

Policy and Procedure on

Child Protection and Safeguarding – children’s services

Lufton College

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Policy Author	QI Team – children’s services
Approval Date	September 2022
Next Review Date	August 2023
Version No	13
Policy Level	Children’s Services
Staff Groups Affected	All Staff

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1. Monitoring and review

1.1 The Cambian (the Proprietor) will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

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

Signed:



Jeremy Wiles
Group Executive Director – Children’s Services
Date: September 2022



Sophia Cursons
Head of College
September 2022

2. Terminology

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

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 Lufton College we have Children & young people (students) residing at and/or attending our college. Between the ages of 16 and 22 years.
Head of College	This is the senior person with overall responsibility for the college. At Lufton College this is the Head of College, Sophia Cursons.
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
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.

3. Definitions and age-related arrangements

3.1. **Children and Young people are under 18.** Whilst Working together to Safeguard Children (2018) applies to children and young people until they reach the age of 18, Keeping Children Safe in Education (2022) now applies to providers of post 16 education as set out in Education and Training (Welfare of Children) Act 2021.

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

3.3. The Social Services and Well-being (Wales) Act 2014 came into force in April 2016 and it provides the legal framework for social service provision in Wales. It sets out what must and should be done to safeguard children and adults. At a local level regional safeguarding children's boards co-ordinate and ensure the effectiveness of work to protect and promote the welfare of children.

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

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

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

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

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

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

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

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

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

16 Child protection definition

165 3.12. Child protection is part of the safeguarding process. It focuses on protecting individual children
166 identified as suffering or likely to suffer significant harm. This includes child protection procedures,
167 which detail how to respond to concerns about a child.

15 Safeguarding definition – Working together to safeguarding children 2018

169 3.13. **Safeguarding children and young people** is the action taken to promote the welfare of children and
170 protect them from harm. It means:

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

13 Safeguarding definition – Keeping Children Safe in Education 2022

176 3.14. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes
177 into contact with children and their families has a role to play. In order to fulfil this responsibility
178 effectively, all practitioners should make sure their approach is child-centred. This means that they
179 should consider, at all times, what is in the best interests of the child.

180 3.15. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- 181 • Protecting children from maltreatment,
- 182 • Preventing impairment of children's mental and physical health or development,
- 183 • Ensuring that children grow up in circumstances consistent with the provision of
184 safe and effective care, and
- 185 • Acting to enable all children to have the best outcomes.

18 Safeguarding Adults

187 3.16. Safeguarding Adults means protecting an adult's right to live in safety, free from abuse and neglect.
188 It is about people and organisations working together to prevent and stop both the risks and experience of
189 abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted including, where
190 appropriate, having regard to their views, wishes, feelings and beliefs in deciding on any action.

191 3.17. The statutory guidance enshrines the **six principles** of adults safeguarding:
192

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

200 3.18. Caretech has Safeguarding Adults at Risk (England) and Safeguarding Adults (Wales) policies and
201 procedures, which apply to its Adults' Services. Both policies can be accessed via Rezume. Services
202 operating in Wales can find their Safeguarding Regional Boards via this hyperlink, which provides
203 access to local procedures for each Board <https://safeguardingboard.wales/find-your-board/>.

204

20 The difference between safeguarding and child protection

206 3.19. In relation to children's services - in practice safeguarding is the policies and practices that
207 schools/colleges/children's homes employ to keep children safe and promote their well-being. This
208 means everything from security of the buildings, to the safe recruitment of staff and everything in
209 between. **Appendix 10.** Illustrates Safeguarding in children's services.

21 Abuse and neglect – child and young person context

211 3.20. In the context of a child/young person, abuse and neglect are forms of maltreatment. Somebody may
212 abuse or neglect a child/young person by inflicting harm, or by failing to act to prevent harm.
213 Children/young people may be abused in a family or in an institutional or community setting, by those
214 known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another
215 child/young person or children/young people.

216 3.21. Abuse could mean neglect, physical, emotional, sexual abuse, any other including combination of
217 these. The different types of abuse are explained in more detail in **Appendix 4 – Types of abuse -**
218 **children.** The signs that someone could be a victim or an abuser have been explored in **Appendix 6**
219 and **Appendix 7.** Parents, carers and other people can harm children and young people by direct acts
220 and/or failure to provide proper care. It should also be understood that children can also be abused
221 by being sexually exploited, or subject to honour-based abuse, domestic violence, forced marriage,
222 female genital mutilation and through online social media. See **Appendix 12 - Further safeguarding**
223 **information – what everyone needs to know.**

224 3.22. In the context of an adult, abuse is a violation of a person's human and civil rights by another person
225 or persons and may result in significant harm to, or the exploitation of, the person subjected to it.

226 3.23. In addition to the types of abuse mentioned in **Appendix 4 – Types of abuse - Children,** there are other
227 forms of abuse in relation to adults explained in more detail in **Appendix 5 – Types of abuse – Adults.**

228 3.24. Abuse can happen anywhere: for example, in someone's own home, in a public place, in hospital, in
229 a care home, school or in a college. It can happen when someone lives alone or with others. Anyone
230 can carry out abuse or neglect. Abuse can be intentional or unintentional; it may be a single act or
231 repeated acts.

232 4. Purpose

233 4.1. As an organisation, we have a clear set of guidelines to make sure we deal with child protection and
234 safeguarding concerns effectively.

