
632 and needs assessment. Where there has been a report of sexual harassment, the need for a risk
633 assessment should be considered on a case-by-case basis. The risk and needs assessment should
634 consider:

- 635 • the victim, especially their protection and support,
- 636 • whether there may have been other victims,
- 637 • the alleged perpetrator(s); and
- 638 • all the other children, (and, if appropriate, adult students and staff) at the school or college
639 especially, and any actions that are appropriate to protect them from the alleged
640 perpetrator(s), or from future harms.
- 641 • The time and location of the incident, and any action required to make the location safer.

642 6.46. Risk assessments should be recorded (written or electronic) and should be kept under review. At all times,
643 staff should be actively considering the risks posed to all their pupils and students and put adequate
644 measures in place to protect them and keep them safe. The DSL (or a deputy) should ensure they are
645 engaging with Safeguarding Authority and specialist services as required. Where there has been a report
646 of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence
647 specialists will be required. The above school or college risk assessment is not intended to replace the
648 detailed assessments of expert professionals. Any such professional assessments should be used to
649 inform the school's or college's approach to supporting and protecting their pupils and students and
650 updating their own risk assessment.

6Following a report - what to consider

652 6.47. Important considerations will include:

- 653 • the wishes of the victim in terms of how they want to proceed. This is especially important in
654 the context of sexual violence and sexual harassment. Victims should be given as much control
655 as is reasonably possible over decisions regarding how any investigation will be progressed and

- 656 any support that they will be offered. This will however need to be balanced with the school's
657 or college's duty and responsibilities to protect other children;
- 658 • the nature of the alleged incident(s), including whether a crime may have been committed
659 and/or whether harmful sexual behaviour HSB has been displayed;
 - 660 • the ages of the children involved;
 - 661 • the developmental stages of the children involved;
 - 662 • any power imbalance between the children. For example, is the alleged perpetrator(s)
663 significantly older, more mature or more confident? Does the victim have a disability or
664 learning difficulty?
 - 665 • if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be
666 accompanied by other forms of abuse and a sustained pattern may not just be of a sexual
667 nature);
 - 668 • that sexual violence and sexual harassment can take place within intimate personal
669 relationships between children/young people/adults;
 - 670 • importance of understanding intra familial harms and any necessary support for siblings
671 following incidents
 - 672 • are there ongoing risks to the victim, other children, adult students or school or college
673 staff; and
 - 674 • other related issues and wider context, including any links to child sexual exploitation and
675 child criminal exploitation.

676 6.48. As always when concerned about the welfare of a child, all staff should act in the best interests of the
677 child. In all cases, schools and colleges should follow general safeguarding principles as set out throughout
678 this guidance. Immediate consideration should be given as to how best to support and protect the victim
679 and the alleged perpetrator(s) (and any other children involved/impacted).

680 **Options to manage the report**

681 6.49. It is important that schools and colleges consider every report on a case-by-case basis. When to inform
682 the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going
683 to be made to Safeguarding Authority and/or the police, then, as a general rule, the school or college
684 should speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be
685 informed of the allegations. However, as per general safeguarding principles, this does not and should
686 not stop the school or college taking immediate action to safeguard their children, where required.

687 6.50. There are four likely scenarios for schools and colleges to consider when managing any reports of sexual
688 violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are
689 regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly
690 important to look out for potential patterns of concerning, problematic or inappropriate behaviour.
691 Where a pattern is identified, the school or college should decide on a course of action. Consideration
692 should be given as to whether there are wider cultural issues within the school or college that enabled
693 the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training
694 could be delivered to minimise the risk of it happening again. The four scenarios are:

- 695 • **Manage internally;** In some cases of sexual harassment, for example, one-off incidents,
696 the school or college may take the view that the children concerned are not in need of early
697 help or that referrals need to be made to statutory services and that it would be
698 appropriate to handle the incident internally, perhaps through utilising their behaviour
699 policy and by providing pastoral support.
- 700 • **Early help:** In line with the above, the school or college may decide that the children
701 involved do not require referral to statutory services but may benefit from early help. Early

702 help means providing support as soon as a problem emerges, at any point in a child's life.
703 Providing early help is more effective in promoting the welfare of children than reacting
704 later. Early help can be particularly useful to address non-violent harmful sexual behaviour
705 and may prevent escalation of sexual violence. It is particularly important that the DSL (and
706 their deputies) know what the Early Help process is and how and where to access support.

707 • Schools and colleges, as relevant agencies, should be part of discussions with statutory
708 safeguarding partners to agree the levels for the different types of assessment and services
709 to be commissioned and delivered, as part of the local arrangements. Safeguarding
710 partners should publish a local threshold document which includes the process for the local
711 early help assessment and the type and level of early help services to be provided, and DSLs
712 (and their deputies) will need to familiarise themselves with this document.

713 • **Referrals to Safeguarding Authority** - where a child has been harmed, is at risk of harm,
714 or is in immediate danger, schools and colleges should make a referral to the local
715 Safeguarding Authority. At the point of referral, schools and colleges will generally inform
716 parents or carers, unless there are compelling reasons not to (if informing a parent or
717 carer is going to put the child at additional risk). Any such decision should be made with
718 the support of children's social care.

719 • **Reporting to the Police** - any report to the police will generally be in parallel with a referral
720 to children's social care (as above. It is important that the DSL and their deputies) are clear
721 about the local process for referrals and follow that process.

702 **Unsubstantiated, unfounded, false or malicious reports**

723 6.51. If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider
724 whether the child and/or the person who has made the allegation needs help or may have been abused
725 by someone else and this is a cry for help. In such circumstances, a referral to Safeguarding authority may
726 be appropriate.

727 6.52. If a report is shown to be deliberately invented or malicious, the school or college should consider
728 whether any disciplinary action is appropriate against the individual who made it as per their own
729 behaviour policy.

702 **Safeguarding and supporting the victim**

731 6.53. The needs and wishes of the victim should be paramount (along with protecting the child)/young person
732 in any response. It is important they feel in as much control of the process as is reasonably possible.
733 Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall,
734 the priority should be to make the victim's daily experience as normal as possible, so that the school or
735 college is a safe space for them.

736 6.54. Consider the age and the developmental stage of the victim, the nature of the allegations and the
737 potential risk of further abuse. Schools and colleges should be aware that, by the very nature of sexual
738 violence and sexual harassment, a power imbalance is likely to have been created between the victim
739 and alleged perpetrator(s).

740 6.55. The victim should never be made to feel that they are the problem for making a report or made to feel
741 ashamed for making a report. This has been made clear throughout this policy and procedure.

742 6.56. Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The
743 support required regarding a one-off incident of sexualised name-calling is likely to be vastly different
744 from that for a report of rape.

745 6.57. Services should be aware that sexual assault can result in a range of health needs, including physical,
746 mental, and sexual health problems and unwanted pregnancy. Children and young people that have a
747 health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault
748 Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors

749 of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children
750 and adults, regardless of when the incident occurred.

751 6.58. Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and
752 practical support for victims of sexual violence. They are based within the specialist sexual violence sector
753 and will help the victim understand what their options are and how the criminal justice process works if
754 they have reported or are considering reporting to the police. ChISVAs will work in partnership with
755 schools and colleges to ensure the best possible outcomes for the victim.

756 Safeguarding and supporting the alleged perpetrator(s)

757 6.59. Advice about safeguarding and supporting the alleged perpetrators is also set out in departmental advice:
758 [Sexual violence and sexual harassment between children at schools and colleges](#). The following principles
759 are based on effective safeguarding practice and should help shape any decisions regarding safeguarding
760 and supporting the alleged perpetrator(s):

761 • The school or college will have a difficult balancing act to consider. On the one hand, they
762 need to safeguard the victim (and the wider pupil/student body) and on the other hand
763 provide the alleged perpetrator(s) with an education, safeguarding support as appropriate
764 and implement any disciplinary sanctions. Taking disciplinary action and still providing
765 appropriate support are not mutually exclusive actions. They can, and should, occur at the
766 same time if necessary.

767 • Consider the age and the developmental stage of the alleged perpetrator(s), the nature of
768 the allegations and frequency of allegations. Any child will likely experience stress as a
769 result of being the subject of allegations and/or negative reactions by their peers to the
770 allegations against them.

771 • Consider the proportionality of the response. Support (and sanctions) should be
772 considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet
773 needs (in some cases these may be considerable) as well as potentially posing a risk of harm
774 to other children. HSB in young children may be (and often are) a symptom of either their
775 own abuse or exposure to abusive practices and or materials.

776 • It is important that the perpetrator(s) is/are also given the correct support to try to stop
777 them re-offending and to address any underlying trauma that may be causing this
778 behaviour. Addressing inappropriate behaviour can be an important intervention that
779 helps prevent problematic, abusive and/or violent behaviour in the future.

780 • Advice on behaviour and discipline in schools is clear that teachers can discipline pupils
781 whose conduct falls below the standard, which could be reasonably expected of them. If
782 the perpetrator(s) is to be excluded the decision must be lawful, reasonable and fair.

783 Setting priorities

784 6.60. The priority, at all stages throughout the child protection or safeguarding process, is the interests and
785 safety of the individual.

786 6.61. Where appropriate, any concerns will be discussed with the individual's family / carers and where
787 possible their agreement will be sought to making a referral to the Local Authority. However, where
788 there is a conflict of interests between the Individual and parent/guardian, the interests of the individual
789 must take priority and [Cambian Red Rose School the right to contact the individual's local authority,
790 social care or the police, without notifying parents/carers if this is in their best interests.

791 6.62. If an urgent medical, attention or advice is required and GP/specialist doctor is not available, staff MUST
792 use the NHS **111** service. NHS **111** is available 24 hours a day, 7 days a week.

793 6.63. If the situation is life-threatening, staff must call 999 immediately and ask for an ambulance. Alternatively,
794 if it is assessed to be in the best interest of the child/young person - the DSL MUST take the Individual to
795 the Accident and Emergency Unit at the nearest hospital, having first notified the Local Authority/Police,

796 remembering that every reasonable effort should be made to inform the parents/carers as soon as
797 possible.

798 6.64. If the suspected abuse is sexual, then the medical professional must determine if the medical examination
799 should be delayed until the Local Authority and the Police can liaise with the hospital. There is a possibility
800 that the needs of the young person are such that medical attention is the priority, in such case medical
801 professional's judgment must be followed. There must at all times be an appropriate adult (parent,
802 guardian or a social worker) with the individual whether from the individual's care home/school/college,
803 the Local Authority or the Police, if the parents/carers are not included. This section must be read in
804 conjunction with our **0.29. Child Sexual Exploitation policy**.

805 6.65. Cambian will provide an advocate to each individual where appropriate, if they are unable to speak for
806 themselves without support or an Independent Mental Capacity Advocate (IMCA) if subject to the Mental
807 Capacity Act. Further information on MCA are available in our **0.13. Mental Capacity and Consent policy**.

808 Allegation of abuse by one or more Individuals on another Individual

809 6.66. All Individuals involved, whether perpetrator or victim, are treated as being 'at risk'. The procedures for
810 dealing with such abuse will be followed, where there is 'reasonable cause to suspect that an Individual
811 is suffering or likely to suffer significant harm'. DSL must refer individual-on-individual abuse including
812 child on child/young adult on young adult or between individuals of a different age or other to a
813 Safeguarding Authority, local authority and regulator.

814 Allegation of abuse of an Individual who is not registered at our provision – staff involved

815 6.67. If we were given information that suggested that someone who does not reside at or attends our location
816 has been abused by one of our members of staff, the DSL would immediately report this to the Local
817 Authority and LADO. The Head of Service must be kept informed and HR Business Partner consulted.
818 Should the staff member be involved we would then formally advise the member of staff of the allegation,
819 making it clear that we would not play any part in the investigatory process. The employee would be
820 advised of the possibility of facing suspension, re-assignment to other duties (to manage any perceived
821 risks) etc., in exactly the same way as if the allegation had involved an Individual at our
822 home/school/college. However, the HR Business Partner must be consulted before any action is taken. If
823 the allegation were subsequently proved to be unfounded, he or she would be given full support in
824 resuming their career. Should we be asked by LADO/Safeguarding authority to be involved in any
825 potential investigations or parts of it, an HR Business Partner will have to be consulted first. At this point,
826 an assessment will need to be made to identify what detail (if any) can be disclosed to a member of staff
827 involved.

828 Allegation of abuse of an Individual who is not registered at our provision- third party involved

829 6.68. If we were given information that suggested that someone who does not reside at or attends our location
830 has been abused by a third party (known or unknown to the provision), the DSL would immediately report
831 this to the Local Authority and Police. The Head of Service must be kept informed. DSL will follow advice

832 provided by the leading agency and report back to the Head of Service who will explore any associated
833 risk/s in relation to the provision.

8 Allegations against staff

835 6.69. All allegations must be reported to the DSL Simon Ashurst or in their absence to a DSL Deputy – see your
836 local Safeguarding poster. In addition, where appropriate - HR Business Partner must be consulted.

837 6.70. When an allegation is made against a member of staff, set procedures must be followed, see the flow
838 chart in **Appendix 3. Child Protection and safeguarding procedure (Flow chart)**.

839 6.71. Staff MUST act on every allegation; all repeated allegations must be treated as new and carefully assessed
840 and investigated. Staff who are the subject of an allegation have the right to have their case dealt with
841 fairly, quickly and consistently and to be kept informed of its progress.

842 6.72. Staff should refer to the **25.08. Guidance for staff who have the allegation made against them** provided
843 for what to do in the event an allegation is made against them.

8 Allegations against staff in Education

845 6.73. The staff in this section include teachers and TAs, supply teachers, other staff, volunteers and contractors.
846 The allegations are split into two groups:

847 • Allegations that may meet the harm threshold (see **LADO referral criteria**) – **meeting the**
848 **harm threshold** of this policy)

849 • Allegation/concerns that do not meet the harms threshold – referred in the guidance and
850 this policy as ‘low - level concerns’ - **Appendix 11. Low – level concerns (Education)**.

851 6.74. This is about managing cases of allegations that might indicate a person would pose a risk of harm if they
852 continue to work in regular or close contact with children in their present position, or in any capacity with
853 children in a school or college.

854 6.75. The information above relate to members of staff, supply staff, volunteers and contractors who are
855 currently working in any school or college regardless of whether the school or college is where the alleged
856 abuse took place. It is advised that in Education allegations against people listed above should be referred
857 to the Head/Principal who is often the DSL, however where the Head/Principal is not the DSL, allegations
858 against staff including supply, volunteers and contractors must be referred to the Head/Principal who
859 may liaise with the DSL. This is because the concern/allegation may align with other performance or
860 personal related issues the Head/Principal might already be aware of, whereas the DSL may not be. The
861 Principal/Head should ensure the DSL is briefed as appropriate and will then decide whom the case should
862 be led by – the DSL or themselves. Allegations against a teacher who is no longer teaching should be
863 referred **to the police** and HR Business Partner advised.

864 6.76. Where an adult makes an allegation to a school or college that they were abused as a child, the individual
865 should be advised to report the allegation to the police. Non-recent allegations made by a child, should
866 be reported to the LADO in line with the local authority’s procedures for dealing with non-recent
867 allegations. The LADO will coordinate with children social care and the police. Abuse can be reported no
868 matter how long ago it happened.

869 6.77. Where a teacher’s employer, including an agency, dismisses or ceases to use the services of a teacher
870 because of serious misconduct, or might have dismissed them or ceased to use their services had they
871 not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching
872 Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found
873 on GOV.UK.

874 6.78. Schools and colleges using Behaviour Watch must ensure that concerns/allegations related to staff [‘staff’
875 slip], are set up to be only visible to the selected group of people e.g. Head teacher/Principal or the DSL
876 or both depending on the schools/colleges internal arrangement. The same approach must be applied to
877 Real Time Notifications. As the schools’/colleges’ arrangements around who will receive staff related

878 concerns will vary between the schools/colleges, it is up to schools to ensure their arrangements are
879 considered when setting up the Concern/SG: *Staff* function.
880

8 Allegations against supply teachers and all workers supplied by agency

882 6.79. In some circumstances schools and colleges will have to consider an allegation against an individual not
883 directly employed by them, where its disciplinary procedures do not fully apply because agencies will
884 have their own policies and procedures; for example, supply teachers or contracted staff provided by an
885 employment agency or business.

886 6.80. Whilst the organisation's schools and colleges are not the employer of supply teachers, they should
887 ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease
888 to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the
889 LADO to determine a suitable outcome. Schools and colleges must also consult the HR Business Partner
890 who may advise further. Governance boards and proprietors should discuss with the supply agency or
891 agencies where the supply teacher is working across a number of schools or colleges, whether it is
892 appropriate to suspend the supply teacher, or redeploy them to another part of the school or college,
893 whilst they carry out their investigation.

894 6.81. Agencies should be fully involved and co-operate with any enquiries from the LADO, police and/or
895 children's social care. The school or college will usually take the lead because agencies do not have direct
896 access to children or other school or college staff, so they will not be able to collect the facts when an
897 allegation is made, nor do they have all the relevant information required by the LADO as part of the
898 referral process.

899 6.82. When using a supply agency, schools and colleges should inform the agency of its process for managing
900 allegations but also take account of the agency's policies and investigatory process and their duty to refer
901 to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or
902 equivalent to meetings and keeping them up to date with information about its policies. It is important
903 we not blur the lines of employment, so in case there is any confusion, HR Business Partner should be
904 consulted.
905

9 Allegations against the DSL (Principal or Registered Manager or DSL as a substantive role)

907 6.83. All allegations must be reported to:

908 - Education division: Regional Education Lead Kicha Mitchell, unless within residential
909 education the Registered Manager is the DSL in which case the matter will be referred to
910 the Head/ Principal. For the DSL fulfilling the role as their substantive role, all allegations
911 must be reported to the Principal/Head.

912 - Children's residential care division: Regional Manager Bev Woods, unless Regional
913 Manager is the DSL in which case the matter will be referred to the Managing Director.

914 6.84. Depending on the division and who is the service DSL, people notified of allegation made (see above) will
915 then refer the matter to local Safeguarding Authority/LADO and notify their line manager:

916 - Education division: Regional Education Lead Steve O'Gara or

917 - Managing Director for Education Andrew Sutherland. In Independent schools – the
918 Proprietor must also be notified.

919 - Children's residential care division: Managing Director Mike ore.

920 6.85. The person who referred the matter to local Safeguarding Authority/LADO in line with agreed course of
921 action will decide about who will lead the case including management investigation – should the

922 allegation threshold be met. The appropriate HR Business Partner should be notified, so they can advise
923 and where required - support the investigation.

924 6.86. In residential education associated with children’s homes/care homes the Responsible/Nominated
925 Individual MUST also be notified.

926 6.87. Services using Behaviour Watch system – allegations made against the DSL or DSL Deputy who have full
927 access to the system including Concern/Safeguarding function, should not be initially entered to the
928 system, but recoded on the policy associated Concern form and Safeguarding Tracking Pack as they would
929 have been prior to implementation of the Behaviour Watch. This is to ensure that no one, including those
930 who are part of the service’s Safeguarding Team are able to see the details of their own case which could
931 have a detrimental impact on the investigation itself and the outcome of it. However, once the case has
932 been concluded, a decision should then be made about whether or not the detail related to the case
933 should be retrospectively entered in to Behaviour Watch or kept in the original format. Such a decision
934 should be made by the Case Manager, Managing Director and a member of HR Team. Should a decision
935 be made to keep it in the original format, a Concern/SG slip in the Behaviour Watch must still be
936 retrospectively opened and a note added to reflect that there was an allegation made against the DSL/DSL
937 Deputy but without specifying any further detail about the character of the allegation. Instead, a
938 reference number of the case and location of the pack related to the case is provided. This action will
939 ensure that the case has been captured in the system, which will then allow the service to generate a log
940 with accurate numbers of concerns and safeguarding cases for the service.

9 Allegations against the Regional Manager/other Regional staff

942 6.88. Any allegations linked to the site, must be reported to the DSL of the site (In Education – the
943 Head/Principal) who will make the initial referral to Lancashire LADO. Following this, the allegation should
944 be passed to the identified senior person to follow through with Lancashire LADO and subsequently act
945 in line with agreed course of action. This means that the DSL will retain the responsibility to report the
946 initial concern, but will have no further part in the process regarding gathering any information or, should
947 it be required, in the actual investigation in relation to a senior member.

948 6.89. Allegations not linked to specific site must be reported to Managing Director who will refer the matter to
949 Lancashire LADO and act in line with agreed course of action.

950 6.90. The appropriate HR Business Partner should be notified, so they can advise and where required - support
951 the investigation.

9 Allegations against the Operations Directors or Managing Director

953 6.91. Any allegations linked to the site, must be reported to the DSL of the site (In Education – the
954 Head/Principal) who will make the initial referral to Lancashire LADO. Following this, the allegation should
955 be passed to the identified senior person to follow through with Lancashire LADO and subsequently act
956 in line with agreed course of action. This means that the DSL will retain the responsibility to report the
957 initial concern, but will have no further part in the process regarding gathering any information or, should
958 it be required, in the actual investigation in relation to a senior member.

959 6.92. Allegations not linked to specific site must be reported to Managing Director for Education who will refer
960 the matter to local Safeguarding Authority/LADO and act in line with agreed course of action.

961 6.93. The Head of HR should be notified, so they can advise and where required - support the investigation.

9 Allegations against any other Senior Leader

963 6.94. Any allegations linked to the site, must be reported to the DSL of the site (In Education – the
964 Head/Principal) who will make the initial referral to local Safeguarding Authority/LADO Following this,
965 the allegation should be passed to the identified senior person to follow through with local Safeguarding
966 Authority/LADO and subsequently act in line with agreed course of action. This means that the DSL will
967 retain the responsibility to report the initial concern, but will have no further part in the process regarding

968 gathering any information or, should it be required, in the actual investigation in relation to a senior
969 member.

970 6.95. Allegations not linked to specific site must be reported to the person's (whom allegation is made against)
971 line manager who will refer the matter to local Safeguarding Authority/LADO and act in line with agreed
972 course of action.

973 6.96. The Head of HR should be notified, so they can advise and where required - support the investigation.

974 Allegations against the Executive Head of Children's Services

975 6.97. Any allegations linked to the site, must be reported to the DSL of the site (In Education – the
976 Head/Principal) who will make the initial referral to local Safeguarding Authority/LADO. Following this,
977 the allegation should be passed to the identified senior person to follow through with local Safeguarding
978 Authority/LADO and subsequently act in line with agreed course of action. This means that the DSL will
979 retain the responsibility to report the initial concern, but will have no further part in the process regarding
980 gathering any information or, should it be required, in the actual investigation in relation to a senior
981 member.

982 6.98. Allegations not linked to specific site must be reported to reported to Executive Director Compliance –
983 Amanda Sherlock who will refer the matter to local Safeguarding Authority/LADO and act in line with
984 agreed course of action.

985 6.99. The Head of HR should be notified, so they can advise and where required - support the investigation.

986 Allegations against the Chief Executive Officer

987 6.100. Any allegations linked to the site, must be reported to the DSL of the site (In Education – the
988 Head/Principal) who will make the initial referral to local Safeguarding Authority/LADO Following this,
989 the allegation should be passed to the identified senior person to follow through with local Safeguarding
990 Authority/LADO and subsequently act in line with agreed course of action. This means that the DSL will
991 retain the responsibility to report the initial concern, but will have no further part in the process regarding
992 gathering any information or, should it be required, in the actual investigation in relation to a senior
993 member.

994 6.101. Allegations not linked to specific site must be reported to reported to Executive Director Compliance –
995 Amanda Sherlock who will refer the matter to local Safeguarding Authority/LADO and act in line with
996 agreed course of action.

997 6.102. The Head of HR should be notified, so they can advise and where required - support the investigation.

998 Allegations - The initial response

999 6.103. Where the school or college identifies a child/young person has been harmed, that there may be an
1000 immediate risk of harm to a child/young person or if the situation is an emergency, they should contact

1001 the Safeguarding Authority and as appropriate the police immediately as per the processes. There are
1002 two aspects to consider when an allegation is made:

1003 • **Looking after the welfare of the child** - the DSL is responsible for ensuring that the child is
1004 not at risk and referring cases of suspected abuse to the local authority children’s social
1005 care as described in Part one of this guidance.

1006 • **Investigating and supporting the person subject to the allegation** - the case manager
1007 should discuss with the LADO, the nature, content and context of the allegation, and agree
1008 a course of action.

1009 6.104. When dealing with allegations, schools and colleges should:

- 1010 • apply common sense and judgement
- 1011 • deal with allegations quickly, fairly and consistently; and
- 1012 • provide effective protection for the child and support the person subject to the allegation.

1013 6.105. Schools and colleges should ensure they understand the local authority arrangements for managing
1014 allegations, including the contact details and what information the LADO will require when an allegation
1015 is made. Before contacting the LADO, schools and colleges should conduct basic enquiries in line with
1016 local procedures to establish the facts to help them determine whether there is any foundation to the
1017 allegation, being careful not to jeopardise any future police investigation. For example:

- 1018 • **was the individual in the school or college at the time of the allegations?**
- 1019 • **did the individual, or could they have, come into contact with the child?**
- 1020 • **are there any witnesses? and,**
- 1021 • **was there any CCTV footage?**

1022 6.106. These are just a sample of example questions. Services should be familiar with what initial information
1023 the LADO will require. This information can be found in local policy and procedural guidance provided by
1024 the LADO service. Any enquiries of this nature must be carefully recorded and dated so they can be shared
1025 with the HR department to support any investigation.

1026 6.107. When to inform the individual of the allegation should be considered carefully on a case-by-case basis,
1027 with guidance as required from the LADO, and if appropriate Safeguarding Authority and the police.

1028 6.108. If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion
1029 involving the police and/or children’s social care will be convened in accordance with the statutory
1030 guidance [Working Together to Safeguard Children](#).

1031 6.109. Where it is clear that an investigation by the police or Safeguarding Authority is unnecessary, or the
1032 strategy discussion or initial assessment decides that is the case, the LADO should discuss the next steps
1033 with the case manager (A ‘case manager’ will be the person leading any investigation. In most cases this
1034 will be a senior leader from outside the school/home). The LADO should be informed who will lead the

1035 investigation to ensure there is no conflict of interest or any other concerns related to the choice of the
1036 case manager.

1037 **Further Action**

1038 6.110. Where the initial discussion initial discussion leads to no further action, the case manager and the LADO
1039 should:

- 1040
- record the decision and justification for it; and,
- 1041
- agree on what information should be put in writing to the individual concerned and by
1042 whom.

1043 **Further enquiries**

1044 6.111. Where further enquiries are required to enable a decision about how to proceed, the LADO and case
1045 manager should discuss how and by whom the investigation will be undertaken. In straightforward cases,
1046 the investigation should normally be undertaken by a senior member of the school's or college's staff.

1047 6.112. Where there is a lack of appropriate resource within the school or college, or the nature or complexity
1048 of the allegation requires it, the allegation will require a senior member of the off-site team: Regional
1049 Lead (Education or Care), a Director, HR Business Partner or an independent investigator if appropriate.

1050 6.113. The case manager should monitor the progress of cases to ensure that they are dealt with as quickly as
1051 possible in a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals,
1052 depending on the complexity of the case.

1053 6.114. Wherever possible, the first review should take place no later than four weeks after the initial
1054 assessment. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the review
1055 meeting if the investigation continues. The LADO will provide advice and guidance to schools and colleges
1056 when considering allegations against adults working with children. The LADO's role is not to investigate
1057 the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police,
1058 children's social care, the school or college, or a combination of these.

1059 **Suspension**

1060 6.115. Suspension should not be an automatic response when an allegation is reported. All options to avoid
1061 suspension should be considered prior to taking that step. The case manager must consider carefully
1062 whether the circumstances warrant suspension from contact with children at the school or college, or
1063 until the allegation is resolved. It should be considered only in cases where there is cause to suspect a
1064 child or other children at the school or college is/are at risk of harm, or the allegation could be considered
1065 as gross or serious misconduct. Prior to any suspension, the case manager must consult with their HR
1066 Business Partner and the LADO, as well as the police and Safeguarding Authority where they have been
1067 involved. More information on suspension and associated process can be found in [KCSIE 2023 Part 4 -
1068 Suspension](#).

1069 **Supporting those involved**

1070 6.116. The welfare of a child/young person is paramount) and this will be the prime concern in terms of
1071 investigating an allegation against a person in a position of trust. However, when an allegation or
1072 safeguarding concern is being investigated it is likely to be a very stressful experience for the adult subject
1073 of the investigation, and potentially for the family members. It is important that an employer offers
1074 appropriate welfare support at such a time and recognises the sensitivity of the situation. Information is
1075 confidential and should not ordinarily be shared with the other staff or with children or parents who are

1076 not directly involved in the investigation. More about employer's duty of care to their employees can be
1077 found in the KCSIE2023 guidance.

1078 6.117. Staff whom allegation/s have been made against must always be supported and if suspended they will
1079 receive a support person (nominated contact), any suspension is not an indication of guilt.

1080 Allegation outcomes

1081 6.118. The definitions that should be used when schools and colleges determine the outcome of an allegation
1082 are set out below:

- 1083 • Substantiated: there is sufficient evidence to prove the allegation;
- 1084 • Malicious: there is sufficient evidence to disprove the allegation and there has been a
1085 deliberate act to deceive or cause harm to the person subject of the allegation;
- 1086 • False: there is sufficient evidence to disprove the allegation;
- 1087 • Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation.
1088 The term, therefore, does not imply guilt or innocence; or
- 1089 • Unfounded: to reflect cases where there is no evidence or proper basis which supports the
1090 allegation being made.

1091 6.119. It should be noted that these definitions are available to support the decision-making process. However,
1092 in certain cases, in the absence of any substantiating evidence, the Company may still progress through

1093 the formal disciplinary procedure if there are reasonable grounds to do so, or there is a reasonable belief
1094 that an employee has committed an act of misconduct.

1095 6.120. Ultimately, the options open to the school or college depend on the nature and circumstances of the
1096 allegations and the evidence and information available. This will range from taking no further action, to
1097 dismissal or a decision not to use the person's services in future.

1098 **Serious incident reporting**

1099 6.121. In addition to all regulatory reporting requirements, all serious incidents will be escalated and reported
1100 as outlined in **035. SUI Part 1 – Risk Categories - Reference form and SUI Part 2 –Briefing form.**

1101 **Death of someone in our care including rapid response to unexpected death**

1102 6.122. In case of **unexpected death** of a child/young person/adult in Cambian services all staff to follow the
1103 rapid response, process described below:

- 1104 • Call the Ambulance and Police
- 1105 • Unless the 999 operator tells you to, do not touch the person; do not move anything
- 1106 around them, which may form part of forensic evidence. Police will decide about the
- 1107 forensic examinations and appropriate security of the scene.
- 1108 • DSL will contact Safeguarding Authority and follow the Serious Untoward Incidents (SUI)
- 1109 reporting procedure. The DSL will contact the Managing Director of the division they work
- 1110 in and verbally inform them of what happened before completing SUI Part 2.
- 1111 • DSL will contact Children's/Adults Social Care Team
- 1112 • Where there is a suicide/suspected suicide then Child & Adolescent Mental Health
- 1113 Services (CAMHS) should also be notified by the Safeguarding Authority.

1114 6.123. Once the above rapid steps have been taken, further steps described below must be followed.

1115 6.124. In the event of the death of an Individual in one of our homes/schools/colleges we must notify the
1116 following within 24 hours:

- 1117 • Group Executive Director Managing Director, Responsible/Nominated Individual, Regional
- 1118 Lead following the **35.01. Caretech Children's services SUI process.**
- 1119 • Next of kin/parents/carer of the deceased.
- 1120 • Where the death of an individual occurs in an education location the assistance of the
- 1121 local police and social services department should be sought in informing the
- 1122 parents/guardians.
- 1123 • The appropriate regulatory body: e.g. Ofsted, CQC, CIW, Estyn
- 1124 • Ministry of Justice if applicable.
- 1125 • The placing authority/authorities.
- 1126 • The local authority responsible for Social Services and Education (where the death takes
- 1127 place in a registered school) within whose area the education location is situated.
- 1128 • The District Health Authority within whose area the education location is situated.
- 1129 • The Department for Education, (where the death takes place in a registered school).
- 1130 • The Health and Safety Executive.

1131 **Abuse of position of trust**

1132 6.125. All staff are aware that inappropriate behaviour towards those in our care is unacceptable. In addition,
1133 staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the
1134 age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a
1135 position of trust, even if the relationship is consensual. This means that any sexual activity between a

1136 member of the staff and a young person under 18 may be a criminal offence, even if that young person
1137 is over the age of consent.

1138 **Visitors**

1139 6.126. All authorised visitors will be required to sign in and out, and wear a visitor or identity badge at all times.
1140 All unauthorised visitors will be challenged by staff and reported to the home
1141 manager/headteacher/principal before entry is authorised.

1142 **Volunteers**

1143 6.127. Volunteers undergo checks commensurate with their work in the home/school/college and contact with
1144 children, young people and adults i.e. if they are in regulated activity or not.

1145 **Contractors**

1146 6.128. We will check the identity of all contractors working on site and request the full range of DBS and other
1147 required checks where they work in regulated activity or unsupervised in accordance with the latest
1148 government guidance.

1149 **Use of school or college premises for non-school/college activities**

1150 6.129. Where governance boards or proprietor hire or rent out school or college facilities/premises to
1151 organisations or individuals (for example to community groups, sports associations, and service providers
1152 to run community or extra-curricular activities) they should ensure that appropriate arrangements are in
1153 place to keep children safe.

1154 **Extended school and off-site arrangements**

1155 6.130. Where extended off-site activities are provided by and managed by us, our safeguarding policy and
1156 procedures apply. If other organisations provide services or activities on our site we will check that they
1157 have appropriate policies and procedures in place, including safer recruitment procedures and clarify
1158 whose procedure is to be followed if there are concerns. There will be clear communication channels to
1159 ensure the DSL is kept appropriately informed.

1160 6.131. When our Individuals are doing off-site activities, including day and residential visits and work-related
1161 activities, we will risk assess and check that effective safeguarding arrangements are in place. The DSL
1162 will be kept appropriately informed.

1163 **Use of mobile phones**

1164 6.132. Staff must behave in accordance with the **GHR 11. Staff Code of Conduct** and Internet and social media
1165 access including **Pro 01. Mobile Telephony Policy** at all times.

1166 6.133. All computer equipment and internet access within the home/school/college is subject to 'parental
1167 controls' and internet safety rules in line with our **0. 27. E-safety policy** including internet and social
1168 media access and **0.21. Anti-bullying policy**. Staff should not use any computer for personal reasons
1169 during working hours. Staff need to help our Individuals to prepare for the dangers of the internet and

1170 social media whilst promoting the many learning and social opportunities available through the internet
1171 and social media.

1172 6.134. If staff contribute to internet blogs or access social media networking sites e.g. Facebook, they MUST
1173 neither mention [Cambian Red Rose School or refer to their employment at the school. Staff are advised
1174 not to communicate with parents, guardians, carers or Individuals via social networking sites

11 Photography and images

1176 6.135. This section should be read in conjunction to our **GIG 02. Data Protection policy.**

1177 6.136. The vast majority of people who take or view photographs or videos of individuals do so for entirely
1178 innocent and acceptable reasons. Sadly, some people abuse children or vulnerable young people through
1179 taking or using images, so we have some safeguards in place.

1180 6.137. To protect our children, young people or young adults we will:

- 1181 • seek their consent for photographs to be taken or published (for example, on our website
1182 or in newspapers or publications)
- 1183 • seek parental consent of consent from the Individual
- 1184 • not use their full name with an image, only their initials
- 1185 • ensure that personal data is not shared
- 1186 • store images appropriately, securely and for no longer than necessary
- 1187 • only use school equipment, i.e. not personal devices
- 1188 • encourage our children, young people and adults to tell us if they are worried about any
1189 photographs that are taken of them

11 Physical intervention and use of reasonable force

1191 6.138. All staff are encouraged to use de-escalation techniques and creative alternative strategies that are
1192 specific to each Individual and in line with **0.45 Behaviour support policy** and **0.46 Physical Intervention**
1193 **policy** and training. Restraint will only be used as a last resort and all incidents of this are reviewed,
1194 recorded and monitored.

11 Staff taking medication or other substances

1196 6.139. Staff members must not be under the influence of alcohol or any other substance, which may affect their
1197 ability to care for the individuals. If they are taking medication, they should seek medical advice and
1198 inform the Home Manager/Headteacher/Principal who will review the medical advice and take a decision
1199 as to whether they are fit for work.

1200 6.140. We only allow staff to work if medical advice confirms that their ability to look after individuals is unlikely
1201 to be impaired. Should a member of staff need to bring their medication to the home/school/college, it
1202 must be securely stored and out of reach of all children, young people and young adults. This section
1203 should be read in conjunction with our **GHR 12 Drug and Alcohol Policy.**

12 Information for individuals and relatives/carers

1205 6.141. Individuals and carers will be informed that their concerns or complaints will be taken seriously, be dealt
1206 with independently and that they will be kept involved in the process to the degree that they wish to be.
1207 They will be reassured that they will receive help and support in taking action.

1208 6.142. They will also be advised that they can nominate an advocate or representative to speak and act on their
1209 behalf if they wish. For individuals assessed as lacking capacity to make decisions about how they could
1210 be protected, an Independent Mental Capacity Advocate (IMCA) must be considered and may be
1211 appointed. They will be advised of rights to legal aid in where appropriate to victim support and
1212 compensation.

12 Recruitment and vetting

1214 6.143. Our **GHR 03. Recruitment Policy** reflects Safer Recruitment guidelines and legislation in **Appendix 2.**
1215 **Legislation and guidance** as well as carrying out further checks and precautions such as Good Conduct

1216 Certificates. HTs / Principals, DSLs and member of Recruitment team including those directly supporting
1217 schools should read Part 3 of KCSIE2023 guidance dedicated to Safer Recruitment.

1218 6.144. Each education location maintains a **Single Central Record (SCR)**. This covers all staff including supply
1219 teaching and teacher trainees, agency care staff as well as multisite managers and members of the
1220 proprietor body. This is regularly audited by the school/college SLT and available for inspection.

1221 6.145. For agency workers we obtain written confirmation that all checks have been completed, in line with
1222 safer recruitment from the employment business that is supplying the member of agency staff. All
1223 Locations must ensure that an agreement exists between the Location and the agency to confirm that, in
1224 the event of there being a disclosure on a DBS certificate, the Location will have sight of the certificate
1225 before that person can begin work at the home/school/college.

1226 6.146. All locations must check the identity of any person deemed 'supply' or 'agency' staff separately to the
1227 agency.

1228 6.147. Where other Cambian staff (e.g. care staff) work on the same site as a school they must be subject to the
1229 same recruitment regulations and procedures as the education staff.

12 Requirements to inform Disclosure and Barring Services (DBS)

1231 6.148. The employer has a legal duty to make a referral to the DBS for consideration of whether inclusion on the
1232 barred lists is required.

1233 6.149. Services will promptly make a referral to the Disclosure and Barring Service (but no longer than one
1234 month after leaving the Location) if a person in regulated activity has been dismissed or removed due to
1235 safeguarding concerns, or would have been had they not resigned.

1236 6.150. In the case of a member of teaching staff at a school or sixth form college, the case manager must
1237 consider whether to refer the matter to the TRA to consider prohibiting the individual from teaching.

1238 6.151. Referrals to the Disclosure and Barring Service will be made for any person (whether employed,
1239 contracted (e.g. supply), a volunteer or student) whose services are no longer required because he/she
1240 is considered unsuitable to work with children and young people.

1241 6.152. This is a legal duty and failure to refer when the criteria are met is a criminal offence. More detail is
1242 provided at paragraph 179.

1243 6.153. All managers must read the group leavers policy – all referrals must be recorded with HR so they can
1244 ensure any future references are correct. The references team log referrals so this can be completed. This
1245 will apply to both: DBS and TRA.