235 4.2. This policy is aligned with legislation outlined in **Appendix 2 – Legislation and guidance,** and it complies
236 with the statutory and best practice guidance as set out in the **25.10 Staff Safeguarding Information**
237 **Poster.** This policy complies with Somerset Safeguarding board's locally agreed procedures. Printed
238 or electronic copies of the Local Safeguarding Children's Partnerships (LSCP), Local Safeguarding Adults
239 Board (LSAB) or Regional Safeguarding Children's Boards (Wales) procedures are available in every
240 setting.

241 4.3. Policies and procedures for child protection and safeguarding must be undertaken in accordance with
242 the requirements of the local authority in which the establishment is situated.

243 4.4. This policy, and supporting information in various accessible forms, is made available to all Individuals,
244 staff and parents associated with Lufton College to ensure that everyone is clear on procedures for
245 ensuring the protection of children and safeguarding children and young adults.

246 4.5. This policy and procedure must be read in conjunction with **GHR 30. Whistleblowing Policy** and **GHR 11.**
247 **Staff Code of Practice and GHR 37. Code of Conduct.**

248 4.6. In addition, staff should be aware of and have access to the NSPCC whistle-blowing helpline number
249 **0800 028 0285** and the Cambian Whistleblowing service operated by **EthicsPoint** on **0800 086 9128.**
250 More information about EthicsPoint and how it can be contacted can be found in the Whistleblowing
251 policy.

252 4.7. 'When to call the police' has been produced by the National Police Chiefs Council (NPCC) to support
253 school and college staff with when it is appropriate to contact the police.

254 4.8. This NPCC advice does not cover safeguarding incidents. Where a child is suffering, or is likely to suffer
255 from harm, it is important that a referral to children's social care (and if appropriate the police) is made
256 immediately. Referrals should follow the local referral process.

257 5. Policy

258 Safeguarding culture of the organisation

259 5.1. Cambian safeguarding culture can be best described as:

260 - **Proactive**, being professionally curious to determine further information in the interests of the
261 child. It is essential that staff exercise professional curiosity at all times, as it is likely that signs
262 of any form of abuse including neglect will be identified when dealing with an un-associated
263 incident. Having strong governance and leadership, raising awareness through and
264 enhancing children's and young people's capacity around the risks and their own safety,
265 regular reflective supervision).

266 - **Reactive** (taking swift actions, reducing the risk of harm to a minimum, involving other
267 professionals in timely manner, active listening, applying theory in practice in a methodical
268 way).

269 - **Reflective** (understanding 'how we got there in the first place', completing a reflective account
270 of events, involving other key professionals in future planning, identifying actions and further
271 changes to be made.

272 5.2. Child Protection and Safeguarding is everyone's responsibility. Everyone working for or visiting our
273 locations has a responsibility to understand and implement this policy and procedure at all times.

274 5.3. All Individuals in our services have a right to feel safe, secure and be protected from harm.

275 5.4. As a provider of specialist education and care services it is imperative that all staff are aware that all
276 Individuals with Special Educational Needs (SEN) and disabilities:

- 277 • Are more likely to be abused or neglected;
- 278 • May display behaviour, mood and/or injury, which may relate to possible abuse and not
279 just their SEN or a particular disability.
- 280 • Have a higher risk of peer group isolation.
- 281 • Can be disproportionately impacted by things like bullying without outwardly showing any
282 signs.
- 283 • Experience communication barriers and difficulties in overcoming these barriers.

284 5.5. The most common reason for children or young people being looked after is as a result of
285 abuse/neglect. We will ensure all staff have the skills, knowledge and understanding to help keep
286 children and young people safe.

287 5.6. All staff have a key role in the prevention of harm and an equal responsibility to act on any suspicion
288 or disclosure that may indicate an Individual is at risk of harm, either in the school, college, and care
289 home or in the community, taking into account contextual safeguarding, see **Appendix 12 - Further
290 safeguarding information – what everyone need to know** which also contains information related to
291 safeguarding issues related to individual children and young people's needs.

292 5.7. We have a duty to help Individuals learn how to keep themselves safe and deepen their understanding
293 of safeguarding, through both formal curriculum and informal opportunities.

294 5.8. As an organisation, we acknowledge that working in partnership with other agencies protects
295 Individuals and reduces risk and so we will engage in partnership, working throughout the child
296 protection process to safeguard children and will equally work through safeguarding adults'
297 procedures as directed by local procedures.

298 5.9. A comprehensive list of all supporting documentation and related policies, procedures and guidance
299 referred to in this document can be found in separate appendices at the end of this document.

300 Divisional Safeguarding Board

301 5.10. As an organisation Caretech children's services operates three Divisional Safeguarding Boards:
302 Education, Residential Care and Fostering. The main purpose of each board is to ensure that all
303 services across all divisions discharge their responsibilities effectively for assuring safe and secure
304 services for children and young people, and manage all safeguarding risks appropriately within its
305 own workforce, including direct employees and also the contracted workforce (supply
306 workers/agency/contractor and subcontractors). The full terms of reference for each Board is available
307 on [Cambian Point](#).

308 What staff should read and be aware of

309 5.11. On the 1st September 2022 KCSIE2022 guidance replaced Keeping Children Safe in Education 2021. It
310 is essential that everybody working in a school or college understands their safeguarding
311 responsibilities. Staff who work directly with children read at least [Part one](#) of this guidance.
312 Governance Boards and proprietor (or those acting on their behalf) working with their senior leadership
313 teams and especially their designated safeguarding lead, should ensure that those staff who do not
314 work directly with children read either Part one or [Annex A](#) (a condensed version of Part one) of this
315 guidance.