12 Record keeping

1247 6.154. Record keeping is an important element of safeguarding. Whenever a complaint or allegation of abuse is
1248 made, staff must keep clear and accurate records using a Concern Form.

1249 6.155. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in
1250 writing. Information should be kept confidential and stored securely. It is good practice to keep concerns
1251 and referrals in a separate child protection file for each child. Schools/colleges using Behaviour Watch
1252 have Concern/Safeguarding function to record any concerns being raised. A report per child/young
1253 person can also be generated.

1254 6.156. Records should be factual, accurate, concise, ethical and relevant.

1255 6.157. All recording of written information should be legible and discussions with other professionals and
1256 agencies should be recorded chronologically.

1257 6.158. There will be a safeguarding section/folder for each Individual, which will hold any concerns/safeguarding
1258 documentation for that individual. At the front of each folder, there is an Index for Individual's Concerns.
1259 This is to enable the location to keep accurate records of any concerns raised regarding the individual

1260 and aid the monitoring/ reviewing of safeguarding incidents. The folders should be kept in a secure
1261 location.

1262 6.159. Each location apart from those using Behaviour Watch system will also maintain **25.07. Central Log of**
1263 **Concerns and Safeguarding** of all concerns raised at the location including the safeguarding information
1264 where the concern has escalated. Where this is held as a paper version this is to be made into a bound
1265 booklet and completed by the DSL. If kept electronically, access is to be restricted to the DSL and deputies
1266 only. In either case, this should be kept in a secure location.

1267 **Monitoring**

1268 6.160. A quality assurance cycle operates to ensure that safeguarding incidents and notifications are recorded,
1269 managed and responded to at the Location, at a regional level and at a whole divisional level, see **section**
1270 **9. Accountability**. The cycle is informed by a weekly (Monday) submission of Key Performance Indicators
1271 (KPIs) using **CambianKPI** and the identification and management of safeguarding risks. A report on the
1272 position of every site in relation to their KPIs is produced every Wednesday.

1273 **Training**

1274 6.161. All staff will receive information regarding Child Protection and Safeguarding on induction. The induction
1275 introduces the new staff member to the policy, procedure and practice at the location. They will also be
1276 orientated as to where to find information regarding safeguarding including relevant posters around the
1277 location. As part of their induction all staff are required to read this policy and confirm that, they
1278 understand their role in safeguarding and protecting young people within the service they are going to
1279 work.

1280 6.162. All staff MUST complete mandatory safeguarding face to face or online training via MYRUS which must
1281 be completed as part of staff member induction and annually thereafter. This should include online
1282 safety. This is to maintain staff awareness of their responsibilities in relation to children /young
1283 people/young adult's safeguarding.

1284 6.163. Staff will not be allowed to work with individuals unless they have completed the above training. The
1285 school/college/home must check that supply/agency staff have completed basic awareness training
1286 before being allowed into contact with Individuals.

1287 6.164. Contractors and others on site who might have unsupervised access to individuals must also complete
1288 basic awareness training before being allowed to start work.

1289 6.165. The DSL will ensure that all staff receive regular updates regarding safeguarding policy, procedure and
1290 practice throughout the year. This can be undertaken in various forums: as a face-to-face or online
1291 session, staff meetings or workshops. In addition to this, safeguarding updates including various
1292 resources are provided to schools and colleges by the external Safeguarding Network.

1293 6.166. The DSL and DSL Deputies should undergo the same level of training providing them with the knowledge
1294 and skills required to carry out the role. The DSL's/DSL Deputies' training should be provided by the LA
1295 within the boundaries they operate and be refreshed at least every two years. Both should also undertake
1296 Prevent awareness training.

1297 **Confidentiality and information sharing**

1298 6.167. Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting
1299 child's/young person's welfare, including their educational outcomes. Schools and colleges have clear
1300 powers to share, hold and use information for these purposes. Staff should be proactive in sharing
1301 information as early as possible to help identify, assess and respond to risks or concerns about the safety
1302 and welfare of children/ young people whether this is when problems are first emerging, or where a child
1303 is already known to local authority children's social care.

1304 6.168. Where the police are involved, wherever possible the school or college should ask the police to obtain
1305 consent from the individuals involved to share their statements and evidence for use in the employer's

- 1306 disciplinary process. This should be done as their investigation proceeds and will enable the police to
1307 share relevant information without delaying the conclusion of their investigation or any court case.
- 1308 6.169. The Safeguarding authority should adopt a similar procedure when making enquiries to determine
1309 whether the child or children named in the allegation need protection or services, so that any information
1310 obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the
1311 employer without delay.
- 1312 6.170. The case manager should take advice from the LADO, police and Safeguarding Authority to agree the
1313 following:
- 1314 • who needs to know and exactly what information can be shared;
 - 1315 • how to manage speculation, leaks and gossip
 - 1316 • what, if any, information can be reasonably given to the wider community to reduce speculation;
1317 and
 - 1318 • how to manage press interest if, and when, it should arise.
- 1319 6.171. Exchange or disclose of personal information with other agencies will be completed in accordance with
1320 **GIG 02. Data Protection and GIG 09. Confidentiality Code of Practice** and all relevant legislation including
1321 the Data Protection Act 2018 and GDPR which places duty on organisations and individuals to process
1322 personal information fairly and lawfully and to keep the information they hold safe and secure.
- 1323 6.172. Information relating to individual Safeguarding cases is confidential, although some information can be
1324 shared with relevant staff. This should be done only on a 'need to know' basis.
- 1325 6.173. Governance Boards and proprietor should ensure relevant staff have due regard to the relevant data
1326 protection principles, which allow them to share (and withhold) personal information, as provided for in
1327 the Data Protection Act 2018 and the GDPR. This includes:
- 1328 • being confident of the processing conditions which allow them to store and share
1329 information for safeguarding purposes, including information which is sensitive and
1330 personal, and should be treated as 'special category personal data'.
 - 1331 • understanding that 'safeguarding of children and individuals at risk' is a processing
1332 condition that allows practitioners to share special category personal data. This includes
1333 allowing practitioners to share information without consent where there is good reason
1334 to do so, and that the sharing of information will enhance the safeguarding of a child in
1335 a timely manner but it is not possible to gain consent, it cannot be reasonably expected
1336 that a practitioner gains consent, or if to gain consent would place a child at risk.
 - 1337 • for schools, not providing pupils' personal data where the serious harm test under the
1338 legislation is met. For example, in a situation where a child is in a refuge or another form
1339 of emergency accommodation, and the serious harms test is met, they must withhold

- 1340 providing the data in compliance with schools' obligations under the Data Protection Act
1341 2018 and the GDPR. Where in doubt schools should seek independent legal advice.
- 1342 6.174. When sharing safeguarding information regarding an individual, staff will need to consider the following:
- 1343 • Information should only be shared on a 'need to know' basis when it is in the best interests
1344 of the individual
 - 1345 • Informed consent should be obtained but, if this is not possible and other adults are at risk
1346 of abuse or neglect, it may be necessary to override the requirement
 - 1347 • Distinguish fact from opinion
 - 1348 • Ensure you are giving the right information about the right person
 - 1349 • Ensure you are sharing information securely
 - 1350 • Inform the person that the information has been shared if they were not already aware of
1351 this and if it would not create or increase risk of harm to them/others.
- 1352 6.175. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of
1353 keeping children safe. Fears about sharing information must not be allowed to stand in the way of the
1354 need to safeguard and promote the welfare and protect the safety of children.
- 1355 6.176. Further details on information sharing can be found in:
- 1356 • Chapter one of [Working Together to Safeguard Children](#), which includes a myth-busting
1357 guide to information sharing
 - 1358 • Information Sharing: [Advice for Practitioners Providing Safeguarding Services to Children,
1359 Young People, Parents and Carers](#). The seven golden rules for sharing information will
1360 be especially useful
 - 1361 • [The Information Commissioner's Office \(ICO\)](#), which includes ICO GDPR FAQs and
1362 guidance from the department
 - 1363 • [Data protection: toolkit for schools](#) - Guidance to support schools with data protection
1364 activity, including compliance with the GDPR.
- 1365 6.177. The following wording is to be added to any covering letter where we are sharing documentation:
1366 "The material contained in this letter and its enclosures are confidential to Cambian Group and the
1367 persons named within the documentation. The documentation is delivered only in accordance with a
1368 perceived legal obligation to make the documentation available and upon the strict understanding that
1369 the recipient and all members of the recipient's staff will undertake to preserve confidentiality and not
1370 in any way share the documentation or any details of the information therein contained with any other
1371 party. Any person receiving this information who breaches these obligations of confidentiality will be

1372 held strictly responsible and will be expected to indemnify Cambian Group and any persons named within
1373 the documentation against any losses that may arise as a result of misuse of this material”.

1374 6.178. If in doubt, the DSL or deputies must liaise with the company Caldicott Guardian. The contact details for
1375 the Caldicott Guardian at our location is [enter job title, name].

1376 6.179. Failure to follow this policy and local procedure may result in disciplinary action.

1377 **Complaints and Monitoring**

1378 6.180. All complaints arising from the operation of this policy will be considered under the **0.22 complaints**
1379 **procedure**, with reference to the our Designated Safeguarding Officer who is Simon Ashurst (DSL) and
1380 Lancashire Safeguarding Children’s Board

1381 **7. Accountability**

1382 7.1. Simon Ashurst is the DSL at Cambian Red Rose School and has lead responsibility for protecting and
1383 safeguarding children, young people and young adults and liaising with the local authority and other local
1384 agencies as appropriate. This includes young person protections, referrals, raising awareness, training,
1385 allocating resources and supporting/directing staff within the Location. In all matters, relating to young
1386 person protection and safeguarding Cambian Red Rose School will follow the procedures outlined in this
1387 policy.

1388 7.2. The content and effective implementation of policy and procedures are subject to routine monitoring by
1389 the Head of Service. Our Managing Director, will undertake a full annual review of the content and
1390 effective application of this policy and associated procedures. The date for the next scheduled review is
1391 set out on page 2. The policy will be reviewed earlier in accordance with changes in legislation, regulatory
1392 requirements or as a result of best practice guidance.

1393 7.3. Safeguarding at a strategic level is overseen by Amanda Sherlock - the Group Executive Director
1394 Compliance, who will support and promote the development of initiatives to improve the prevention,
1395 identification and response to abuse and neglect. As the Director accountable for safeguarding, she is
1396 also responsible for reporting on safeguarding and providing executive leadership.

1397 7.4. Managers - are responsible for ensuring that staff are aware of this policy and offer support to those
1398 reporting abuse. It is important to recognise that dealing with situations involving abuse and neglect can
1399 be stressful and distressing for staff.

1400 7.5. Regulated professionals - Staff governed by professional regulation (for example, social workers, doctors,
1401 allied health professionals and nurses) should understand how their professional standards and
1402 requirements underpin their organisational roles to prevent, recognise and respond to abuse and neglect.

1403 7.6. All staff are responsible for identifying and responding to allegations of abuse. Staff at operational level
1404 need to share a common view of what types of behaviour may be abuse or neglect and what should be
1405 an initial response to suspicion or allegation of abuse or neglect.

1406 7.7. All staff MUST make sure that they have familiarised themselves with their local multi-agency
1407 safeguarding policy as this policy is designed to complement rather than replace the multi-agency policies
1408 which define the local practice that must be followed.

1409 7.8. In the event that the DSL or DSL Deputy are on leave or away from the Location and not contactable
1410 alternative arrangements must be put in place, cascaded to staff and displayed so staff can access contact
1411 names and details if required.

1412 **8. Further Safeguarding information – what everyone needs to know** 1413 **(Appendix 12)**

1414 8.1. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours
1415 linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual
1416 and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children

1417 are at risk. Other safeguarding issues such as child on child/young adult on young adult abuse staff should
1418 be aware of are explored in the **Appendix 12. Further Safeguarding information – what everyone needs**
1419 **to know.**

1420 **9. Appendices**

1421 **Appendix 1: Relevant policies and documents**

1422 **1. Child Protection and Safeguarding**

- 1423 a) 25.01 - Index Form for Individuals Concern File
- 1424 b) 25.02 - Abuse Poster Individual
- 1425 c) 25.03 - Individual Safeguarding booklet – Easy Read
- 1426 d) 25.04 - Concern Form
- 1427 e) 25.05 - Safeguarding Tracking Pack
- 1428 f) 25.06 – Visitor Information Leaflet template
- 1429 g) 25.07 – Central Log of Concerns and Safeguarding – excel version
- 1430 h) 25.08 – Guidance to staff who had an allegation made against them
- 1431 i) 25.09 – Local Safeguarding procedure
- 1432 j) 25.10 – Staff Safeguarding Information poster
- 1433 k) 25.11 – Guidance notes for Designated or On-call person
- 1434 l) 25.12 – Static body chart
- 1435 m) 25.13 – Weekly body chart
- 1436 n) 25.14 – Guidance for Investigating Unexplained Body Marks
- 1437 o) 25.15 – Guidance to Child Protection and Safeguarding at Cambian

1438 **2. Whistleblowing**

1439 **3. Anti-bullying**

1440 **4. Child Sexual Exploitation**

1441 **5. Intimate and Invasive Care**

1442 **6. Self-harm and suicide**

1443 **7. Behaviour Support**

1444 **8. Physical Intervention**

1445 **9. Complaints Policy**

1446 **10. Health**

1447 **11. E –safety**

1448 **12. Capacity to consent**

1449 **13. Prevent**

1450	14.	Recruitment
1451	15.	Code of Conduct
1452	16.	Data Protection
1453	17.	Confidentiality
1454	18.	Disciplinary
1455	19.	Code of Practice
1456	20.	Mobile telephony
1457	21.	SUI Caretech children's services process
1458	22.	Caretech - Group Leaving Policy
1459	23.	GHR 02 – Harassment and Bullying
1460	24.	GHR 41 – Reference Requests
1461	25.	GHR 41.1 DBS referral log
1462		
1463		
1464		
1465		

1466 Appendix 2: Legislation and guidance

1467	•	The Children Act 2004, as amended by the Children and Social Work Act 2017
1468	•	Statutory Instrument 2015 No.541 Social Care, England The Young people's/care home Homes (England) Regulations 2015 in force as of 1st April 2015
1469		
1470	•	Guide to the Young people's/care home Homes Regulations including the Quality Standards (DfE: April 2015)
1471		
1472	•	Prevent Duty Guidance: for England and Wales (March 2015) (Prevent). Prevent is supplemented by The Prevent duty: Departmental advice for schools and young person minders (June 2015) and The use of social media for on-line radicalisation (July 2015)
1473		
1474		
1475	•	The Health and Social Care Act 2008 (Regulated Activities) Regulations 2015
1476	•	Female Genital Mutilation Act 2003, (as inserted by section 74 of the Serious Crime Act 2015)
1477	•	Terrorism Act 2000
1478	•	Counter Terrorism and Security Act 2015
1479	•	The School staffing regulations , England 2009
1480	•	The Teachers Disciplinary regulations, 2012
1481	•	Parts 3 and 4 Schedule to the Education independent Schools Standard Regulations, 2014.
1482	•	All Wales Child Protection Procedures 2008
1483	•	All Wales POVA Guidance 2008
1484	•	Keeping learners safe GOV.WALES
1485	•	The Care Act 2014
1486	•	Social services and wellbeing Act 2014
1487	•	Working Together to Safeguard Children 2018
1488		Keeping Children Safe in Education 2023
1489	•	Keeping Children Safe in Education 2023 Part 1
1490	•	Regulated activity in relation to children: scope
1491	•	What to do if you're worried a child is being abused

- 1492 • [Sexual violence and sexual harassment between children in schools and colleges 2021](#)
- 1493 • [Violence against women and girls](#)
- 1494 • <https://learning.nspcc.org.uk/safeguarding-child-protection/safer-recruitment/>
- 1495 • [Teaching online safety in school.pdf](#)
- 1496 • [Supporting practice in tackling child sexual abuse - CSA Centre](#)

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1533 **Appendix 3: Child Protection and safeguarding procedure (Flow chart)**

1534 DSL– DSL

CSC– Children’s Social Care

1535 CAF – Common Assessment framework

LADO – Local Authority Designated Officer

1536

1537

STAFF

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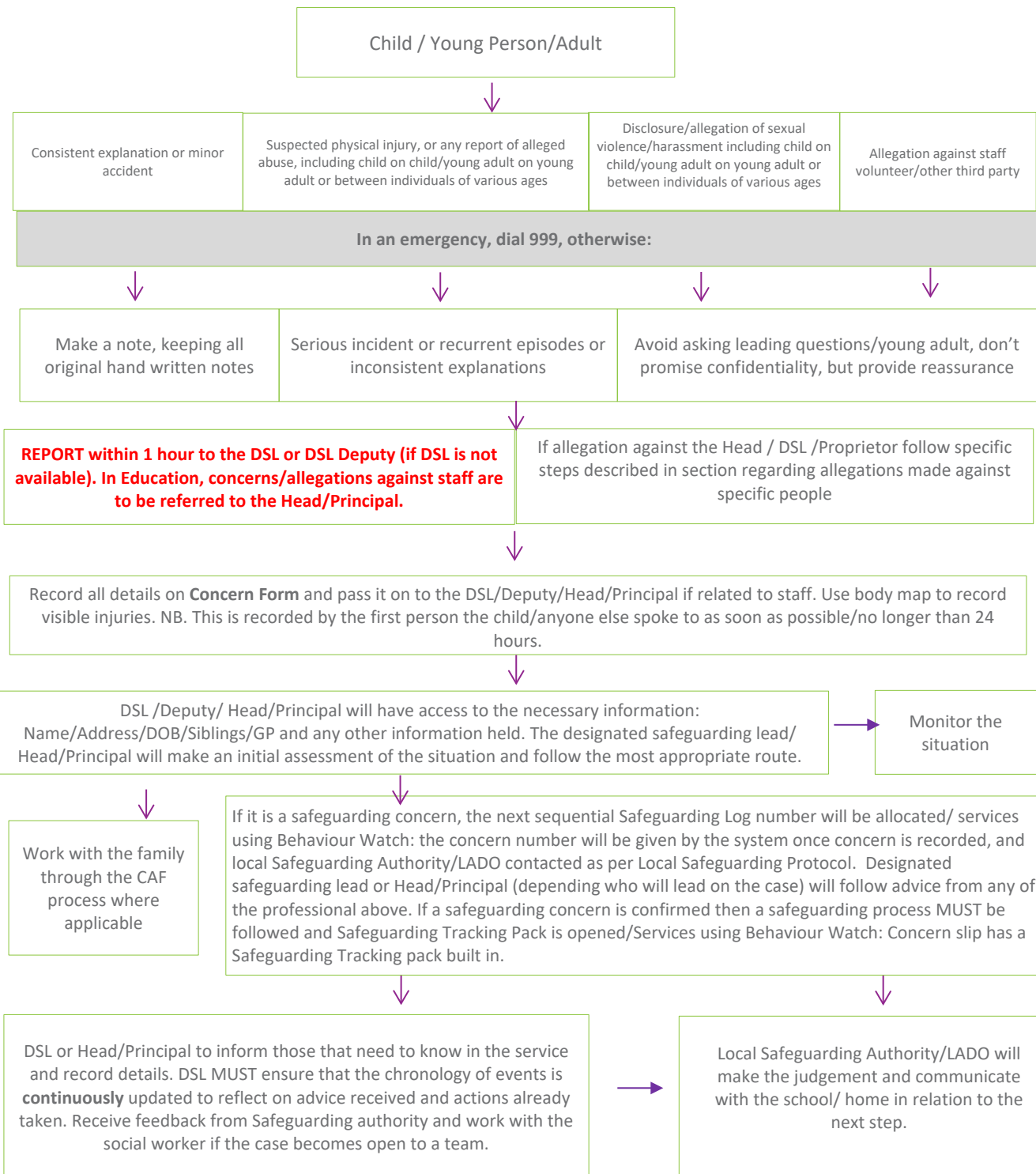
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1586 **Appendix 4: Types of abuse – children**

1587 • **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or
1588 by failing to act to prevent harm. Children may be abused in a family or in an institutional or community
1589 setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or
1590 technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by
1591 another child or children

1592 • **Physical abuse:** a form of abuse, which may involve hitting, slapping, shaking, throwing, poisoning,
1593 burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm
1594 may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in
1595 a child.