316 5.12. The guidance should be read alongside:

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

320 5.13. Caretech/Cambian schools and colleges are members of the Safeguarding Network and should plan
321 how the learning from KCSIE2022 will take place with their staff. School/college's SLT should ensure
322 that staff complete KCSIE2022 knowledge check on Myrus.

323 5.14. All staff should be aware of systems within their school or college, which support safeguarding, and
324 these should be explained to them as part of staff induction. This should include the:
325 - Child protection and safeguarding policy
326 - Behaviour Support policy
327 - Anti bullying policy
328 - Whistleblowing policy, Code of conduct and Code of Practice policy
329 - Missing from Care policy, local procedure for children missing from education
330 - Role of the DSL (including the identity of the DSL and any deputies)
331 - Have Access to policies and a copy of Part one of KCSIE2022
332 - All staff should be aware of their local early help process and understand their role in it, more
333 information can be found in [Working Together to Safeguard Children 2018](#)
334 ([publishing.service.gov.uk](#)).

335 5.15. All staff should be aware of the process for making referrals to children's social care and for statutory
336 assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a
337 child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they
338 might be expected to play in such assessments.

- 339 5.16. Schools concerned about a child's/young person's welfare should refer their concern to local authority
340 children's social care. Where a child is suffering, or is likely to suffer from harm, it is important that a
341 referral to children's social care (and if appropriate the police) is made immediately. Referrals should
342 follow the local referral process. Children's homes/care homes should follow their referral process as
343 per their local procedure and contact Safeguarding Partner/Safeguarding Board as per their local
344 Safeguarding procedure.
- 345 5.17. All staff should know what to do if a child/young person/young adult tells them he/she is being
346 abused, exploited or neglected. Staff should know how to manage the requirement to maintain an
347 appropriate level of confidentiality. This means only involving those who need to be involved, such as
348 the DSL (or a deputy) and children's social care. Staff should never promise a child that they would not
349 tell anyone about a report of any form of abuse, as this might ultimately not be in the best interests of
350 the child.
- 351 5.18. All staff should be able to reassure victims that they are being taken seriously and that they will be
352 supported and kept safe. A victim should never be given the impression that they are creating a
353 problem by reporting any form of abuse including sexual violence and sexual harassment. Nor should
354 a victim ever be made to feel ashamed for making a report.
- 355 5.19. It is important to explain that the law is in place to protect children and young people rather than
356 criminalise them, and this should be explained in such a way that avoids alarming or distressing them.
- 357 5.20. All staff should be aware that children may not feel ready or know how to tell someone that they are
358 being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.
359 For example, children may feel embarrassed, humiliated, or being threatened. This could be due to
360 their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent
361 staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.
362 It is also important that staff determine how best to build trusted relationships with children and young
363 people which facilitate communication.
- 364 5.21. Staff should **not** assume a colleague, or another professional will act and share information that might
365 be critical in keeping children safe. They should be mindful that early information sharing is vital for the
366 effective identification, assessment, and allocation of appropriate service provision, whether this is
367 when problems first emerge, or where a child is already known to local authority children's social care
368 (such as a child in need or a child with a protection plan).

369 Whole service approach to Safeguarding

- 370 5.22. The proprietor and service (school/college/home) leaders should ensure they facilitate a whole school
371 or college approach to safeguarding. This means ensuring safeguarding and child protection are at
372 the forefront and underpin all relevant aspects of process and policy development. Ultimately, all
373 systems, processes and policies should operate with the best interests of the child at their heart.
- 374 5.23. Where there is a safeguarding concern, the child's wishes and feelings must be considered when
375 determining what action to take and what services to provide. Systems should be in place, and they
376 should be well promoted, easily understood and easily accessible for children to confidently report
377 abuse, knowing their concerns will be treated seriously, and knowing they can safely express their
378 views and give feedback.

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

- 380 5.24. Children with special educational needs or disabilities (SEND) or certain health conditions can face
381 additional safeguarding challenges. There might be some additional barriers when recognising abuse
382 and neglect in this group of children. These can include:
- 383 • assumptions that indicators of possible abuse such as behaviour, mood and injury relate
384 to the child's/young person's condition without further exploration;
 - 385 • these children/young people being more prone to peer group isolation or bullying
386 (including prejudice-based bullying) than other children/young people;

- the potential for children/young people with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in managing or reporting these challenges.

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

Virtual school heads

5.26. Virtual school heads manage pupil premium plus for looked after children. In maintained schools and academies, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead. More information can be found in [Designated teacher for looked after and previously looked after children](#) and [Promoting the education of looked after and previously looked after children](#).

6. Procedure

Roles and responsibilities

- 6.1. **All employees, volunteers, consultants, agency staff, sub-contractors, partner organisations and visitors** are obliged to follow this policy and maintain an environment that prevents exploitation and abuse and which encourages reporting of breaches of this policy using the appropriate procedures.
- 6.2. **Managers at all levels** are responsible for ensuring volunteers, consultants, agency staff, sub-contractors, partner organisations and visitors are aware of the policy and are supported to implement and work in accordance with it, as well as creating a management culture that encourages a focus on safeguarding. They must ensure that they are responsive, acting immediately if they become aware of any safeguarding concerns, and supportive towards employees or volunteers who complain about breaches in this policy.
- 6.3. The **DSL** is responsible for handling reports and/or concerns, about the protection of children, young people and adults, appropriately and in accordance with the procedures that underpin this policy.
- 6.4. **Our DSL** is Sophia Cursons, Head of College & Registered Manager, who is a senior member of our leadership team.



Name: Sophia Cursons
Contact: 07766 141296

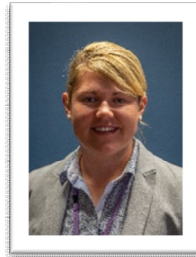
The role of the DSL is to:

- Ensure this child protection and safeguarding policy and local arrangements are known, understood and used appropriately by the staff.
- Act as a source of support, advice and expertise for all staff; provide support to staff to carry out their safeguarding duties.
- Act as a point of contact with the Safeguarding Authority.
- Take lead responsibility for referring and managing safeguarding issues and cases, unless management of a particular case is passed on to a more senior member of the organisation – see section of allegations (those meeting harm threshold and those which don't meet LADO criteria).
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs) or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Refer all cases of suspected abuse or allegations of abuse to the Local Safeguarding Authority (child or adult) and where appropriate - Local Authority Designated Officer (LADO).
- Liaise with the head teacher or principal (if they are not the DSL themselves) to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the statutory guidance - [PACE Code C 2019](#).
- As required, liaise with the "case manager" and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Refer cases where a person is dismissed or left due to risk/harm to a child/young person to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required. [NPCC - When to call the police](#) should help understand when to consider calling the police and what to expect when working with the police.
- Act as a source of advice, support and expertise within the location when deciding to make a referral by liaising with relevant agencies.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children are experiencing, or have experienced, with teachers and school and college leadership staff.
- Identify staff safeguarding training needs and organise training for their staff.
- Participate in local safeguarding boards when required.
- Evaluate and contribute to high standards of safeguarding practice at the location.
- Work to ensure that the wellbeing of children and young people is in constant focus and that they are guarded from harm or abuse.
- Ensure the child protection and safeguarding policy is available publicly and parents/those with parental responsibility are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school/college/home in this.
- Understands the relevant data protection legislation and regulations, especially The Data Protection Act 2018.

6.5. More details about the role of the DSL including their availability, management of referrals, information sharing, working with others, raising awareness and other can be found in [KCSIE 2022 Annex C – Role of the DSL](#).

- 6.6. **Designated Deputy** – will act up in the absence of the DSL and compliment their ongoing work where asked do to so. There are arrangements for covering the role of the DSL when Sophia Cursons is unavailable. Our larger provisions such as schools and college will have an internal Safeguarding Team lead by a DSL with Designated Deputy and a number of Safeguarding Officers.

Our Designated Deputy is Emily Casey, Deputy Head of Care.



Name: Emily Casey
Contact: 07860 189681

Our Safeguarding Officers are:

Hannah Hastilow - Head of Education

Jade Tillson – Deputy Head of Care

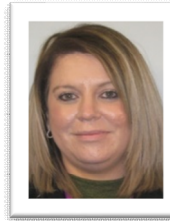
Emily Martina – Data Analyst

Hollie Earley – Occupational Therapist

Tracy Palmer – Administration Manager



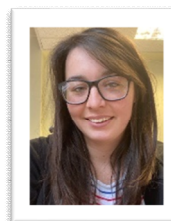
Hannah Hastilow
07748 788627



Jade Tillson
07525 632977



Emily Martina
01935 403129



Hollie Earley
07860 189847



Tracy Palmer
01935 403126

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

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

- 6.9. There is **Appendix 3. Child Protection and safeguarding flowchart procedure**, which sets out clear steps to be followed when dealing with particular allegations, incidents or suspected physical injuries. Staff must use the correct forms when recording and managing concerns and allegations regarding the abuse of individuals. Lufton College uses Databridge to log Safeguarding Concerns and record progress on these concerns. Where, throughout this policy, references are made to the 'concern form' this means either **25.04 Concern form** which is a word document (part of this policy) or the Databridge – Concern/Safeguarding log where the system is being used.

4 Information sharing and managing the child protection file

6.10. The DSL is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. Lufton College use the Databridge system - Concern/Safeguarding log to record all concerns and to generate Safeguarding Tracking Packs per child/young person as necessary.

6.11. Records should include:

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

6.12. They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in KCSIE2022 and [Information sharing advice for safeguarding practitioners](#).

6.13. Where reasonably possible, schools and colleges hold **more than one emergency contact number for each pupil or student**. This goes beyond the legal minimum. It is good practice to give the school or college additional options to contact a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

5 LADO referral criteria (KCSIE2022) – meeting the harm threshold

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

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

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

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

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

6 Children potentially at greater risk of harm

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

- 537 6.19. Children may need this help due to abuse, neglect and complex family circumstances. A child's
538 experiences of adversity and trauma can leave them vulnerable to further harm, as well as
539 educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.
- 540 6.20. Local authorities should share the fact a child has a social worker, and the DSL should hold and use
541 this information so that decisions can be made in the best interests of the child's safety, welfare and
542 educational outcomes. This should be considered as a matter of routine. There are clear powers to
543 share this information under existing duties on both local authorities and schools and colleges to
544 safeguard and promote the welfare of children.
- 545 6.21. Where children need a social worker, this should inform decisions about safeguarding (for example,
546 responding to unauthorised absence or missing education where there are known safeguarding risks)
547 and about promoting welfare (for example, considering the provision of pastoral and/or academic
548 support, alongside action by statutory services). Schools/colleges must follow missing from education
549 protocol agreed with their LA.
- 550 6.22. Children missing from education, particularly persistently, can act as a vital warning sign to a range of
551 safeguarding issues including neglect, child sexual and child criminal exploitation- particularly county
552 lines. It is important the school or college's response to children missing from education supports
553 identifying such abuse and helps prevent the risk of them going missing in the future. More information
554 can be found in [para 174 of KCSIE2022](#).