1596 • **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse
1597 effects on the child's emotional development. It may involve conveying to a child that they are worthless
1598 or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include
1599 not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of
1600 what they say or how they communicate. It may feature age or developmentally inappropriate
1601 expectations being imposed on children. These may include interactions that are beyond a child's
1602 developmental capability as well as overprotection and limitation of exploration and learning, or
1603 preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-
1604 treatment of another. It may involve serious bullying (including cyberbullying), causing children
1605 frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of
1606 emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

1607 • **Sexual abuse:** Sexual abuse may involve physical contact, including assault by penetration (for example
1608 rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of
1609 clothing. They may also include non-contact activities, such as involving children in the production of
1610 sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children
1611 to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the
1612 internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual
1613 abuse, as can other children. The sexual abuse of children by other children or young adults by other
1614 young adults or between individuals of different age is a specific safeguarding issue in education and all
1615 staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

1616 • **Child Sexual Exploitation and Child Criminal Exploitation** are forms of abuse that occur where an
1617 individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child
1618 into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or
1619 for the financial advantage or increased status of the perpetrator or facilitator and/or through violence
1620 or the threat of violence. CSE and CCE can affect children, both male and female and can include children
1621 who have been moved (commonly referred to as trafficking) for the purpose of exploitation Child Sexual
1622 Exploitation does not always involve physical contact; it can also occur through the use of technology.

1623 • **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result
1624 in the serious impairment of the child's health or development. Neglect may occur during pregnancy as
1625 a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing
1626 to: provide adequate food, clothing and shelter (including exclusion from home or abandonment);
1627 protect a child from physical and emotional harm or danger; ensure adequate supervision (including the
1628 use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also
1629 include neglect of, or unresponsiveness to, a child's basic emotional needs.

1630 • **Online abuse** - abuse that is facilitated using internet-connected technology. It may take place through
1631 social media, online games or other channels of digital communication. Children can also be re-victimised
1632 if evidence of their abuse is recorded or uploaded online. Technology can facilitate a number of illegal
1633 abusive behaviours including, but not limited to: harassment; stalking; threatening behaviour; child
1634 sexual abuse material; inciting a child to sexual activity; sexual exploitation; grooming; sexual
1635 communication with a child; and, causing a child to view images or watch videos of a sexual act. Using
1636 technology to facilitate any of the above activities is online abuse. Alongside those illegal activities that
1637 are perpetrated online and constitute abuse, children may also be exposed to online harms, such as
1638 inappropriate behaviours or content online. For instance, children may be bullied online by other

1639 children/young people/young adults they know/others who they don't know or they might, either
 1640 accidentally or intentionally, view content, which is intended for adults. Both online abuse and exposure
 1641 to unsuitable content or behaviour can have a long-lasting impact on the wellbeing of children and young
 1642 people.

1643 **Appendix 5: Types of abuse - adults**

- 1644 • **Physical abuse** - assault, hitting, slapping, punching, kicking, hair-pulling, biting, pushing, rough handling,
 1645 scalding and burning, physical punishments, inappropriate or unlawful use of restraint, making someone
 1646 purposefully uncomfortable, involuntary isolation or confinement, misuse of medication, forcible feeding
 1647 or withholding food, unauthorized restraint, restricting movement.
- 1648 • **Honour based abuse** - encompasses Incidents/crimes which have been committed to protect/defend the
 1649 honour of the family and/or the community including female genital mutilation (FGM), forced marriage
 1650 and practices such as breast ironing. Abuse committed in the context of preserving "honour" often
 1651 involves a wider network of family or community pressure and can include multiple perpetrators. It is
 1652 important to be aware of this dynamic and additional risk factors when deciding what form of
 1653 safeguarding action to take. All forms of HBA are abuse (regardless if the motivation) and should be
 1654 handled and escalated as such. Professionals in all agencies, individuals and groups in relevant
 1655 communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered
 1656 HBA.
- 1657 • **Domestic violence or abuse** – this type of abuse can be characterised by any of the indicators of abuse
 1658 outlined in this briefing relating to: psychological, physical, sexual financial, emotional. Domestic violence
 1659 and abuse include any incident or pattern of incidents of controlling, coercive or threatening behaviour,
 1660 violence or abuse between those aged 16 or over who are or have been, intimate partners or family
 1661 members regardless of gender or sexuality.
- 1662 • **Sexual abuse** - Rape, attempted rape or sexual assault, inappropriate touch anywhere, non- consensual
 1663 masturbation of either or both persons, non- consensual sexual penetration or attempted penetration of
 1664 the vagina, anus or mouth, any sexual activity that the person lacks the capacity to consent to,
 1665 inappropriate looking, sexual teasing or innuendo or sexual harassment, sexual photography or forced
 1666 use of pornography or witnessing of sexual acts, Indecent exposure.
- 1667 • **Psychological or emotional abuse** - Enforced social isolation and/or preventing someone accessing
 1668 services, educational and social opportunities and seeing friends, removing mobility or communication
 1669 aids or intentionally leaving someone unattended when they need assistance, preventing someone from
 1670 meeting their religious and cultural needs, preventing the expression of choice and opinion, failure to
 1671 respect privacy, preventing stimulation, meaningful occupation or activities, intimidation, coercion,
 1672 harassment, use of threats, humiliation, bullying, swearing or verbal abuse, addressing a person in a
 1673 patronising or infantilising way, threats of harm or abandonment, cyber bullying.
- 1674 • **Financial or material abuse** - Theft of money or possessions, scamming, preventing a person from
 1675 accessing their own money, benefits or assets, employees taking a loan from a person using the service,
 1676 undue pressure, duress, threat or undue influence put on the person in connection with loans, wills,
 1677 property, inheritance or financial transactions, arranging less care than is needed to save money to
 1678 maximise inheritance, denying assistance to manage/monitor financial affairs, denying assistance to
 1679 access benefits, misuse of personal allowance in a care home, misuse of benefits or direct payments in
 1680 a family home, someone moving into a person's home and living rent free without agreement or under
 1681 duress, false representation, using another person's bank account, cards or documents, exploitation of a
 1682 person's money or assets, e.g. unauthorised use of a car, misuse of a power of attorney, deputy,
 1683 appointee ship or other legal authority.
- 1684 • **Modern slavery** – Human trafficking, forced labour, domestic servitude, sexual exploitation, such as
 1685 escort work, prostitution and pornography, debt bondage – being forced to work to pay off debts that
 1686 realistically they never will be able to.
- 1687 • **Discriminatory abuse** - Unequal treatment based on age, disability, gender reassignment, marriage and
 1688 civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation (known as
 1689 'protected characteristics' under the Equality Act 2010). Verbal abuse, derogatory remarks or
 1690 inappropriate use of language related to a protected characteristic, denying access to communication
 1691 aids, not allowing access to an interpreter, signer or lip-reader, harassment or deliberate exclusion on
 1692 the grounds of a protected characteristic, denying basic rights to healthcare, education, employment and

- 1693 criminal justice relating to a protected characteristic, substandard service provision relating to a
1694 protected characteristic.
- 1695 • **Organisational or institutional abuse** - Discouraging visits or the involvement of relatives or friends, run-
1696 down or overcrowded establishment, authoritarian management or rigid regime, lack of leadership and
1697 supervision, insufficient staff or high turnover resulting in poor quality care, abusive and disrespectful
1698 attitudes towards people using the service, inappropriate use of restraints, lack of respect for dignity and
1699 privacy, failure to manage residents with abusive behaviour, not providing adequate food and drink, or
1700 assistance with eating, not offering choice or promoting independence, misuse of medication, failure to
1701 provide care with dentures, spectacles or hearing aids, not taking account of individuals' cultural, religious
1702 or ethnic needs, failure to respond to abuse appropriately, interference with personal correspondence
1703 or communication, failure to respond to complaints.
 - 1704 • **Neglect or acts of omission** - Failure to provide or allow access to food, shelter, clothing, heating,
1705 stimulation and activity, personal or medical care, providing care in a way that the person dislikes, failure
1706 to administer medication as prescribed, refusal of access to visitors, not taking account of individuals'
1707 cultural, religious or ethnic needs, not taking account of educational, social and recreational needs,
1708 ignoring or isolating the person, preventing the person from making their own decisions, preventing
1709 access to glasses, hearing aids, dentures, etc., failure to ensure privacy and dignity.
 - 1710 • **Self-neglect** -The Care Act 2014 statutory guidance for adults includes self-neglect in the categories of
1711 abuse or neglect relevant to safeguarding adults with care and support needs. In some circumstances,
1712 where there is a serious risk to the health and wellbeing of an individual, it may be appropriate to raise
1713 self-neglect as a safeguarding concern. However, interventions for self-neglect are usually more
1714 appropriate under the parts of the Care Act dealing with assessment, planning, information and advice,
1715 and prevention.
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1721 Appendix 6: Signs that someone could be a victim
1722 Physical abuse

- 1723 • No explanation for injuries or an inconsistent account of what happened
- 1724 • Injuries that don't seem likely, given the person's lifestyle
- 1725 • Bruising, cuts, welts, burns, marks on the body or loss of hair in clumps
- 1726 • Frequent injuries
- 1727 • Unexplained falls
- 1728 • Subdued or changed behaviour in the presence of a particular person
- 1729 • Signs of malnutrition (not having enough to eat)
- 1730 • Failure to seek medical treatment or frequent changes of GP

1731 Sexual abuse

- 1732 • Bruising, particularly to the thighs, buttocks and upper arms and marks on the neck
- 1733 • Torn, stained or bloody underclothing
- 1734 • Bleeding, pain or itching in the genital area
- 1735 • Unusual difficulty in walking or sitting
- 1736 • Foreign bodies in genital or rectal openings
- 1737 • Infections, unexplained genital discharge, or sexually transmitted diseases
- 1738 • Pregnancy in a child or young person who cannot consent to sexual intercourse
- 1739 • Using unexpectedly explicit sexual language
- 1740 • Major changes in sexual behaviour or attitude
- 1741 • Incontinence not to do with a medical condition
- 1742 • Self-harming
- 1743 • Poor concentration, withdrawal, sleep disturbance
- 1744 • Excessive fear of or withdrawal from relationships
- 1745 • Fear of receiving help with personal care
- 1746 • Not wanting to be alone with a particular person

1747 Psychological or emotional abuse

- 1748 • An air of silence when a particular person is present
- 1749 • Withdrawal or change in the psychological state of the person
- 1750 • Insomnia (not sleeping)
- 1751 • Low self-esteem
- 1752 • Uncooperative and aggressive behaviour
- 1753 • A change of appetite, weight loss or gain
- 1754 • Signs of distress: tearfulness, anger
- 1755 • Apparent false claims by someone involved with the person, to attract unnecessary treatment

1756 Neglect and acts of omission

- 1757 • Poor environment – dirty or unhygienic
- 1758 • Poor physical condition and/or personal hygiene
- 1759 • Pressure sores or ulcers
- 1760 • Malnutrition or unexplained weight loss
- 1761 • Untreated injuries and medical problems
- 1762 • Inconsistent or reluctant contact with medical and social care organizations
- 1763 • A build-up of medication that hasn't been taken
- 1764 • Uncharacteristic failure to engage in social interaction

1765 Unsuitable clothing or not enough clothes

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1767 **Domestic abuse**

- 1768 • becoming anxious or depressed
- 1769 • having difficulty sleeping
- 1770 • complaining of physical symptoms such as tummy aches
- 1771 • starting to wet their bed
- 1772 • behaving as though they are much younger than they are
- 1773 • having problems with school
- 1774 • becoming aggressive or they may internalise their distress and withdraw from other people
- 1775 • having a lowered sense of self-worth
- 1776 • older children may begin to play truant or start to use alcohol or drugs
- 1777 • they beginning to self-harm by taking overdoses or cutting themselves

1778

1779 **Child on Child/Young adult on young adult abuse/between individuals of different age**

- 1780 • absence from school or disengagement from school activities
- 1781 • physical injuries
- 1782 • mental or emotional health issues
- 1783 • becoming withdrawn – lack of self esteem
- 1784 • lack of sleep
- 1785 • alcohol or substance misuse
- 1786 • changes in behavior
- 1787 • inappropriate behavior doe age
- 1788 • abusive towards others

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Appendix 7: Signs that someone could be an abuser

- 1818 • Using restraint when it's not needed
- 1819 • Having favourites
- 1820 • Giving treats, presents or money to certain people without permission from a manager
- 1821 • Finding ways to spend time with a particular child, young person or young adult, perhaps by working
- 1822 longer hours or giving up free time
- 1823 • Finding ways to spend time alone with a particular child, young person or young adult , for example in
- 1824 a car or somewhere else
- 1825 • Inviting a particular child, young person or young adult at risk to their own house without permission
- 1826 from a manager
- 1827 • Being over-friendly with a child, young person or young adult's parents or guardians without permission
- 1828 from a manager
- 1829 • Taking photos of the child, young person or young adult that aren't for work purposes
- 1830 • Trying to make private contact with a particular child, young person or young adult , including by text,
- 1831 email, mobile phone, online or in letter
- 1832 • Finding ways to have physical contact, like play-fighting or tickling
- 1833 • Keeping collections of toys or other items that might attract children or people at risk
- 1834 • Controlling behaviour
- 1835 • Narcissistic characteristics
- 1836 • Bullying
- 1837 • Being forced into a sexual act
- 1838 • Humiliation
- 1839 • Constant yelling and shouting
- 1840 • The threat or use of violence
- 1841 • Destroying personal items
- 1842 • Limiting contact with family, friends and work colleagues
- 1843 • Checking up on your whereabouts
- 1844 • Accusing the child/young person (the victim), of committing the abuse when it is the other way around.

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1863 **Appendix 8: DSL/DSL Deputy, Head/Principal (if the concern/allegation is related to staff) – actions, reporting**
1864 **and recording procedure**

- 1865 • Staff notifies the DSL /Head/Principal of their concern as soon as it is possible but no later than within 1
1866 hour from the moment of disclosure/report from the child/young person/other person completes and
1867 passes the Concern form as soon as it is possible, but no later than 24hrs from the moment of
1868 disclosure/report. If the DSL is unavailable, passes it on to the DSL Deputy. In Education, if the concern is
1869 related to the staff and the Head/Principal is not available, staff must report their concern to the DSL
1870 instead, so there is no delay in reporting of the concern. The DSL will then liaise with the Head/Principal
1871 to agree on the next step. Services using Behaviour Watch: staff must report their concern verbally before
1872 completing the Concern/Safeguarding slip in the system.

- 1873 • DSL/DSL Deputy or Head/Principal (depending on who will lead on the case) enters the concern details
1874 on the **25.07. Central Log of Concerns and Safeguarding** and inserts the concern reference number on
1875 the Concern Form. Services using Behaviour Watch – DSL/DSL Deputy or Head/Principal reviews the
1876 concern and decides on the next step which may lead to Safeguarding Tracking Pack being opened
1877 (Safeguarding Tracking Pack is built as part of the concern slip should the case proceed to safeguarding).

- 1878 • If it is deemed to be a child protection/safeguarding (children and adults) matter the DSL/DSL Deputy or
1879 Head/Principal will then also additionally allocate the next sequential Safeguarding Reference number on
1880 the **25.07. Central Log of Concerns and Safeguarding**, write this number on the Concern form and
1881 immediately (or at least within one hour of receiving the concern form, make a referral to the local
1882 Safeguarding Authority and the Local Authority Designated Officer (LADO) where required, to discuss the
1883 allegation and agree a course of action. DSL/DSL Deputy or Head/Principal using the Behaviour Watch
1884 system will progress to the next stage – Safeguarding part of the concern/SG slip which is only accessible
1885 to the Safeguarding Team.

- 1886 • If the local Safeguarding Authority/LADO confirms that they do not consider the matter to be a
1887 safeguarding concern, then the date and time of the contact is recorded on the Concern Form and on the
1888 Central Log of Concerns and Safeguarding and it is marked as a Safeguarding Level 1 – Initial Informal
1889 Investigation. The Head of Service/Head/Principal/DSL/DLS Deputy MUST ensure that a member of their
1890 Senior Management Team is assigned to look into the concern. The review must be recorded and
1891 outcomes shared with the people involved. Feedback from the review session MUST be provided to local
1892 Safeguarding Authority/LADO. Services using the Behaviour Watch system will follow the same set of
1893 steps apart from populating the Central Log of Concerns and Safeguarding as the log can be generated
1894 by the system using chosen filtering criteria.

- 1895 • It is important to allocate a Safeguarding reference on the log even if no further action needs to be taken.
1896 This diligent approach will ensure a clear historic record of contact with local Safeguarding
1897 Authority/LADO for any matter which is deemed by the DSL to be of concern and has been raised with
1898 the local Safeguarding Authority/LADO whichever appropriate.

- 1899 • If the local Safeguarding Authority/LADO confirms that the matter is a safeguarding concern and that it
1900 requires investigation either at internal or external level then a **25.05 Safeguarding Tracking pack** must
1901 be opened with the next sequential Safeguarding Reference included on the form and details as such
1902 entered on the central log.

- 1903 • Services using the Behaviour Watch system – where a concern progresses to Safeguarding Tracking Pack
1904 being opened, a one record will be created including the original concern, with the whole document
1905 having the same slip number.

- 1906 • Services which don't use Behaviour Watch or where the concern/allegation is about the Head/Principal
1907 or the DSL who have access to BW: Copy of **25.05 Safeguarding Tracking Pack** (initially with completed
1908 sec. 1-5) should be submitted to the **Responsible/Nominated Individual and** in day schools - **Regional**
1909 **Education Manager** as a follow up to the initial reporting telephone contact. STP must be sent again to
1910 **Responsible/Nominated Individual and Regional Education Manager** on completion, providing detailed
1911 overview of the actions taken and the final outcome. Services using the Behaviour Watch will be able to
1912 trigger live notification to the Regional Manager (Education/Care), Responsible/Nominated Individual
1913 and Registered Manager – where appropriate. The **Responsible/Nominated Individual and Regional**

- 1914 **Education Manager** in day schools will update relevant Directors. This original form will be saved in the
1915 Safeguarding file/Behaviour Watch – Concern/SG module.
- 1916 • In the case of serious harm, and/or the child/young person or young adult is in immediate danger the
1917 local Police should be informed immediately as well and they can take immediate protective action as
1918 necessary.
- 1919 • If the matter is a more general concern then ensure that the ‘Action Taken’ log on the concern form is
1920 completed and the form is filed within the Safeguarding file. Either way the form must be signed by the
1921 DSL/DSL Deputy or Head/Principal. Services using the Behaviour Watch system can use
1922 Concern/Safeguarding ‘Other’ slip to record concerns which are not related to children/young people,
1923 staff or children/young people and staff.
- 1924 • The relevant concern form should be referenced in the Individual’s **25.01 Index form for Individual**
1925 **concern/safeguarding file** and the site’s **25.07 Central Log of Concerns and Safeguarding**. Services using
1926 Behaviour Watch will be able to filter information per chosen criteria and also generate reports per each
1927 child/young person in the school, college, children’s or care homes.
- 1928 • All information relating to the Safeguarding concern is recorded on the **25.05 Safeguarding Tracking Pack**
1929 **/Behaviour Watch Concern/SG module**.
- 1930 • The Safeguarding Concern will remain open until local Safeguarding Authority/LADO have confirmed in
1931 writing that the concern is closed and Responsible/Nominated Individual and Regional Education
1932 Manager in day schools has signed the Safeguarding tracking pack to confirm that the investigation is
1933 completed in full and can be closed. **The Safeguarding will remain open until both elements of sign-off**
1934 **have been completed.** Once the Safeguarding tracking Pack is signed, it **MUST** be filed in the Safeguarding
1935 **file.**
- 1936 • If it is believed that the Individual is in imminent danger urgent advice should be sought from the Local
1937 Authority and/or the police. The individual can be kept in their care home or on the school/college site
1938 fully supported (e.g. if they are a day student) if advised to do so.
- 1939 • The parent/carers should be informed and a decision should be made with the Local Authority and the
1940 Police about what action is to be taken and whom by.
- 1941 • If the DSL/DSL Deputy or Head/Principal is unsure about what the Individual has said or what has been
1942 said by others they can phone the Local Authority to discuss concerns. To do so would not constitute an
1943 abuse referral but may help to clarify the situation but they must record all details of any conversation
1944 and advice received on a concern form. He/she can then move to a formal referral or actively monitor
1945 the situation.
- 1946 • The local Safeguarding Authority/LADO will oversee any subsequent investigation of any suspicion or
1947 allegation of abuse directed against anyone working within the establishment. The establishment **MUST**
1948 not internally investigate any allegations of abuse without first taking instruction from the local
1949 Safeguarding Authority/LADO.
- 1950 • Once agreed by local Safeguarding Authority/LADO that the provider can commence the internal
1951 management investigation (level 2), the investigation process will commence.
- 1952 • Once agreed by local Safeguarding Authority/LADO that the investigation will be completed by the
1953 external agency (level 3), Head of Service/Head/Principal /DSL/DSL Deputy will take appropriate steps to
1954 assist the external agency to ensure the investigation is completed without a delay.
- 1955 • Registered Manager **MUST** notify relevant regulator by submitting specific statutory notification within
1956 the time frame specified by their regulator. This is regardless of who leads on the investigation and
1957 whether or not the investigation has been concluded.
- 1958 • If as the result of an investigation there has been a substantiated allegation against a member of staff,
1959 we will work with the local Safeguarding Authority/LADO to determine whether there are any
1960 improvements to be made to our safeguarding policy, procedures and practice to prevent similar events



1961 in the future. Also, we will work with our internal Human Resources department and may commence
1962 proceedings under **GHR 27. Disciplinary policy and procedure.**

- 1963 • We will co-operate entirely with any investigation carried out by the Local Authority and/or the Police.
1964 Records are kept of all conversations as part of the investigation process and made available as
1965 required.