555 **Unexplained body marks**

- 556 6.23. Whilst Individuals are in our care there may be occasions where minor injuries occur such as bruises,
557 swellings, cuts and scratches which by and large will be as a result of daily activities or for some
558 Individuals as a result of self-injurious behaviour. However, all marks or physical changes must be
559 recorded appropriately using (number to be added) weekly body chart. A Concern form must be
560 completed for all unexplained marks and physical changes and passed to the DSL (or a deputy) along
561 with copies of the last 3 days of Daily Diary notes and Activity Records. Parents/carers and social
562 workers should always be kept informed. Concern log should be updated with concern and relevant
563 reference number provided to concern.
- 564 6.24. The flowchart provided in - **25.14 Guidance for Investigating Unexplained Body marks** indicates the
565 correct course of action for dealing with unexplained body marks.
- 566 6.25. The DSL will assign a manager to investigate the concern to ascertain the reason for the marks and if
567 no reasonable explanation can be given the DSL must contact the Safeguarding Authority/LADO for
568 further advice and mutual conclusion as to whether the matter should be treated as a Safeguarding
569 Concern.
- 570 6.26. If the concern is considered to be a safeguarding concern, then safeguarding tracking pack must be
571 opened and safeguarding process followed.
- 572 6.27. If the concern is considered not to be a safeguarding concern, then the concern investigation outcome
573 must be shared with social worker and parents.

574 **Disclosure from an Individual**

- 575 6.28. Staff must follow the process outlined in **Appendix 3. Child Protection and safeguarding flowchart**
576 **procedure.**
- 577 6.29. It is important to note that children/young people may not find it easy to tell staff about their abuse
578 verbally. Children/young people can show signs or act in ways that they hope adults will notice and
579 react to. In some cases, the victim may not make a direct report. For example, a friend may make a
580 report or a member of school or college staff may overhear a conversation that suggests a child has
581 been harmed or a child's/young person's own behaviour might indicate that something is wrong. If
582 staff have any concerns about a child's/young person's welfare, they should act on them immediately
583 rather than wait to be told and follow the procedure described in **Appendix 3. Child Protection and**
584 **safeguarding procedure.**

- 585 6.30. In case of reports of sexual violence and sexual harassment between children and young people, these
586 are extremely complex to manage. It is essential that victims are protected, offered appropriate support
587 and every effort is made to ensure their education and care is not disrupted . It is also important that
588 other children, young people and staff are supported and protected as appropriate.
- 589 6.31. The service's initial response to a report from a child/young person is incredibly important. How the
590 staff respond to a report can encourage or undermine the confidence of future victims of sexual
591 violence and sexual harassment to report or come forward.
- 592 6.32. If the child/young person make a disclosure - **Listen** to what they have to say and take them seriously.
593 Reassure them but do not promise to keep it a secret. Not promising confidentiality at this initial stage
594 as it is very likely a concern will have to be shared further (for example, with the DSL and Safeguarding
595 Authority) to discuss next steps. Staff should only share the report with those people who are necessary
596 in order to progress it. It is important that the victim understands what the next steps will be and whom
597 the report will be passed to.
- 598 6.33. **Reflect back**, using the child/young person's preferred communication method, being non-judgmental,
599 being clear about boundaries and how the report will be progressed, don't ask leading questions and
600 only prompt the child where necessary with open questions – where, when, what, etc. It is important
601 to note that whilst leading questions should be avoided, staff can ask children if they have been
602 harmed and what the nature of that harm was.
- 603 6.34. **Recognise** that a child/young person is likely to disclose to someone they trust: this could be anyone
604 on the school or college staff. It is important that the person to whom the child/young person discloses
605 recognises that the child/young person has placed them in a position of trust. They should be
606 supportive and respectful of the child/young person.
- 607 6.35. **Consider** the best way of making a record of the report. Best practice is to wait until the end of the
608 report and immediately write up a thorough summary. This allows the staff member to devote their full
609 attention to the child/young person and to listen to what they are saying. It may be appropriate to
610 make notes during the report (especially if a second member of staff is present). However, if making
611 notes, staff should be conscious of the need to remain engaged with the child/young person and not
612 appear distracted by the note taking. Either way, it is essential a written record is made using Concern
613 form which is part of this policy. The written record must be fully completed within maximum of 24
614 hours of the disclosure, but verbal report to the DSL must be completed within an hour from the moment
615 of the disclosure being made.
- 616 6.36. Only recording the facts as the child/young person presents them. The notes should not reflect the
617 personal opinion of the note taker. Staff should be aware that notes of such reports could become part
618 of a statutory assessment by Safeguarding Authority and/or part of a criminal investigation.
- 619 6.37. In cases where either a child/young person informs the staff that an act of FGM – however described
620 – has been carried out on her, or where the staff observes physical signs on a girl appearing to show
621 that an act of FGM has been carried out these situations, the DSL must be informed, who will trigger
622 child protection/safeguarding procedures described in this policy and contact the Police. If a
623 child/young person is at immediate risk – the Police (999) must be contacted immediately. If a
624 child/young person required medical attention, follow steps identified in 'Setting priorities' section
625 below.
- 626 6.38. Remember, **do not**:
- 627 • Investigate the incident
 - 628 • Ask leading questions
 - 629 • Get the young person to repeat the disclosure over and over
 - 630 • Make assumptions or offer alternative explanations
 - 631 • Approach/inform the alleged abuser
- 632 6.39. The procedure for reporting concern is described in **Appendix 8. DSL/DSL Deputy – actions, reporting**
633 **and recording procedure.**

- 634 6.40. All staff know that they can contact the Local Authority direct should that be necessary. Where a
 635 safeguarding issue is raised for a young adult, the matter should be dealt with by the Local
 636 Safeguarding Adult Board. Where someone is over 18 but still receiving children's services, the matter
 637 should be dealt with by the local Safeguarding Adult Board.
- 638 6.41. For allegation made against a staff member or senior managers/directors follow relevant allegations
 639 procedures described later on in this policy.
- 640 6.42. Where contact is made with the Local Authority in which Lufton College is geographically located,
 641 contact will also be made with the individual's own Local Authority and also the child/young person's
 642 social worker. This will be completed by one of the members of the college's safeguarding team.
- 643 6.43. In the case of serious harm, and/or the Individual is in immediate danger the local Police should be
 644 informed immediately and they can take immediate protective action as necessary.
- 645 6.44. If a member of staff feels their concerns are not being taken seriously then they are to inform a more
 646 senior manager, a Director of the Company or contact Ofsted/CQC, the local safeguarding boards, the
 647 police or the **Whistleblowing Hotline – on 0800 086 9128**.

6.4 Risk Assessment

- 649 6.45. When there has been a report of sexual violence, the DSL (or a deputy) should make an immediate risk
 650 and needs assessment. Where there has been a report of sexual harassment, the need for a risk
 651 assessment should be considered on a case-by-case basis. The risk and needs assessment should
 652 consider:
- 653 • the victim, especially their protection and support,
 - 654 • whether there may have been other victims,
 - 655 • the alleged perpetrator(s); and
 - 656 • all the other children, (and, if appropriate, adult students and staff) at the school or
 657 college especially, and any actions that are appropriate to protect them from the alleged
 658 perpetrator(s), or from future harms.
 - 659 • The time and location of the incident, and any action required to make the location safer.
- 660 6.46. Risk assessments should be recorded (written or electronic) and should be kept under review. At all
 661 times, staff should be actively considering the risks posed to all their pupils and students and put
 662 adequate measures in place to protect them and keep them safe. The DSL (or a deputy) should ensure
 663 they are engaging with the local Safeguarding Authority and specialist services as required. Where
 664 there has been a report of sexual violence, it is likely that professional risk assessments by social
 665 workers and or sexual violence specialists will be required. The above school or college risk
 666 assessment is not intended to replace the detailed assessments of expert professionals. Any such
 667 professional assessments should be used to inform the school's or college's approach to supporting
 668 and protecting their pupils and students and updating their own risk assessment.

6.5 Following a report - what to consider

- 670 6.47. Important considerations will include:
- 671 • the wishes of the victim in terms of how they want to proceed. This is especially important in
 672 the context of sexual violence and sexual harassment. Victims should be given as much
 673 control as is reasonably possible over decisions regarding how any investigation will be
 674 progressed and any support that they will be offered. This will however need to be balanced
 675 with the school's or college's duty and responsibilities to protect other children/young people;
 - 676 • the nature of the alleged incident(s), including whether a crime may have been
 677 committed and/or whether HSB has been displayed;
 - 678 • the ages of the children/young people involved;

- 679 • the developmental stages of the children/young people involved;
- 680 • any power imbalance between the children/young people. For example, is the alleged
- 681 perpetrator(s) significantly older, more mature or more confident? Does the victim have
- 682 a disability or learning difficulty?
- 683 • if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be
- 684 accompanied by other forms of abuse and a sustained pattern may not just be of a
- 685 sexual nature);
- 686 • that sexual violence and sexual harassment can take place within intimate personal
- 687 relationships between children/young people/adults;
- 688 • importance of understanding intra familial harms and any necessary support for siblings
- 689 following incidents
- 690 • are there ongoing risks to the victim, other children, adult students or school or college
- 691 staff; and
- 692 • other related issues and wider context, including any links to child sexual exploitation
- 693 and child criminal exploitation.
- 694 6.48. As always when concerned about the welfare of a child, all staff should act in the best interests of the
- 695 child/young person. In all cases, schools and colleges should follow general safeguarding principles
- 696 as set out throughout this guidance. Immediate consideration should be given as to how best to
- 697 support and protect the victim and the alleged perpetrator(s) (and any other children
- 698 involved/impacted).