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Appendix 9: Key contacts

2002

DSL is Simon Ashurst

2004

07834625575

Email: Simon.Ashurst@cambiagroup.com

2006

DSL Deputy is Martin.McMeel

2008

Telephone (24hrs)

Email: Martin.McMeel@cambiagroup.com

2010

DSL Deputy is Sarah Calvert

2012

Telephone (24hrs)

Email: Sarah.Calvert@cambiagroup.com

2014

2015

2016

Outside of hours please refer to your school/home on- call rota and 24/7 contact number which can be found:

2018

Telephone (24hrs)

Email:

2020

Headteacher/Principal

Email:

2022

Telephone (24hrs)

Email:

2024

Home Manager is Insert

Email:

2026

Telephone (24hrs)

2028

Operations Director is Andrew Sutherland

2030

Telephone (24hrs)

Email: Andrew.Sutherland@cambiagroup.com

2032

Managing Director is Insert

2034

Telephone (24hrs)

Email:

2036

Group Executive Director – Children’s Services is Jeremy Wiles

2038

Telephone: 079190232207

Email: Jeremy.Wiles@caretech-uk.com

2040

Group Lead Safeguarding is Christina Leath (Compliance and Regulation)

2042

Telephone: 01707 601 800

Email: Christina.Leath@caretech-uk.com

2044

Representative, Proprietor - Caretech Education Services is Andrew Sutherland – Operations Director-Education Services

2047

Telephone: 07701314378

Email: Andrew.Sutherland@caretech-uk.com

2049

Local authority

2051

Lancashire Local Authority & Lancashire Safeguarding Children’s Board

2053

Lancashire Local Authority & Lancashire Local Safeguarding Adults’ Board

2055

Telephone: 0300 123 6722

2057

Office hours: Monday to Thursday 9:00am-5:15pm, Friday 9:00am-5:00pm



2059 Outside of office hours

2060

2061 Police Station Telephone: 01772 614444

2062

2063 The non-emergency police telephone number is: 101

2064

2065 **For young people under the age of 18:**

2066

2067 The Local Authority Designated Officer (LADO) is Shane Pen

2068

2069 Telephone 01772 539964. Outside of office hours/weekends, the emergency duty team can be contacted on: 0300 123

2070 22.

2071

2072 **Local Safeguarding Authority**

2073 The name, address and contact details for the Local Safeguarding Board is as follows:

2074

2075 Address:

2076 Room D37/40, County Hall, Preston, PR1 0LD

2077

2078 Telephone (24hrs): 01772 538357 Email: lsab@lancashire.gov.uk

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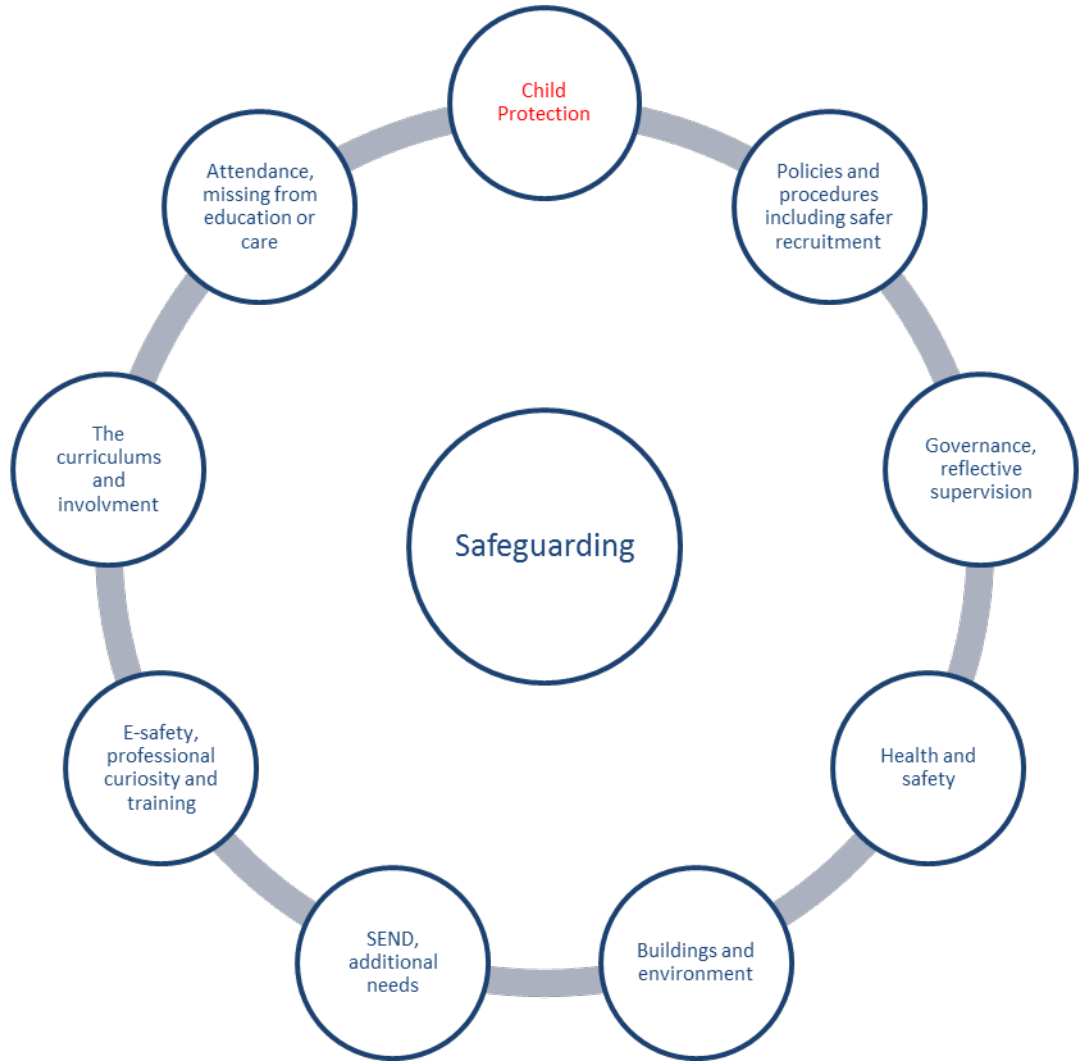
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Appendix 10. Safeguarding in children’s Services - illustration



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2134 **Appendix 11. Low – level concerns (Education)**

2135 9.1. As part of their whole school or college approach to safeguarding, schools and colleges should ensure
2136 that they promote an open and transparent culture in which all concerns about all adults working in or
2137 on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with
2138 promptly and appropriately.

2139 9.2. The term ‘low-level’ concern does not mean that it is insignificant. A low-level concern is any concern –
2140 no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an
2141 adult working in or on behalf of the school or college may have acted in a way that:

2142 • is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
2143 and

2144 • does not meet the harm threshold or is otherwise not serious enough to consider a referral to
2145 the LADO.

2146 Examples of such behaviour could include, but are not limited to:

2147 • being over friendly with children

2148 • having favourites

2149 • taking photographs of children on their mobile phone, contrary to school policy

2150 • engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or

2151 • humiliating pupils.

2152 **Sharing Low - level concerns**

2153 9.3. Schools must have their site procedure for sharing low-level concerns which is clear, easy to understand
2154 and implement.

2155 9.4. Whether all low-level concerns are shared initially with the DSL (or other nominated person for example
2156 DSL deputy or with the head teacher/principal is a matter for the school or college to decide. If the former,
2157 then the DSL/DSL Deputy should inform the head teacher/principal of all the low-level concerns and in a
2158 timely fashion according to the nature of each particular low-level concern. **The head teacher/principal
2159 should be the ultimate decision maker in respect of all low-level concerns**, although it is recognised that
2160 depending on the nature of some low-level concerns and/or the role of the DSL in some schools/colleges,
2161 the head teacher/principal may wish to consult with the DSL and take a more collaborative decision-
2162 making approach. Some schools’ or college’s Head teacher/Principal is also the DSL in which case all low
2163 – level concerns should be reported to them or other nominated person for example DSL Deputy).

2164 9.5. Low-level concerns which are shared about supply staff and contractors should be notified to their
2165 employers, so that any potential patterns of inappropriate behaviour can be identified.

2166 9.6. If schools and colleges are in any doubt as to whether the information which has been shared about a
2167 member of staff as a low-level concern in fact meets the harm threshold, they should consult with their
2168 LADO.

2169 9.7. Schools and colleges should ensure they create an environment where staff are encouraged and feel
2170 confident to self-refer, where, for example, they have found themselves in a situation which could be

2171 misinterpreted, might appear compromising to others, and/or on reflection they believe they have
2172 behaved in such a way that they consider falls below the expected professional standards.

2173 9.8. Creating a culture in which all concerns about adults (including allegations that do not meet the harms
2174 threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is
2175 critical. If implemented correctly, this should encourage an open and transparent culture; enable schools
2176 and colleges to identify concerning, problematic or inappropriate behaviour early; minimise the risk of
2177 abuse; and ensure that adults working in or on behalf of the school or college are clear about professional
2178 boundaries and act within these boundaries, and in accordance with the ethos and values of the
2179 institution.

2180 **Responding to low - level concerns**

2181 9.9. If the concern has been raised via a third party, the head teacher/principal (or a nominated deputy)
2182 should collect as much evidence as possible by speaking:

- 2183 • directly to the person who raised the concern, unless it has been raised anonymously, and
- 2184 • to the individual involved and any witnesses.

2185 9.10. The information collected will help them to categorise the type of behaviour and determine what further
2186 action may need to be taken. This information needs to be recorded in writing along with the rationale
2187 for their decisions and action taken.

2188 **Recording low - level concerns**

2189 9.11. All low-level concerns should be recorded in writing. The Concern/Safeguarding slip in Behaviour Watch
2190 should be completed, as this is the place to record all concerns being raised. The record should include
2191 details of the concern, the context in which the concern arose, and action taken. The name of the
2192 individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then
2193 that should be respected as far as reasonably possible.

2194 9.12. Records should be reviewed so that potential patterns of concerning, inappropriate, problematic or
2195 concerning behaviour can be identified. Where a pattern of such behaviour is identified, the school or
2196 college should decide on a course of action, either through its disciplinary procedures or where a pattern
2197 of behaviour moves from a low-level concern to meeting the harm threshold, in which case it should be
2198 referred to the LADO.

2199 9.13. Consideration should also be given to whether there are wider cultural issues within the school or college
2200 that enabled the behaviour to occur and where appropriate policies could be revised, or extra training
2201 delivered to minimise the risk of it happening again.

2202 9.14. It is for schools and colleges to decide how long they retain such information, but it is recommended that
2203 it is retained at least until the individual leaves their employment.
2204

2205 **Appendix 12. Further Safeguarding information – what everyone needs to know**2206 **Contextual safeguarding**

2207 9.15. Contextual Safeguarding is ‘an approach to understanding, and responding to, young people’s
2208 experiences of significant harm beyond their families. It recognises that the different relationships that
2209 young people form in their neighbourhoods, schools, colleges, children’s/care homes and online can
2210 feature violence and abuse. Parents and carers have little influence over these contexts, and young
2211 people’s experiences of extra-familial abuse can undermine parent-child relationships. Therefore,
2212 children’s social care practitioners need to engage with individuals and sectors who do have influence
2213 over/within extra- familial contexts, and recognise that assessment of, and intervention with, these
2214 spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the
2215 objectives of child protection systems in recognition that young people are vulnerable to abuse in a range
2216 of social contexts.

2217 9.16. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors
2218 outside the school or college and/or can occur between children outside of these environments. All staff,
2219 but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation
2220 in situations outside their families. Extra-familial harms take a variety of different forms and children can
2221 be vulnerable to multiple harms including (but not limited to) sexual exploitation (including harassment
2222 and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse),
2223 criminal exploitation, and serious youth violence, county lines and radicalisation. Further advice is
2224 provided in the [Home Office’s Preventing youth violence and gang involvement](#) and its [Criminal
2225 exploitation of children and vulnerable adults: county lines guidance](#).

2226 9.17. All staff should be aware that technology is a significant component in many safeguarding and wellbeing
2227 issues. Children are at risk of abuse and other risks online as well as face-to-face. In many cases abuse
2228 and other risks will take place concurrently both online and offline. Children can also abuse other children
2229 online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-
2230 consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images
2231 and pornography, to those who do not want to receive such content.

2232 9.18. Children’s social care assessments should consider where children are being harmed in contexts outside
2233 the home (family home, children’s/care home), so it is important that schools, colleges and
2234 children’s/care homes provide as much information as possible as part of the referral process. This will
2235 allow any assessment to consider all the available evidence and enable a contextual approach to address
2236 such harm. More information about Contextual safeguarding can be found on [NSPCC website](#).

2237 9.19. We will consider the various factors that have an interplay with the life of any child/young person about
2238 whom we have concerns within the setting and the level of influence that these factors have on their
2239 ability to be protected and remain free from harm particularly when it comes to child exploitation or
2240 criminal activity.

2241 9.20. Whilst this term applies to this specific definition, the notion of considering a child/young person within
2242 a specific context is also important. What life is like for e.g. day/part time/38 weeks student outside the
2243 school, college, children’s/care home gates, within their family home when they visit (children attending
2244 residential education), within the family (day students) and within the community (extracurricular off site
2245 activities, events, groups and clubs) are key considerations when the DSL is looking at any concerns.

2246 **Bullying**

2247 9.21. Our approach to bullying is set out in a separate **0.21. Anti – bullying policy and procedure** acknowledges
2248 that to allow or condone bullying may lead to consideration under child protection procedures. Bullying

2249 is a safeguarding matter that if left unresolved can become a child protection matter. Our settings take
2250 seriously any bullying concerns and both investigate and act to protect Individuals where appropriate.

2251 **Child on child/young adults on young adult/ between children of different age's abuse**

2252 9.22. Boarding schools, residential special schools, residential colleges and children's homes and care homes
2253 for young adults attending education (FE colleges) have additional factors to consider with regard to
2254 safeguarding. Schools and colleges that provide such residential accommodation and/or are registered
2255 as children's homes should be alert to signs of abuse in such settings (for example, inappropriate pupil or
2256 student relationships and the potential for the abuse between individuals of the same/similar age or
2257 different age, particularly in schools and colleges where there are significantly more girls than boys or
2258 vice versa) and work closely with the host local authority and, where relevant, any local authorities that
2259 have placed their children there. All residential setting within the Organisation children's service will
2260 continuously maintain their communication with the internal and external Education providers to ensure
2261 the additional factors are being considered and any concerns shared in a timely manner and with the
2262 right people.

2263 9.23. All staff should be aware that children can abuse other children/young adults can abuse other young
2264 adults and that the abuse can also take place between individuals of different age and that it can happen
2265 both inside and outside of school/college/children's/care home and online. It is important that all staff
2266 recognise the indicators and signs of the abuse and know how to identify it and respond to reports. In
2267 some schools, colleges, children's / care homes site – based or regional members of therapy teams might
2268 need to be involved and support the SLT to identify the most effective ways of communication with the
2269 child/young adult who may have potentially been the victim of child on child/young adult on young adult/
2270 between individuals of different age abuse and who instigated it.

2271 9.24. It must be recognised that children and young people would require varied approaches and
2272 communication mechanisms to be present and available so they can report abuse. Children must be
2273 regularly reassured that their concern/reports will be treated seriously every time they report it.

2274 9.25. Children needs to be told what will happen from the moment their concern is shared, so the lack of
2275 knowledge of what may happen next will not prevent them from sharing their concern/s in the future.
2276 Children need to know that that their concerns will be investigated and dealt with. Child's/young person's
2277 preference in terms of how feedback should be provided must be taken into consideration so this can be
2278 planed for in advance.

2279 9.26. The communication with each individual throughout the process of child on child/young adult on young
2280 adult or between individuals of different age investigation must be regular, proportionate and take place
2281 using suitable communication.

2282 9.27. In [Ofsted review of sexual abuse in schools and colleges](#), young people stated that some of them didn't
2283 receive timely and appropriate support from the school/college, hence the communication and support
2284 must become one of the critical points of a significant priority to those responding to and those managing

- 2285 child on child/young adult on young adult/between individuals of different age abuse cases including
2286 those of a sexual nature. Other consideration for all providers were:
- 2287 • to assume it is happening here and plan accordingly
 - 2288 • work on and strengthen the whole school, college, children’s/care home approach to developing
2289 a safeguarding culture
 - 2290 • to ensure staff model respectful behaviour
 - 2291 • to ensure children and young people are clear about acceptable and unacceptable behaviour
 - 2292 • to ensure children/young people are confident to ask for help
 - 2293 • to ensure carefully planned and implemented RSHE curriculum
 - 2294 • to ensure the behavioural approach with sanctions & interventions for poor behaviour
 - 2295 • to have mechanisms to support students who need it in the way they need it
 - 2296 • to ensure staff have access to suitable training & that there is clear expectation for staff and
2297 Managers
 - 2298 • to ensure pupil’s voice in heard and responded to
 - 2299 • to ensure DSLs have some protected time to engage with local safeguarding partners and LADOs,
2300 so those relationships can be strengthened.
 - 2301 • to ensure staff follow the guidance in Keeping Children Safe in Education
2302
- 2303 9.28. All staff should understand that even if there are no reports in their schools or colleges it does not mean
2304 it is not happening, it may be the case that it is just not being reported. As such, it is important if staff
2305 have any concerns regarding child on child/young adult on young adult abuse or abuse between
2306 individuals of different age, they should speak to their DSL (or deputy).
- 2307 9.29. The Organisation has zero - tolerance approach to any type of abuse including sexual violence and
2308 harassment. Staff must NOT take the view that it doesn’t not happen in their setting.
- 2309 9.30. The Organisation recognises that it is more likely that girls will be victims and boys’ perpetrators, but that
2310 all types of abuse between children of the same, similar of different ages is unacceptable and will be

2311 taken seriously. It is essential that all victims are reassured that they are being taken seriously and that
2312 they will be supported and kept safe.