Options to manage the report

- 700 6.49. It is important that schools and colleges consider every report on a case-by-case basis. When to inform
- 701 the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going
- 702 to be made to Safeguarding Authority and/or the police, then, as a general rule, the school or college
- 703 should speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be
- 704 informed of the allegations. However, as per general safeguarding principles, this does not and should
- 705 not stop the school or college taking immediate action to safeguard their children, where required.
- 706 6.50. There are four likely scenarios for schools and colleges to consider when managing any reports of
- 707 sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and
- 708 actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is
- 709 particularly important to look out for potential patterns of concerning, problematic or inappropriate
- 710 behaviour. Where a pattern is identified, the school or college should decide on a course of action.
- 711 Consideration should be given as to whether there are wider cultural issues within the school or college
- 712 that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or
- 713 staff training could be delivered to minimise the risk of it happening again. The four scenarios are:
- 714 • **Manage internally;** In some cases of sexual harassment, for example, one-off incidents,
- 715 the school or college may take the view that the children concerned are not in need of
- 716 early help or that referrals need to be made to statutory services and that it would be
- 717 appropriate to handle the incident internally, perhaps through utilising their behaviour
- 718 policy and by providing pastoral support.
- 719 • **Early help:** In line with the above, the school or college may decide that the
- 720 children/young person involved do not require referral to statutory services but may
- 721 benefit from early help. Early help means providing support as soon as a problem
- 722 emerges, at any point in a child's life. Providing early help is more effective in promoting
- 723 the welfare of children than reacting later. Early help can be particularly useful to address
- 724 non-violent HSB and may prevent escalation of sexual violence. It is particularly important
- 725 that the DSL (and their deputies) know what the Early Help process is and how and where
- 726 to access support.

- Schools and colleges, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. Safeguarding partners should publish a local threshold document which includes the process for the local early help assessment and the type and level of early help services to be provided, and DSLs (deputy and officers) will need to familiarise themselves with this document.
- **Referrals to Safeguarding Authority** - where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to the local Safeguarding Authority. At the point of referral, schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- **Reporting to the Police** - any report to the police will generally be in parallel with a referral to children's social care (as above). It is important that the DSL and their deputy are clear about the local process for referrals and follow that process.

Unsubstantiated, unfounded, false or malicious reports

- 6.51. If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the child/young person and/or the person who has made the allegation needs help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to Safeguarding authority may be appropriate.
- 6.52. If a report is shown to be deliberately invented or malicious, the school or college should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

Safeguarding and supporting the victim

- 6.53. The needs and wishes of the victim should be paramount (along with protecting the child)/young person in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.
- 6.54. Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools and colleges should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).
- 6.55. The victim should never be made to feel that they are the problem for making a report or made to feel ashamed for making a report. This has been made clear throughout this policy and procedure.
- 6.56. Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.
- 6.57. Services should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred.
- 6.58. Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim.

75 Safeguarding and supporting the alleged perpetrator(s)

778 6.59. Advice about safeguarding and supporting the alleged perpetrators is also set out in departmental
779 advice: [Sexual violence and sexual harassment between children at schools and colleges](#). The
780 following principles are based on effective safeguarding practice and should help shape any decisions
781 regarding safeguarding and supporting the alleged perpetrator(s):

- 782 • The school or college will have a difficult balancing act to consider. On the one hand,
783 they need to safeguard the victim (and the wider pupil/student body) and on the other
784 hand provide the alleged perpetrator(s) with an education, safeguarding support as
785 appropriate and implement any disciplinary sanctions. Taking disciplinary action and still
786 providing appropriate support are not mutually exclusive actions. They can, and should,
787 occur at the same time if necessary.
- 788 • Consider the age and the developmental stage of the alleged perpetrator(s), the nature
789 of the allegations and frequency of allegations. Any child will likely experience stress as
790 a result of being the subject of allegations and/or negative reactions by their peers to the
791 allegations against them.
- 792 • Consider the proportionality of the response. Support (and sanctions) should be
793 considered on a case-by-case basis. The alleged perpetrator(s) may potentially have
794 unmet needs (in some cases these may be considerable) as well as potentially posing a
795 risk of harm to other children. HSB in young children may be (and often are) a
796 symptom of either their own abuse or exposure to abusive practices and or materials.
- 797 • It is important that the perpetrator(s) is/are also given the correct support to try to stop
798 them re-offending and to address any underlying trauma that may be causing this
799 behaviour. Addressing inappropriate behaviour can be an important intervention that
800 helps prevent problematic, abusive and/or violent behaviour in the future.
- 801 • Advice on behaviour and discipline in schools is clear that teachers can discipline pupils
802 whose conduct falls below the standard, which could be reasonably expected of them.
803 If the perpetrator(s) is to be excluded the decision must be lawful, reasonable and fair.

88 Setting priorities

805 6.60. The priority, at all stages throughout the child protection or safeguarding process, is the interests and
806 safety of the individual.

807 6.61. Where appropriate, any concerns will be discussed with the Individual's family / carers and where
808 possible their agreement will be sought to making a referral to the Local Authority. However, where
809 there is a conflict of interests between the Individual and parent/guardian, the interests of the Individual
810 must take priority and Lufton College reserves the right to contact the Individual's local authority, Social
811 Care or the Police, without notifying parents/carers if this is in their best interests.

812 6.62. If an urgent medical, attention or advice is required and GP/speciality doctor is not available, staff MUST
813 use the NHS 111 service. NHS 111 is available 24 hours a day, 7 days a week.

814 6.63. If the situation is life - threatening, staff must call 999 immediately and ask for an ambulance.
815 Alternatively, if it's assessed to be in the best interest of the child/young person - the DSL MUST take
816 the Individual to the Accident and Emergency Unit at the nearest hospital, having first notified the Local
817 Authority/Police, remembering that every reasonable effort should be made to inform the
818 parents/carers as soon as possible.