2313 9.31. Abuse between individuals of the same, similar or different age is most likely to include, but may not be
2314 limited to:

2315

- 2316 • bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- 2317 • abuse in intimate personal relationships between peers
- 2318 • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
2319 (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- 2320 • sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online
2321 element which facilitates, threatens and/or encourages sexual violence). For further information about
2322 sexual violence see [Part 5 of KCSIE 2023 and Annex B](#)
- 2323 • sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may
2324 be standalone or part of a broader pattern of abuse; For further information about sexual harassment
2325 see [Part 5 of KCSIE 2023 and Annex B](#)
- 2326 • causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch
2327 themselves sexually, or to engage in sexual activity with a third party
- 2328 • consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as
2329 sexting or youth produced sexual imagery). For more information about this read UKCIS guidance:
2330 [Sharing nudes and semi-nudes advice for education settings](#).
- 2331 • Upskirting which typically involves taking a picture under a person's clothing without their permission,
2332 with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim
2333 humiliation, distress or alarm; and

2334 9.32. initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or
2335 humiliation used as a way of initiating a person into a group and may also include an online element)

2336 9.33. Staff must be clear as to the school/college's/home's procedures with regards to child on child/young
2337 adult on young adult abuse, abuse between individuals of different age and the important role they have
2338 to play in preventing it and responding where they believe a child may be at risk from it.

2339 9.34. All Individuals will be provided with safeguarding information in a format, which is appropriate for their
2340 understanding and communication. This may take the form of posters or a leaflet/booklet.

2341 9.35. All contact behaviours that have a sexual nature to them such as pushing or rubbing against, grabbing
2342 bottoms, breasts or genitals, pinching or flicking bras, lifting skirts or pulling down trousers will be
2343 challenged by staff and appropriate levels of action, which may include disciplinary action will be taken.
2344 This is to ensure children/young people and staff are clear that these behaviours will not be tolerated or
2345 acceptable. However, it is critical to state that some children with cognitive impairment may not be able
2346 to fully understand how children on the receiving end of such behaviour may feel, therefore staff will
2347 work with each of the children affected by the situation in order to enhance their understanding of the
2348 seriousness of their behaviour, so any behaviour of such nature in the future can be prevented.

2349

Serious violence

2350 9.36. All staff should be aware of the indicators, which may signal children are at risk from, or are involved with
2351 serious violent crime. These may include increased absence from school, a change in friendships or
2352 relationships with older individuals or groups, a significant decline in performance, signs of self-harm or
2353 a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new
2354 possessions could also indicate that children have been approached by, or are involved with; individuals
2355 associated with criminal networks or gangs and may be at risk of criminal exploitation.

2356 9.37. All staff should be aware of the range of risk factors which increase the likelihood of involvement in
2357 serious violence, such as being male, having been frequently absent or permanently excluded from
2358 school, having experienced child maltreatment and having been involved in offending, such as theft or

- 2359 robbery. Advice for schools and colleges is provided in the Home Office’s Preventing youth violence and
2360 gang involvement and its [Preventing youth violence and gang involvement](#).
- 2361 9.38. Sexual violence and sexual harassment can occur between two or more children of any age and sex, from
2362 primary through to secondary stage and into college. It can occur also through a group of children sexually
2363 assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment
2364 exist on a continuum and may overlap; they can occur online and face-to-face (both physically and
2365 verbally) and are never acceptable. Schools and colleges should be aware of the importance of:
- 2366 • making clear that there is a zero-tolerance approach to sexual violence and sexual harassment
2367 that it is never acceptable, and it will not be tolerated. It should never be passed off as “banter”,
2368 “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a
2369 culture of unacceptable behaviour, an unsafe environment and in worst-case scenarios a culture
2370 that normalises abuse, leading to children accepting it as normal and not coming forward to
2371 report it.
 - 2372 • recognising, acknowledging, and understanding the scale of harassment and abuse and that
2373 even if there are no reports it does not mean it is not happening, it may be the case that it is just
2374 not being reported.
 - 2375 • challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts
2376 and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating
2377 such behaviours risks normalising them.
- 2378 9.39. Sexual violence and sexual harassment between children can occur between two children of **any age and**
2379 **sex from primary to secondary stage and into colleges. It can also occur online.** It can also occur through
2380 a group of children sexually assaulting or sexually harassing a single child or group of children.
- 2381 9.40. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful
2382 and distressing. This will, in all likelihood, adversely affect their educational attainment and will be
2383 exacerbated if the alleged perpetrator(s) attends the same school or college or lives in the same
2384 children’s/care home. Sexual violence and sexual harassment exist on a continuum and may overlap; they
2385 can occur online and face to face (both physically and verbally) and are never acceptable. All staff working
2386 with children are advised to maintain an attitude of ‘it could happen here’.
- 2387 9.41. It is essential that all victims are reassured that they are being taken seriously and that they will be
2388 supported and kept safe. **A victim should never be given the impression that they are creating a problem**
2389 **by reporting sexual violence or sexual harassment.** Nor should a victim ever be made to feel ashamed
2390 for making a report.
- 2391 9.42. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that
2392 victims are protected, offered appropriate support and every effort is made to ensure their education is
2393 not disrupted. It is also important that other children, adult students and school and college staff are
2394 supported and protected as appropriate.
- 2395 9.43. There is support available for schools and colleges. [Part 5 of KCSIE 2023 p110](#) provides detailed
2396 information and links to resources.
- 2397 9.44. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with
2398 special educational needs and disabilities (SEND) and LGBT children are at greater risk.
- 2399 9.45. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm.
2400 However, children who are LGBT can be targeted by other children. In some cases, a child who is

- 2401 perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children
2402 who identify as LGBT.
- 2403 9.46. Risks can be compounded where children/young people who are LGBT lack a trusted adult with whom
2404 they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and
2405 provide a safe space for them to speak out or share their concerns with members of staff.
- 2406 9.47. LGBT inclusion is part of the statutory [Relationships Education, Relationship and Sex Education and Health](#)
2407 [Education](#) curriculum and there is a range of support available to help schools counter homophobic,
2408 biphobic and transphobic bullying and abuse.
- 2409 9.48. Children’s sexual behaviour exists on a wide continuum, from normal and developmentally expected to
2410 inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is
2411 developmentally inappropriate and may cause developmental damage. An umbrella term for these types
2412 of behaviour are often referred to as “**harmful sexual behaviour**”. The term has been widely adopted in
2413 child protection. Harmful sexual behaviour can occur online and/or offline and can also occur
2414 simultaneously between the two. Harmful sexual behaviour should be considered in a child protection
2415 context.
- 2416 9.49. Situations where children/young people are forced or coerced into sexual activity by peers or associates
2417 can be related with gang / serious youth violence activity but that is not always the case. Peer influence
2418 or peer pressure is a major factor in the decisions made by young people to join particular groups. Many
2419 young people see it as a “way out” from their day-to-day life and feel a strong bond with their peers, one
2420 which they may be lacking at home. Examples of peer-on-peer abuse including sexualised online bullying
2421 include:
- 2422 • **Racist and Religious Bullying** - a range of hurtful behaviour, both physical and
2423 psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or
2424 worthless because of their colour, ethnicity, culture, faith community, national origin or
2425 national status.
 - 2426 • **Sexual, Sexist Bullying** - any behaviour, whether physical or non-physical, where sexuality
2427 or gender is used as a weapon by boys or girls, this may also include any of the following:
 - 2428 - spreading rumors about someone's alleged sex life
 - 2429 - using offensive terms to describe a person
 - 2430 - inappropriate touching or attempts to do so
 - 2431 - non-consensual sharing of sexual images and videos
 - 2432 - unwanted sexual comments and messages, including those on social media
 - 2433 - any sexual exploitation, coercion and threats
 - 2434 - sexual assault and rape
 - 2435 • **Upskirting** - taking a picture under a person’s clothing without their permission and /or
2436 knowledge, with the intention of viewing their genitals or buttocks (with or without
2437 underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
2438 It is a criminal offence. Anyone of any gender, can be a victim The Voyeurism Offences Act,
2439 which was commonly known as the Upskirting Bill, was introduced on 21 June 2018. It came
2440 into force on 12 April 2019.
 - 2441 • **Transphobic bullying** - is based on fear, hatred, disbelief, or mistrust of people who are
2442 transgender, thought to be transgender, or whose gender expression doesn’t conform to

- 2443 traditional gender roles. Transphobia can prevent transgender and gender
2444 nonconforming people from living full lives free from harm.
- 2445 • **Homophobic Bullying** - targets someone because of their sexual orientation (or perceived
2446 sexual orientation);
- 2447 • **Disablist Bullying** - targets a young person solely based on their disability. This can include
2448 manipulative bullying where a perpetrator forces the victim to act in a certain way, or
2449 exploiting a certain aspect of the victim’s disability.
- 2450 • **Prejudice based and discriminatory bullying** - Prejudice is an unjustified or incorrect
2451 attitude (usually negative) towards an individual based solely on the individual's
2452 membership of a social group. For example, a person may hold prejudiced views towards
2453 a certain race or gender etc. (e.g. sexist).
- 2454 • **Discrimination** is the behaviour or actions, usually negative, towards an individual or
2455 group of people, especially on the basis of sex/race/social class.
- 2456 9.50. Definitions related to sexual violence and sexual harassment can be accessed via [KCSIE 2023 Part 5: Child](#)
2457 [on child sexual violence and harassment](#)
2458 What staff should do if they have concerns about the child/young person
- 2459 9.51. Staff working with children/young people are advised to maintain an attitude of ‘it could happen here’
2460 where safeguarding is concerned. When concerned about the welfare of a child/young person, staff
2461 should always act in the best interests of the child/young person
- 2462 9.52. If staff have any concerns about a child’s/young person welfare, they should act on them immediately by
2463 following this procedure and reporting their concern to the DSL/DSL Deputy.
- 2464 **Opportunities to teach safeguarding**
- 2465 9.53. Schools/colleges must ensure that their staff undergo regular updated safeguarding training, including
2466 online safety and for children to be taught about how to keep themselves and others safe, including
2467 online, that safeguarding training for staff, including online safety training, is integrated, aligned and
2468 considered as part of the whole school or college safeguarding approach and wider staff training and
2469 curriculum planning.
- 2470 9.54. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities
2471 of individual children/young people, including those who are victims of abuse, and children/young people
2472 with special educational needs or disabilities.
- 2473 9.55. Whilst considering the above training requirements, governance boards and proprietor should have
2474 regard to the [Teachers’ Standards](#) which set out the expectation that all teachers manage behaviour
2475 effectively to ensure a good and safe educational environment and requires teachers to have a clear
2476 understanding of the needs of all pupils.
- 2477 9.56. Schools and colleges play a crucial role in preventative education. Preventative education is most
2478 effective in the context of a whole-school or college approach that prepares pupils and students for life
2479 in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia,
2480 biphobic and sexual violence/harassment.
- 2481 9.57. Schools should consider all of this as part of providing a broad and balanced curriculum (colleges may
2482 cover relevant issues through tutorials). This may include covering relevant issues for schools through
2483 Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary
2484 pupils) and Health Education (for all pupils in state-funded schools). The statutory guidance can be found
2485 here: [Statutory guidance: relationships education relationships and sex education \(RSE\) and health](#)
2486 [education.](#)
- 2487 9.58. The Department has produced a one-stop page for teachers on GOV.UK, which can be accessed here:
2488 [Teaching about relationships sex and health.](#) This includes teacher-training modules on the RSHE topics

2489 and non-statutory implementation guidance. The following resources plus many more listed in [Annex B](#),
2490 may also help schools and colleges understand and teach about safeguarding:

- 2491 • DfE advice for schools: [teaching online safety in schools](#);
- 2492 • UK Council for Internet Safety (UKCIS)32 guidance: [Education for a connected world](#);
- 2493 • UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working with](#)
2494 [children and young people](#);
- 2495 • The UKCIS [external visitors guidance](#) will help schools and colleges to ensure the maximum
2496 impact of any online safety sessions delivered by external visitors;
- 2497 • National Crime Agency's CEOP education programme: [Thinkuknow](#);
- 2498 • LGFL '[Undressed](#)' provided schools advice about how to teach young children about being
2499 tricked into getting undressed online in a fun way without scaring them or explaining the
2500 motives of sex offenders.
- 2501 • Public Health England: [Every Mind Matters](#)
- 2502 • [Harmful online challenges and online hoaxes](#) - this includes advice on preparing for any
2503 online challenges and hoaxes, sharing information with parents and carers and where to
2504 get help and support.

2505 9.59. Whilst it is essential that governance boards and proprietor ensure that appropriate filters and
2506 monitoring systems are in place, they should be careful that “over blocking” does not lead to
2507 unreasonable restrictions as to what children can be taught with regard to online teaching and
2508 safeguarding

2509 9.60. As schools and colleges increasingly work online, it is essential that children are safeguarded from
2510 potentially harmful and inappropriate online material. Whilst it is essential that governance boards and
2511 proprietor ensure that appropriate filters and monitoring systems are in place, they should be careful
2512 that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with
2513 regard to online teaching and safeguarding

Online safety

2515 9.61. It is essential that children are safeguarded from potentially harmful and inappropriate online material.
2516 An effective whole school and college approach to online safety empowers a school or college to protect
2517 and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify,
2518 intervene in, and escalate any concerns where appropriate.

2519 9.62. The breadth of issues classified within online safety is considerable, but can be categorised into four areas
2520 of risk which we'll refer to as 4Cs later on:

- 2521 • **content:** being exposed to illegal, inappropriate or harmful content, for example:
2522 pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation
2523 and extremism.
- 2524 • **contact:** being subjected to harmful online interaction with other users; for example: peer
2525 to peer pressure, commercial advertising and adults posing as children or young adults with
2526 the intention to groom or exploit them for sexual, criminal, financial or other purposes’.
- 2527 • **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for
2528 example, making, sending and receiving explicit images (e.g. consensual and non-

2529 consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit
2530 images and online bullying; and

2531 • **commerce** - risks such as online gambling, inappropriate advertising, phishing and or
2532 financial scams. If you feel your pupils, students or staff are at risk, please report it to the
2533 Anti-Phishing Working Group <https://apwg.org/>

2534 9.63. Schools and colleges should ensure online safety is a running and interrelated theme whilst devising and
2535 implementing policies and procedures. This will include considering how online safety is reflected as
2536 required in all relevant policies and considering online safety whilst planning the curriculum, any teacher
2537 training, the role and responsibilities of the DSL and any parental engagement.

2538 **Online safety policy**

2539 9.64. Online safety and the school or college's approach to it should be reflected in the child protection policy.
2540 Considering the 4Cs (above) will provide the basis of an effective online policy. The school or college
2541 should have a clear policy on the use of mobile and smart technology. Amongst other things this will
2542 reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone
2543 networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually
2544 harass their peers via their mobile and smart technology, share indecent images: consensually and non-
2545 consensually (often via large chat groups), and view and share pornography and other harmful content.
2546 Schools and colleges should carefully consider how this is managed on their premises and reflect in their
2547 mobile and smart technology policy and their child protection policy.

2548 9.65. Information and support available to schools and colleges to keep children safe online can be found in
2549 [Part 2 and Annex B of KCSIE 2023](#).

2550 **Remote Learning**

2551 9.66. The DfE has provided advice to support schools and colleges to help keep pupils, students and staff safe
2552 whilst learning remotely, [safeguarding in schools colleges and other providers](#) and [safeguarding and](#)
2553 [remote education](#). The NSPCC also provide helpful advice - [Undertaking remote teaching safely](#). NSPCC
2554 Learning - [Undertaking remote teaching safely during school closures](#).

2555 9.67. Schools and colleges are likely to be in regular contact with parents and carers. Those communications
2556 should be used to reinforce the importance of children being safe online and parents and carers are likely
2557 to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It
2558 will be especially important for parents and carers to be aware of what their children are being asked to
2559 do online, including the sites they will be asked to access and be clear who from the school or college (if
2560 anyone) their child is going to be interacting with online

2561 **Filters and monitoring**

2562 9.68. Whilst considering their responsibility to safeguard and promote the welfare of children and provide
2563 them with a safe environment in which to learn, governance boards and proprietor should be doing all
2564 that they reasonably can to limit children's exposure to the above risks from the school's or college's IT
2565 system. As part of this process, governance boards and proprietor should ensure their school or college
2566 has appropriate filters and monitoring systems in place. Governance boards and proprietor should
2567 consider the age range of their children, the number of children, how often they access the IT system and
2568 the proportionality of costs vs risks. Schools will work with the internal Cambian/Care tech IT team and
2569 seek advice and support required.

2570 9.69. The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges
2571 and will be informed in part, by the risk assessment required by the [Prevent Duty](#). The UK Safer Internet

2572 Centre has published guidance as to what “appropriate” filtering and monitoring might look like UK Safer
2573 Internet Centre: [appropriate filtering and monitoring](#).

2574 **Information security and access management**

2575 9.70. Education settings are directly responsible for ensuring they have the appropriate level of security
2576 protection procedures in place, in order to safeguard their systems, staff and learners and review the
2577 effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.
2578 Guidance on e-security is available from the National Education Network. In addition, broader guidance
2579 on cyber security including considerations for governors and trustees can be found at NCSC.GOV.UK.

2580 **Reviewing online safety**

2581 9.71. Technology, and risks and harms related to it evolve and changes rapidly. Schools and colleges should
2582 consider carrying out an annual review of their approach to online safety, supported by an annual risk
2583 assessment that considers and reflects the risks their children face. A free online safety self-review tool
2584 for schools can be found via the [360 safe website](#).

2585 9.72. UKCIS has published [online safety in schools and colleges: Questions from the governing board](#). The
2586 questions can be used to gain a basic understanding of the current approach to keeping children safe
2587 online; learn how to improve this approach where appropriate; and find out about tools, which can be
2588 used to improve the approach. It has also published an Online Safety Audit Tool which helps mentors of
2589 trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development
2590 and monitoring.

2591 **Cyberbullying**

2592 9.73. Central to Anti-bullying policy is the principle that ‘bullying is always unacceptable’ and that ‘all
2593 children/young people have a right not to be bullied’. School/colleges also recognises that it must take
2594 note of bullying perpetrated outside school/college which spills over into the school/college; therefore

2595 once aware services will respond to any cyber-bullying we become aware of carried out by
2596 children/young people when they are away from the site.

2597 9.74. Cyber-bullying is defined as ‘an aggressive, intentional act carried out by a group or individual using
2598 electronic forms of contact repeatedly over time against a victim who cannot easily defend
2599 himself/herself.’

2600 • By cyber-bullying, we mean bullying by electronic media:

2601 • Bullying by texts or messages or calls on mobile ‘phones

2602 • The use of mobile ‘phone cameras to cause distress, fear or humiliation

2603 • Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs,
2604 personal websites, social networking sites

2605 • Using e-mail to message others

2606 • Hijacking/cloning e-mail accounts

2607 • Making threatening, abusive, defamatory or humiliating remarks in on-line forums

2608 9.75. Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory
2609 information in any media including internet sites.

2610 9.76. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public
2611 electronic communications network, a message or other matter that is grossly offensive or one of an
2612 indecent, obscene or menacing character.

2613 9.77. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct
2614 amounting to harassment.

2615 9.78. If services become aware of any incidents of cyberbullying, they will need to consider each case
2616 individually as to any criminal act that may have been committed. The services will pass on information
2617 to the police if it feels that it is appropriate or is required to do so.

2618 **Gaming – raising awareness**

2619 9.79. Online gaming is an activity in which the majority of children and young people and many adults get
2620 involved. The services will raise awareness by talking to children/young people/key workers/staff and
2621 also where appropriate parents/carers involved about the games their children play and help them
2622 identify whether they are appropriate.

2623 **Nudes/semi nudes’ images or videos**

2624 9.80. Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others,
2625 or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, and laptops -
2626 any device that enables the sharing of media and messages. Sexting may also be called: trading nudes,
2627 dirties, pic for pic.

2628 9.81. Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the
2629 person doing it is a child. A young person is breaking the law if they:

2630 • take an explicit photo or video of themselves or a friend

2631 • share an explicit image or video of a child, even if it’s shared between children of the same age

2632 • possess, download or store an explicit image or video of a child, even if the child gave their permission
2633 for it to be created.

2634 9.82. However, if a young person is found creating or sharing images, the police can choose to record that a
2635 crime has been committed but that taking formal action isn't in the public interest. There are many

2636 reasons why a young person may want to send a naked or semi-naked picture, video or message to
2637 someone else:

- 2638 • joining in because they think that ‘everyone is doing it’
- 2639 • boosting their self-esteem
- 2640 • flirting with others and testing their sexual identity
- 2641 • exploring their sexual feelings
- 2642 • to get attention and connect with new people on social media
- 2643 • they may find it difficult to say no if somebody asks them for an explicit image, especially if the person
2644 asking is persistent

2645 9.83. The risks of sexting are that the young person has no control over the images and how these are shared,
2646 and the subsequent risks of blackmail, bullying and harm. In response to this Cambian Group will provide
2647 education and guidance to prevent individuals from becoming victims of such situations by encouraging
2648 them to think about the risk of sexting and understand how to seek help when approached to take part
2649 in sexting. More information can be found on [Keeping-children-safe/online-safety/sexting-sending-
2650 nudes](#).

2651 **Online reputation**

2652 9.84. Online reputation is the opinion others get of a person when they encounter them on-line. It is formed
2653 by posts, photos that have been uploaded and comments made by others on people’s profiles. It is
2654 important that children/young people and staff are aware that anything that is posted could influence
2655 their future professional reputation. The majority of organisations and work establishments now check
2656 digital footprint before considering applications for positions or places on courses.

2657 **Grooming**

2658 9.85. On-line grooming is the process by which one person with an inappropriate sexual interest in
2659 children/young people will approach a child/young person on-line, with the intention of developing a

2660 relationship with that child/young person, to be able to meet them in person and intentionally cause
2661 harm.

2662 9.86. The services will build awareness amongst children/young people, parents/carers and staff about
2663 ensuring that the child/young person:

2664 • Only has friends on-line that they know in real life

2665 • Is aware that if they communicate with somebody that they have met on-line, that relationship should
2666 stay on-line.

2667 9.87. Where appropriate that the services will support parents/carers to:

2668 • Recognise the signs of grooming

2669 • Have regular conversations with their children/young people about on-line activity and how to stay
2670 safe on-line

2671 9.88. Where appropriate the services will raise awareness by:

2672 • Regular communication with the families

2673 • Schools/colleges will include awareness around grooming as part of their curriculum

2674 • Identifying with the families and children/young people how they can be safeguarded against
2675 grooming.

2676 **Violence against women and girls (VAWG)**

2677 9.89. Violence against women and girls (VAWG) is a hate crime and a violation of the Human Rights of women
2678 and girls. The government has a strategy looking at specific issues that women and girls face.

2679 9.90. It is also one of the most oppressive forms of gender inequality and stands as a fundamental barrier to
2680 equal participation of women and men in social, economic, and political spheres. Such violence impedes
2681 gender equality and the achievement of a range of development outcomes. VAWG is a complex and
2682 multifaceted problem that cannot effectively be addressed from a single vantage point. The prevention
2683 of and response to such violence require coordinated action across multiple sectors.
2684

2685 **Female genital mutilation (FGM)**

2686 9.91. FGM comprises all procedures involving partial or total removal of the external female genitalia or other
2687 injury to the female genital organs for non-medical reasons, hence interferes with the natural function of
2688 girls and women's bodies. It has no health benefits and harms girls and women in many ways.

2689 9.92. The age at which girls undergo FGM varies enormously according to the community in which they live.
2690 The procedure may be carried out when the girl is new born, during childhood or adolescence, just before
2691 marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place
2692 between the ages of 5 to 8 years and therefore girls within that age bracket are at a higher risk.

2693 9.93. In 2003, FGM became a criminal offence for UK nationals or permanent UK residents to take their child
2694 abroad to have female genital mutilation. Anyone found guilty of the offence faces a maximum penalty
2695 of 14 years in prison. It is mandatory for teachers to report known cases of FGM to the police.

2696 **Forced marriage**

2697 9.94. In the case of children and young people: 'a forced marriage is a marriage in which one or both spouses
2698 cannot consent to the marriage and duress is involved. Duress can include physical, psychological,

2699 financial, sexual and emotional pressure.’ In developing countries, approx. 11% of girls are married before
2700 the age of 15. One in 3 victims of forced marriage in the UK are under 18 years old.

2701 9.95. It is important that all members of staff recognise the presenting symptoms, know how to respond if
2702 there are concerns and where to turn for advice.

2703 9.96. Advice and help can be obtained nationally through the **Forced Marriage Unit on +44 (0) 20 7008 0151**
2704 and locally through the local police safeguarding team or children’s social care.

2705 9.97. While all members of staff (education, care, clinical) have important responsibilities with regard to
2706 children, young people or adults who may be at risk of forced marriage, managers and leaders should not
2707 undertake roles in this regard that are most appropriately discharged by other children’s services
2708 professionals such as police officers or social workers.

2709 9.98. The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced
2710 marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory
2711 guidance for dealing with forced marriage, which can both be found at [The Right to Choose: Multi-agency
2712 statutory guidance for dealing with forced marriage](#). School and college staff can contact the Forced
2713 Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

2714 **Breast ironing**

2715 9.99. Breast ironing, also known as breast flattening, is the pounding and massaging of a pubescent girl's
2716 breasts, using hard or heated objects, to try to make them stop developing or disappear. It is typically
2717 carried out by the girl's mother who will say she is trying to protect the girl from sexual harassment and
2718 rape, to prevent early pregnancy that would tarnish the family name, or to allow the girl to pursue
2719 education rather than be forced into early marriage. It is mostly practiced in parts of Cameroon, where
2720 boys and men may think that girls whose breasts have begun to grow are ready for sex. Some reports
2721 suggest that it has spread to the Cameroonian diaspora, for example to Britain. The most widely used
2722 implement for breast ironing is a wooden pestle normally used for pounding tubers.

2723 9.100. Any suspected cases of breast ironing **MUST** be reported immediately under this Child Protection and
2724 Safeguarding policy and the Individual offered medical help.

2725 **Teenage relationship abuse**

2726 9.101. Research has shown that teenagers don’t readily understand what constitutes abusive behaviour such as
2727 controlling behaviours, which can escalate to physical abuse, e.g. checking someone's phone, telling them
2728 what to wear, who they can/can't see or speak to and that this abuse is prevalent within teen
2729 relationships.

2730 9.102. Further research shows that teenagers don’t understand what consent means within their relationships.
2731 They often hold the common misconception that rape can only be committed by a stranger down a dark
2732 alley and don’t understand that it could happen within their own relationships. This can lead to these
2733 abusive behaviours feeling ‘normal’ and therefore unchallenged, as they are not recognised as being
2734 ‘abusive’.

2735 9.103. Vulnerable Individuals may struggle to understand such concepts and the potential consequences of their
2736 own, their peers or others behaviour towards them. Therefore, significant effort will be made to raise
2737 awareness of it and respond effectively to such situations.

2738 9.104. In response to this Cambian Group will provide education and guidance to prevent teenagers from
2739 becoming victims and perpetrators of abusive relationships - encouraging them to rethink their views of
2740 violence, abuse and controlling behaviours, and understand what consent means within relationships.

2741 **Honour-based violence**

2742 9.105. It is often linked to family members or acquaintances who mistakenly believe someone has brought
2743 shame to their family or community by doing something that is not in keeping with the traditional beliefs
2744 of their culture. However, abuse committed in the context of preserving “honour” often involves a wider
2745 network of family or community pressure and can include multiple perpetrators. It is important to be

2746 aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take”
2747 for example, honour-based violence might be committed against individuals who:

- 2748 • become involved with a boyfriend or girlfriend from a different culture or religion
- 2749 • want to get out of an arranged marriage
- 2750 • want to get out of a forced marriage
- 2751 • wear clothes or take part in activities that might not be considered traditional within a particular
2752 culture.

2753 9.106. Girls and women are the most common victims of honour-based violence however; it can also affect men
2754 and boys. Crimes of ‘honour’ do not always include violence. Crimes committed in the name of ‘honour’
2755 might include: domestic abuse, threats of violence, assault, sexual or psychological abuse, forced
2756 marriage, being held against their will or taken somewhere they don’t want to go.

2757 9.107. If staff believe that the Individual is at risk from honour-based violence, the DSL will follow the usual
2758 safeguarding referral process. However, if it is clear that a crime has been committed or the Individual is
2759 at immediate risk the police will be contacted in the first place, this is a mandatory duty placed on
2760 teachers. It is important that if honour-based violence is known or suspected, communities and family
2761 members must NOT be contacted prior to referral to the police or social care as this could increase the
2762 risk to the individual.

2763 **Preventing extremism and radicalisation**

2764 9.108. All staff are fully aware of their duty in assessing the risk of Individuals being drawn into terrorism
2765 including support for terrorism ideology and extremist ideas. In accordance with our **026. Preventing**
2766 **Extremism and Radicalisation policy** and **0.27 E-safety policy**, we all need to be vigilant in ensuring the
2767 safety from extremist and terrorist material when accessing the internet. We consider Lancashire Local
2768 Authority Safeguarding Children’s Board arrangements to fulfil its Prevent duties.

2769 9.109. Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other
2770 forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges’
2771 safeguarding approach.

- 2772 • **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the
2773 rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.
2774 This also includes calling for the death of members of the armed forces.

- 2775 • **Radicalisation** refers to the process by which a person comes to support terrorism and extremist
2776 ideologies associated with terrorist groups.

- 2777 • **Terrorism** is an action that endangers or causes serious violence to a person/people; causes
2778 serious damage to property; or seriously interferes or disrupts an electronic system. The use or
2779 threat **must** be designed to influence the government or to intimidate the public and is made
2780 for the purpose of advancing a political, religious or ideological cause.

2781 9.110. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology.
2782 Background factors combined with specific influences such as family and friends may contribute to a
2783 child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social
2784 media or the internet) and settings (such as within the home).

2785 9.111. However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent
2786 those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to
2787 changes in children’s behaviour, which could indicate that they may be in need of help or protection.

2788 Staff should use their judgement in identifying children who might be at risk of radicalisation and act
2789 proportionately which may include making a Prevent referral.

2790 9.112. The school's or college's DSL (and any deputies) should be aware of local procedures for making a Prevent
2791 referral

2792 9.113. All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act
2793 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent
2794 people from being drawn into terrorism". This duty is known as **the Prevent duty**.

2795 9.114. [An online general awareness-training module on Channel is available](#). The module is suitable for school
2796 staff and other front-line workers. It introduces the topics covered by this advice, including how to
2797 identify factors that can make people vulnerable to radicalisation, and case studies illustrating the types
2798 of intervention that may be appropriate, in addition to Channel.

2799 **Prevent Duty**

2800 9.115. The Prevent duty should be seen as part of schools and colleges' wider safeguarding obligations. DSLs
2801 and other senior leaders in schools should familiarise themselves with the revised [Prevent duty guidance
2802 for England & Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also
2803 covers childcare). DSLs and other senior leaders in colleges should familiar themselves with the [Prevent
2804 duty guidance: for further education institutions in England and Wales](#). The guidance is set out in terms
2805 of four general themes: risk assessment, working in partnership, staff training, and IT policies.

2806 9.116. Local authorities will be expected to ensure appropriate frontline staff, including those of its contractors,
2807 have a good understanding of Prevent are trained to recognise vulnerability to being drawn into terrorism
2808 and are aware of available programmes to deal with this issue.

2809 9.117. As the independent body responsible for standards and quality improvement for further education, the
2810 Education and Training Foundation will work with the sector to ensure that appropriate training is
2811 available. This will include and draw from training provided through the network of Prevent co-
2812 ordinators.

2813 **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

2814 9.118. This section of the policy must be read in conjunction with our 0.29 Child Sexual Exploitation policy.

2815 9.119. Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an
2816 imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity,
2817 in exchange for something the victim needs or wants, and/or for the financial advantage or increased
2818 status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can
2819 affect children, both male and female and can include children who have been moved (commonly
2820 referred to as trafficking) for the purpose of exploitation.

2821 **Child Criminal Exploitation (CCE)**

2822 9.120. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or
2823 money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be
2824 forced or manipulated into committing vehicle crime or threatening/committing serious violence to
2825 others. Children can become trapped by this type of exploitation as perpetrators can threaten victims
2826 (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying
2827 weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As
2828 children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims
2829 is not always recognised by adults and professionals, (particularly older children), and they are not
2830 treated as victims despite the harm they have experienced. They may still have been criminally exploited
2831 even if the activity appears to be something they have agreed or consented to.

2832 9.121. It is important to note that the experience of girls who are criminally exploited can be very different to
2833 that of boys. The indicators may not be the same; however, professionals should be aware that girls are

2834 at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally
2835 exploited may be at higher risk of sexual exploitation.

2836 **Child Sexual Exploitation (CSE)**

2837 9.122. CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by
2838 penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing,
2839 and touching outside clothing. It may include noncontact activities, such as involving children in the
2840 production of sexual images, forcing children to look at sexual images or watch sexual activities,
2841 encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for
2842 abuse including via the internet.

2843 9.123. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate
2844 knowledge e.g. through others sharing videos or images of them on social media.

2845 9.124. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17
2846 year olds who can legally consent to have sex. Some children may not realise they are being exploited
2847 e.g. they believe they are in a genuine romantic relationship.

2848 9.125. Children with learning difficulties can be particularly vulnerable to exploitation as can children from
2849 particular groups, e.g. looked after children, young carers, children who have a history of physical, sexual
2850 emotional abuse or neglect or mental health problems; children who use drugs or alcohol, children who
2851 go missing from home or school, children involved in crime, children with parents/carers who have
2852 mental health problems, learning difficulties/other issues, children who associate with other children
2853 involved in exploitation. However, it is important to recognise that any child can be targeted.

2854 9.126. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors
2855 including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or
2856 other resources. In some cases, the abuse will be in exchange for something the victim needs or wants
2857 and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or
2858 facilitator.

2859 9.127. The abuse can be perpetrated by individuals or groups, males or females, and children (under the age of
2860 18 years, including 16- and 17-year olds who can legally consent to have sex) or adults. It is critical to
2861 know that children/young people may also be exploited by other children/young people, who themselves
2862 may be experiencing exploitation – where this is the case, it is important that the child/young person
2863 perpetrator is also recognised as a victim.

2864 9.128. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic
2865 to complex organised abuse. It can involve force and/or enticement-based methods of compliance and
2866 may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when
2867 activity appears consensual and it should be noted exploitation as well as being physical can be facilitated

2868 and/or take place online. More information include definitions and indicators are included in [KCSIE 2023-](#)
2869 Some of the following can be indicators of both child criminal and sexual exploitation where children:

- 2870 • appear with unexplained gifts or new professions;
- 2871 • associate with other young people involved in exploitation;
- 2872 • suffer from changes in emotional well-being;
- 2873 • misuse drugs and alcohol;
- 2874 • go missing for periods of time or regularly or come home late; and
- 2875 • regularly miss school or education or do not take part in education.

2876 9.129. Some additional specific indicators that may be present in CSE and children who:

- 2877 • Children who have older boyfriends or girlfriends; and
- 2878 • Children who suffer from sexually transmitted infections, display sexual behaviours
2879 beyond expected sexual development or become pregnant.

2880 9.130. Further information on signs of a child’s involvement in sexual exploitation is available in Home Office
2881 guidance: Child sexual exploitation: guide for practitioners.

2882 9.131. As an organisation we do recognise that the same level of exploitation may take place involving
2883 vulnerable young people/adults at risk above the age of 18. An adult at risk is any person who is aged 18
2884 years or over and at risk of abuse or neglect because of their needs for care and/or support (The Care Act
2885 2014). As we do provide services for vulnerable young people/adults at risk, therefore it is expected that
2886 the above statement will equally apply to those who are 18+ across England and Wales.

2887 9.132. Children under the age of criminal responsibility (under the age of 10), or young people who have
2888 increased vulnerability due to push and pull factors who are manipulated, coerced or forced into criminal
2889 activity provide opportunity for criminals to distance themselves from crime.

County Lines

2891 9.133. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal
2892 drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as
2893 well as across the UK - no specified distance of travel is required. Children and vulnerable adults are
2894 exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation,
2895 violence (including sexual violence) and weapons to ensure compliance of victims. Children can be
2896 targeted and recruited. Exploitation is an integral part of the county lines, children may become victims
2897 through: coercion, intimidation, violence (including sexual) and weapons.

2898 9.134. Children can be targeted and recruited into county lines in a number of locations including schools,
2899 further and higher educational institutions, pupil referral units, special educational needs schools,
2900 children’s homes and care homes. Children are often recruited to move drugs and money between
2901 locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed
2902 internally to avoid detection. Children can easily become trapped by this type of exploitation as county
2903 lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their
2904 families) if they attempt to leave the county lines network.

2905 9.135. Children are also increasingly being targeted and recruited online using social media. Children can easily
2906 become trapped by this type of exploitation as county lines gangs can manufacture drug debts which
2907 need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they
2908 attempt to leave the county lines network. These children and young people are at serious risk of
2909 criminalisation, sexual exploitation and exposure to violence. This is facilitated by a group who may not

2910 necessarily be affiliated to a gang, but who have developed networks across geographical boundaries to
2911 access and exploit existing drugs markets in these areas.

2912 9.136. The group, or individuals exploited by them, travel regularly between the urban hub and the rural
2913 marketplace, to replenish stock and deliver cash. This movement is not unique to county lines drug supply
2914 but is generally more frequent and in smaller deal amounts compared to most other drug supply
2915 methods.

2916 9.137. A number of the indicators for CSE and CCE as detailed above may be applicable to where children are
2917 involved in county lines. Some additional specific indicators that may be present where a child is
2918 criminally exploited through involvement in county lines are children who:

- 2919 • go missing and are subsequently found in areas away from their home;
- 2920 • have been the victim or perpetrator of serious violence (e.g. knife crime);
- 2921 • are involved in receiving requests for drugs via a phone line, moving drugs, handing over and
2922 collecting money for drugs;
- 2923 • are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid
2924 detection;
- 2925 • are found in accommodation that they have no connection with, often called a ‘trap house or
2926 cuckooing’ or hotel room where there is drug activity;
- 2927 • owe a ‘debt bond’ to their exploiters;
- 2928 • have their bank accounts used to facilitate drug dealing.

2929 9.138. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be
2930 considered alongside consideration of availability of local services/third sector providers who offer
2931 support to victims of county lines exploitation.

2932 9.139. Further information on the signs of a child’s involvement in county lines is available in guidance published
2933 by the [Home Office and The Children’s Society County Lines Toolkit for Professional](#).

2934 **Cuckooing**

2935 9.140. This is the exploitation of young people that might be vulnerable is a common feature in the facilitation
2936 of county lines drugs supply, whether for the storage or supply of drugs, the movement of cash, or to
2937 secure the use of dwellings held by vulnerable people in the rural marketplace - commonly referred to as
2938 cuckooing.

2939 9.141. Cuckooing is a form of crime in which drug dealers take over the home of a vulnerable person in order to
2940 use it as a base for drug dealing. As of the 2010s, cuckooing is becoming an increasingly common problem

2941 in the South of England. The crime is named for the cuckoo's practice of taking over other birds' nests for
2942 its young.

2943 9.142. The group is inclined to use intimidation, violence and weapons, including knives, corrosives and firearms.

2944 9.143. Additional to the list under Serious Violent Crime section, other indicators that a child may be criminally
2945 exploited include:

2946

- Increase in missing episodes (Education and/or Care) – particular key as
2947 children/young people can be missing for days and drug run in other counties

2948

- Having unexplained amounts of money, new high cost items and multiple mobile
2949 phones

2950

- Increased social media and phone/text use, almost always secretly

2951

- Older males in particular seen to be hanging around and driving

2952

- Having injuries that are unexplained and unwilling to be looked at

2953

- Increase in aggression, violence and fighting

2954

- Carrying weapons – knives, baseball bats, hammers, acid

2955

- Travel receipts that are unexplained

2956

- Significant missing cases from education and disengaging from previous positive peer
2957 groups

2958

- Parents/carers concerns and significant changes in behaviour that affect emotional
2959 wellbeing

2960 9.144. We will treat any child/young person who may be criminally exploited as a victim in the first instance and
2961 refer to the Local Safeguarding Authority in the first instance. If a referral to the police is also required as
2962 crimes have been committed on the school premises, these will also be made.

2963 **Knife crime**

2964 9.145. Ofsted report [Knife crime safeguarding children and young people \(Lessons from London\)](#) makes
2965 references to both; to the use of knives against children either to threaten or to wound them and to
2966 instances when children may have been carrying or using knives for a range of purposes.

2967 9.146. Knife crime is a term used commonly in the media to refer, primarily, to street-based knife assaults and
2968 knife-carrying. However, there are many different criminal offences relating to knives. For example:

2969

- it is an offence to threaten or cause harm to a person with a bladed weapon

2970

- some bladed weapons are prohibited from being sold or purchased, including to anyone
2971 under the age of 18

2972

- offences such as robbery or assault can be aggravated if a knife is involved

2973

- it is also an offence to carry a knife in a public place without good reason.

2974

- It is clear that knife crime is an increasing safeguarding risk to children and young people,
2975 both at school and in their local communities. While Ofsted have not sought to answer the

2976 question of the causes of knife crime, leaders told Ofsted that, in their experience, children
2977 are in three categories of risk of knife carrying.

2978 9.147. The highest level of risk is for those children who have been groomed into gangs, for the purposes of
2979 criminal exploitation.

2980 9.148. Underneath this lies a group of children who have witnessed other children carrying knives, have been
2981 the victim of knife crime or know someone who has carried a knife for protection or status-acquisition or
2982 who are encouraged to believe knife-carrying is normal through the glamorisation of gangs and knives on
2983 social media.

2984 9.149. Then there are children who carry knives to school as an isolated incident. For example, they may carry
2985 a penknife that a grandparent has gifted them

2986 9.150. It is important to remember that knife crime does not exist in a vacuum and children who are victims or
2987 perpetrators may also be experiencing multiple vulnerabilities.

2988 9.151. Some children and young people can be more at risk of being drawn into criminality; multiple studies
2989 demonstrate a clear link between inequality and high rates of violence for example. There is a need to
2990 both understand and address individual risk factors as well as address the social challenges that underpin
2991 criminal exploitation and serious violence in our communities, from poor mental health, addiction,
2992 poverty, unemployment and poor-quality housing.

2993 **Missing young people and the link between missing and county lines**

2994 9.152. Every precaution is taken through the use of risk assessments and thorough planning and supervision to
2995 ensure that children, young people and young adults are safe both at school, college, home, and on
2996 outings. If a child, young person or young adult goes missing from our Location, it is considered a potential
2997 indicator of abuse or neglect.

2998 9.153. Our staff members must follow our **0.23. Missing from Care and Education policy** in the event of
2999 someone going missing. All homes/schools/colleges must inform the LA of any student who fails to attend
3000 school regularly or has been absent without the school's permission for a continuous period of 10 days
3001 or more or as such intervals agreed with the Local Authority. It is essential that all staff are alert to signs
3002 such as travelling to conflict zones, FGM and forced marriage.

3003 9.154. Coercion and manipulation often increase a young person's vulnerability to exploitation, pushing them
3004 towards going missing and becoming involved in criminal activities. Some individuals may be pulled
3005 towards exploitation through the promise of money, gifts, affection and status. However, they may be
3006 then be forced to work for these people as they are coerced into believing that they are indebted to
3007 them.

3008 **Domestic abuse**

3009 9.155. The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever
3010 statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as
3011 victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of
3012 domestic abuse, based on the previous cross-government definition, ensures that different types of
3013 relationships are captured, including ex-partners and family members. The definition captures a range of
3014 different abusive behaviours, including physical, emotional and economic abuse and coercive and
3015 controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the
3016 behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as
3017 defined in section 2 of the 2021 Act).

3018 9.156. Types of domestic abuse include intimate partner violence, abuse by family members, teenage
3019 relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of

- 3020 domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background and
3021 domestic abuse can take place inside or outside of the home.
- 3022 9.157. All children can witness and be adversely affected by domestic abuse in the context of their home life
3023 where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence
3024 can have a serious, long lasting emotional and psychological impact on children. In some cases, a child
3025 may blame themselves for the abuse or may have had to leave the family home as a result.
- 3026 9.158. Young people can also experience domestic abuse within their own intimate relationships. This form of
3027 abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young
3028 people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or
3029 both parties are under 16). However, as with any child under 18, where there are concerns about safety
3030 or welfare, child safeguarding procedures should be followed and both young victims and young
3031 perpetrators should be offered support.
- 3032 9.159. KCSIE2022 introduces additional information about domestic abuse which can encompass a wide range
3033 of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited
3034 to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They
3035 may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own
3036 intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term
3037 impact on their health, well-being, development, and ability to learn.
- 3038 9.160. [Operation Encompass](#) operates in all police forces across England. It helps police and schools work
3039 together to provide emotional and practical help to children. The system ensures that when police are
3040 called to an incident of domestic abuse, where there are children in the household who have experienced
3041 the domestic incident, the police will inform the key adult (usually the DSL) in school before the child or
3042 children arrive at school the following day. This ensures that the school has up to date relevant
3043 information about the child's circumstances and can enable immediate support to be put in place,
3044 according to the child's needs. Operation Encompass does not replace statutory safeguarding
3045 procedures. Where appropriate, the police and/or schools should make a referral to children's social care
3046 if they are concerned about a child's welfare. More information about the scheme and how schools can
3047 become involved is available on the Operation Encompass website.
- 3048 9.161. Operation Encompass provides an advice and helpline service for all staff members from educational
3049 settings who may be concerned about children who have experienced domestic abuse. The helpline is
3050 available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).
- 3051 9.162. Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence,
3052 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well
3053 as those who are worried about friends and loved ones. It also has a form through which a safe time from

3054 the team for a call can be booked. Additional advice on identifying children who are affected by domestic
3055 abuse and how they can be helped is available at:

- 3056 • [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- 3057 • [Refuge what is domestic violence/effects of domestic violence on children](#)
- 3058 • [SafLives: young people and domestic abuse.](#)
- 3059 • [Domestic abuse: specialist sources of support - GOV.UK](#) (www.gov.uk) (includes
3060 information for adult victims, young people facing abuse in their own relationships and
3061 parents experiencing child to parent violence/abuse)
- 3062 • Home : [Operation Encompass](#) (includes information for schools on the impact of domestic
3063 abuse on children)

3064 **Serious Violent Crime**

3065 9.163. All staff should be aware of indicators, which may signal that children are at risk from, or are involved
3066 with serious violent crime. These may include:

- 3067 • increased absence from school with a significant decline in performance,
- 3068 • a change in friendships or relationships with older individuals or group,
- 3069 • signs of self-harm or a significant change in well-being, or signs of assault or
3070 unexplained injuries,
- 3071 • unexplained gifts or new possessions could also indicate that children have been
3072 approached by, or are involved with individuals associated with criminal networks or
3073 gangs.

3074 9.164. All staff should be aware of the associated risks and understand the measures in place to measure these.
3075 Advice for schools and colleges is provided in the Home Office’s Preventing youth violence and gang
3076 involvement and its [criminal exploitation of children and vulnerable adults: County Lines guidance -
3077 September 2018.](#)

3078 **Mental Health**

3079 9.165. Schools, colleges and homes have an important role to play in supporting the mental health and wellbeing
3080 of young people. All staff should be aware that mental health problems can, in some cases, be an indicator
3081 that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

3082 9.166. Schools/colleges and homes need to ensure they have clear systems and processes in place for identifying
3083 possible mental health problems, including routes to escalate and clear referral and accountability
3084 systems.

3085 9.167. The Department is providing funding to support costs of a significant training program for senior mental
3086 health leads and the national rollout of the [Link Program](#). Training for senior mental health leads, will be
3087 available to all state-funded schools and colleges by 2025, to help introduce or develop their whole school
3088 or college approach to mental health.

3089 9.168. Only appropriately, trained professionals should attempt to make a diagnosis of a mental health problem.
3090 Staff however, are well placed to observe children day-to-day and identify those whose behaviour
3091 suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff
3092 suspect this might be the case they should report their concerns to a senior leader within the school and
3093 if possible bring their concerns to a member of the clinical team.

3094 9.169. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood
3095 experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is

- 3096 key that staff receive appropriate education and training so that they are aware of how these children's
3097 experiences, can impact on their mental health, behaviour and education.
- 3098 9.170. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action
3099 should be taken. Staff should follow their child protection policy and speak immediately to the DSL or a
3100 deputy.
- 3101 9.171. Schools and colleges can access a range of advice to help them identify children in need of extra mental
3102 health support; this includes working with external agencies. More information can be found in the
3103 [mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best
3104 practice. Public Health England has produced a range of resources to support secondary school teachers
3105 to promote positive health, wellbeing and resilience among children.
- 3106 9.172. The DfE has published advice and guidance on [Preventing and Tackling Bullying](#) (which may also be useful
3107 for colleges). The [Promoting and supporting mental health and wellbeing in Schools](#) sets out how schools
3108 and colleges can help prevent mental health problems by promoting resilience as part of an integrated,
3109 whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their
3110 pupils.
- 3111 9.173. In addition, Public Health England has produced a range of resources to support secondary schools to
3112 promote positive health, wellbeing and resilience among children including its guidance Promoting
3113 children and young people's emotional health and wellbeing. Its resources include social media, forming
3114 positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans. The
3115 Department has also published, '[Every interaction matters](#)', a pre-recorded webinar which provides staff
3116 with a simple framework for promoting wellbeing, resilience, and mental health. This sits alongside our

3117 [Wellbeing for education recovery program](#) content, which covers issues such as bereavement, loss,
3118 anxiety, stress and trauma.

3119 **Human trafficking**

3120 9.174. Human trafficking is defined by the UNHCR in respect of children/young people/young adults as a process
3121 that is a combination of:

- 3122 - Movement (including within the UK);
- 3123 - Control, through harm / threat of harm or fraud
- 3124 - For the purpose of exploitation

3125 9.175. Traffickers and slave drivers trick, force and/or persuade individuals to leave their homes. Grooming
3126 methods are used to gain the trust of a person first, e.g. the promise of a better life, which results in a
3127 life of abuse, servitude and inhumane treatment.

3128 9.176. Any individual transported for exploitative reasons is considered to be a trafficking victim. There is
3129 significant evidence that children/young people/young adults (both of UK and other citizenship) are being
3130 trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK.

3131 9.177. There are a number of indicators which suggest that a child/young person/young adult may have been
3132 trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as
3133 follows:

- 3134 - Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted
3135 infection or has an unwanted pregnancy
- 3136 - Has a history with missing links and unexplained moves
- 3137 - Is required to earn a minimum amount of money every day
- 3138 - Works in various locations
- 3139 - Has limited freedom of movement
- 3140 - Appears to be missing for periods
- 3141 - Is known to beg for money
- 3142 - Is being cared for by adult/s who are not their parents and the quality of the
3143 relationship between the child and their adult carers is not good
- 3144 - Is one among a number of unrelated children found at one address
- 3145 - Has not been registered with or attended a GP practice
- 3146 - Is excessively afraid of being deported.

3147 9.178. For those children/young people/young adults who are internally trafficked within the UK indicators
3148 include:

- 3149 - Physical symptoms (bruising indicating either physical or sexual assault)
- 3150 - Prevalence of a sexually transmitted infection or unwanted pregnancy
- 3151 - Reports from reliable sources suggesting the likelihood of involvement in
- 3152 - Sexual exploitation / the child has been seen in places known to be used for sexual
3153 exploitation
- 3154 - Evidence of drug, alcohol or substance misuse

- 3155 - Being in the community in clothing unusual for a child i.e. inappropriate for age, or
3156 borrowing clothing from older people
- 3157 - Relationship with a significantly older partner
- 3158 - Accounts of social activities, expensive clothes, mobile phones or other possessions
3159 with no plausible explanation of the source of necessary funding
- 3160 - Persistently missing, staying out overnight or returning late with no plausible
3161 explanation
- 3162 - Returning after having been missing, looking well cared for despite having not been
3163 at home
- 3164 - Having keys to premises other than those known about
- 3165 - Low self- image, low self-esteem, self-harming behaviour including cutting,
3166 overdosing, eating disorder, promiscuity
- 3167 - Truancy / disengagement with education
- 3168 - Entering or leaving vehicles driven by unknown adults
- 3169 - Going missing and being found in areas where the child/young person/young adult
3170 has no known links; and/or
- 3171 - Possible inappropriate use of the internet and forming on-line relationships,
3172 particularly with adults/other adults.

3173 9.179. These behaviours themselves do not indicate that an Individual is being trafficked, but should be
3174 considered as indicators that this may be the case.

3175 **Child abduction and community safety incidents**

3176 9.180. Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal
3177 responsibility for the child. Child abduction can be committed by parents or other family members; by
3178 people known but not related to the victim (such as neighbours, friends and acquaintances); and by
3179 strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst
3180 children and parents, for example, people loitering nearby or unknown adults engaging children in
3181 conversation.

3182 9.181. As children get older and are granted more independence (for example, as they start walking to school
3183 on their own), it is important they are given practical advice on how to keep themselves safe. Many
3184 schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons
3185 focus on building children's confidence and abilities rather than simply warning them about all strangers.
3186 Further information is available at: <http://www.actionagainstabduction.org/> and
3187 <https://clevernevergoes.org/>

3188 **Modern slavery and the National Referral Mechanism**

3189 9.182. Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour.
3190 Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced
3191 criminality and the removal of organs.

3192 9.183. When considering modern slavery, there is a perception that this is taking place overseas. The
3193 government estimates that tens of thousands of slaves are in the UK today.

3194 9.184. Young people are being forced to work in restaurants, nail bars, car washes and harvesting fruit,
3195 vegetables or other foods have all been slaves 'hiding in plain sight' within the U.K and rescued from

3196 slavery. Other forms of slavery such as sex slaves or household slaves are more hidden but have also been
3197 rescued within the UK.

3198 9.185. If staff believe that a child/young person/young adult is being trafficked or is a slave, this must be
3199 reported to the DSL/RM/Head of Service for referral to be considered to local Safeguarding Authority.

3200 9.186. Further information on the signs that someone may be a victim of modern slavery, the support available
3201 to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance.
3202 Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

3203 **Cybercrime**

3204 9.187. Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised
3205 as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line)
3206 or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes
3207 include:

3208

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer
3209 network to look for test paper answers or change grades awarded;

3210

- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer,
3211 network or website unavailable by overwhelming it with internet traffic from multiple sources;
3212 and

3213

- making, supplying or obtaining malware (malicious software) such as viruses, spyware,
3214 ransomware, botnets and Remote Access Trojans with the intent to commit further offence,
3215 including those above.

3216 9.188. Children with particular skill and interest in computing and technology may inadvertently or deliberately
3217 stray into cyber-dependent crime.

3218 9.189. If there are concerns about a child in this area, the DSL (or a deputy), should consider referring into the
3219 Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led
3220 by the National Crime Agency, working with regional and local policing. It aims to intervene where young
3221 people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert
3222 them to a more positive use of their skills and interests.

3223 9.190. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of
3224 illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line
3225 bullying or general on-line safety. Additional advice can be found at: [Cyber Choices](#), '[NPCC- When to call
3226 the Police](#)' and [National Cyber Security Centre - NCSC.GOV.UK](#)

3227 **Initiation/Hazing**

3228 9.191. Hazing is a form of initiation ceremony, which is used to induct newcomers into an organisation such as
3229 a private school, sports team etc. There are a number of different forms, from relatively mild rituals to
3230 severe and sometimes violent ceremonies in gangs/criminal groups.

3231 9.192. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials, which
3232 promote a bond between them. After the hazing is over, the newcomers also have something in common

3233 with older members of the organisation, because they all experienced it as part of a rite of passage. Many
3234 rituals involve humiliation, embarrassment, abuse, and harassment.

3235 9.193. Cambian Group will provide education to prevent individuals from becoming victims of such behaviour
3236 and raise awareness of such within all services.
3237

3238 **Safeguarding issues relating to Individual children and young people needs**

3239 **Homelessness**

3240 9.194. As an organisation we recognise that being homeless or being at risk of becoming homeless presents a
3241 real risk to a child's/young person welfare. The impact of losing a place of safety and security can affect
3242 an Individual's behaviour and attachments. DSL will work with Local Authorities to raise/progress
3243 concerns at the earliest opportunity.

3244 9.195. In line with the Homelessness Reduction Act 2017 they will also promote links into the Local Housing
3245 Authority for the parent/guardians in order to raise/progress concerns.

3246 9.196. In most cases school and college, colleagues will be considering homelessness in the context of children
3247 who live with their families, and intervention will be on that basis. However, it should also be recognised
3248 in some cases 16 and 17 year olds could be living independently from their parents or guardians, for
3249 example through their exclusion from the family home, or other reasons. This will require a different level
3250 of intervention and support. Children's services will be the lead agency for these young people and the
3251 DSL (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The
3252 department and the Ministry of Housing, Communities and Local Government have published joint
3253 statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless
3254 and/or require accommodation: [Homelessness Reduction Act: policy factsheets](#).

3255 9.197. Guidance on how local authorities should exercise their homelessness functions in accordance with the
3256 Homelessness Reduction Act 2017 from 3 April 2018- [Homelessness code of guidance for local
3257 authorities](#).

3258 9.198. Children's services (Adult's services where the person is 18 +) will be the lead agency for these young
3259 people and the DSL should ensure appropriate referrals are made based on the Individual's
3260 circumstances.

3261 9.199. It is recognised that whilst referrals and/or discussion with the Local Housing Authority should be
3262 progressed as appropriate, this does not, and should not, replace a referral into the Local Safeguarding
3263 Authority where an Individual has been harmed or is at risk of harm.

3264 **Private Fostering**

3265 9.200. Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be
3266 cared for by another adult who is not closely related and is not a legal guardian with parental
3267 responsibility for 28 days or more.

3268 9.201. It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister,
3269 uncle or aunt.

3270 9.202. The Law requires that the carers and parents must notify the Children's Services Department of any
3271 private fostering arrangement.

3272 9.203. If the school/college/children's home/care homes (16-18) becomes aware that a child/young person is
3273 being privately fostered they will inform the Children's Services Department and inform both the parents
3274 and carers that they have done so.

3275 **Child and the Court System**

3276 9.204. As an organisation we recognise that children/young people are sometimes required to give evidence in
3277 criminal courts, either for crimes committed against them or for crimes, they have witnessed. We know

3278 that this can be a stressful experience and therefore services across the organisation will aim to support
3279 children through this process.

3280 9.205. Along with information, advice and guidance, services will use age-appropriate materials published by
3281 HM Courts and Tribunals Services (2017) [Going to court](#) explain to children/young people what it means
3282 to be a witness, how to give evidence and the special measures which are in place to assist such as using
3283 a live link/aids to communicate and video links.

3284 9.206. We recognise that making child arrangements via the family courts following separation can be stressful
3285 and entrenched conflict in families. This can be very stressful for children. Services will support
3286 children/young people going through this process.

3287 9.207. Alongside information, advice and guidance services will use online materials published by The Ministry
3288 of Justice (2018) which offers children/young people information & advice on the dispute resolution

3289 service - [Get help with child arrangements](#). These materials will also be offered to parents and carers if
3290 appropriate.

3291 9.208. Ensure that children/young people are sufficiently supported where a parent has been sent to prison;
3292 adequate support includes protection from stigma, isolation and poor mental health.

3293 **Fabricated or induced illnesses (FII)**

3294 9.209. Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually
3295 the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

3296 9.210. FII is also known as "Munchausen's syndrome by proxy" (not to be confused with Munchausen's
3297 syndrome, where a person pretends to be ill or causes illness or injury to themselves).

3298 9.211. FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child. This
3299 ranges from extreme neglect (failing to seek medical care) to induced illness.

3300 9.212. Behaviours in FII include a parent/carer who:

- 3301 • persuades healthcare professionals that their child is ill when they're perfectly healthy,
 - 3302 • exaggerates or lies about their child's symptoms,
 - 3303 • manipulates test results to suggest the presence of illness – for example, by putting glucose in urine
3304 samples to suggest the child has diabetes,
 - 3305 • deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary
3306 medication or other substances.
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