819 6.64. If the suspected abuse is sexual, then the medical professional must determine if the medical
820 examination should be delayed until the Local Authority and the Police can liaise with the hospital.
821 There is a possibility that the needs of the young person are such that medical attention is the priority,
822 in such case medical professional's judgment must be followed. There must at all times be an
823 Appropriate adult (parent guardian or a social worker) with the individual whether from the Individual's
824 care home/school/college, the Local Authority or the Police, if the parents/carers are not included. This
825 section must be read in conjunction with our **0.29. Child Sexual Exploitation policy**.

826 6.65. Cambian will provide an advocate to each Individual where appropriate, if they are unable to speak
827 for themselves without support or an Independent Mental Capacity Advocate (IMCA) if subject to MCA.
828 Further information on MCA are available in our **0.13. Mental Capacity and Consent policy**.

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

830 6.66. All Individuals involved, whether perpetrator or victim, are treated as being 'at risk'. The procedures for
831 dealing with such abuse will be followed, where there is 'reasonable cause to suspect that an Individual
832 is suffering or likely to suffer significant harm'. DSL must refer Individual on individual abuse including
833 child on child/young adult on young adult or between individuals of a different age or other to a
834 Safeguarding Authority, local Authority and Regulator.

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

836 6.67. If we were given information that suggested that someone who does not reside at or attends our
837 location has been abused by one of our members of staff, the DSL would immediately report this to
838 the Local Authority and LADO. The Head of College must be kept informed and HR Business Partner
839 consulted. Should the staff member be involved we would then formally advise the member of staff of
840 the allegation, making it clear that we would not play any part in the investigatory process. The
841 employee would be advised of the possibility of facing suspension, re-assignment to other duties (to
842 manage any perceived risks) etc., in exactly the same way as if the allegation had involved an Individual
843 at our home/school/college. However, HR Business Partner must be consulted before any action is
844 taken. If the allegation were subsequently proved to be unfounded, he or she would be given full
845 support in resuming their career. Should we be asked by LADO/Safeguarding authority to be involved
846 in any potential investigations or parts of it, a HR Business Partner will have to be consulted first. At this
847 point, an assessment will need to be made to identify what detail (if any) can be disclosed to a member
848 of staff involved.

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

850 6.68. If we were given information that suggested that someone who does not reside at or attends our
851 location has been abused by a third party (known or unknown to the provision), the DSL would
852 immediately report this to the Local Authority and Police. The Head of College must be kept informed.
853 DSL will follow advice provided by the leading agency and report back to the Head of College who will
854 explore any associated risk/s in relation to the provision.

8 Allegations against staff

856 6.69. All allegations must be reported to the DSL, Sophia Cursons or in their absence to the DSL Deputy, Emily
857 Casey – see your local Safeguarding poster. In addition, where appropriate – Sherri-Ann Fudge, HR
858 Business Partner must be consulted.

859 6.70. When an allegation is made against a member of staff, set procedures must be followed, see the
860 flow chart in **Appendix 3. Child Protection and safeguarding procedure (Flow chart)**.

861 6.71. Staff MUST act on every allegation; all repeated allegations must be treated as new and carefully
862 assessed and investigated. Staff who are the subject of an allegation have the right to have their case
863 dealt with fairly, quickly and consistently and to be kept informed of its progress.

864 6.72. Staff should refer to the **25.08. Guidance for staff who have the allegation made against them** provided
865 for what to do in the event an allegation is made against them.

8 Allegations against staff in Education

867 6.73. The staff in this section include teachers and TAs, supply teachers, other staff, volunteers and
868 contractors. The allegations are split into two groups:

- 869 • Allegations that may meet the harm threshold (see **LADO referral criteria**) – **meeting the**
870 **harm threshold** of this policy)
- 871 • Allegation/concerns that do not meet the harms threshold – referred in the guidance and
872 this policy as 'low - level concerns' - **Appendix 11. Low – level concerns (Education)**.

- 873 6.74. This is about managing cases of allegations that might indicate a person would pose a risk of harm if
874 they continue to work in regular or close contact with children in their present position, or in any capacity
875 with children in a school or college.
- 876 6.75. The information above relate to members of staff, supply staff, volunteers and contractors who are
877 currently working in any school or college regardless of whether the school or college is where the
878 alleged abuse took place. It is advised that in Education allegations against people listed above should
879 be referred to the Head of College who is often the DSL, however where the Head of College is not the
880 DSL, allegations against staff including supply, volunteers and contractors must be referred to the Head
881 of College who may liaise with the DSL. This is because the concern/allegation may align with other
882 performance or personal related issues the Head of College might already be aware of, whereas the
883 DSL may not be. The Head of College should ensure the DSL is briefed as appropriate and will then
884 decide whom the case should be led by – the DSL or themselves. Allegations against a teacher who is
885 no longer teaching should be referred **to the police** and HR Business Partner advised.
- 886 6.76. Where an adult makes an allegation to a school or college that they were abused as a child, the
887 individual should be advised to report the allegation to the police. Non-recent allegations made by a
888 child, should be reported to the LADO in line with the local authority's procedures for dealing with non-
889 recent allegations. The LADO will coordinate with children social care and the police. Abuse can be
890 reported no matter how long ago it happened.
- 891 6.77. Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher
892 because of serious misconduct, or might have dismissed them or ceased to use their services had they
893 not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching
894 Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be
895 found on GOV.UK.

Allegations against supply teachers and all workers supplied by agency

- 897 6.78. In some circumstances schools and colleges will have to consider an allegation against an individual
898 not directly employed by them, where its disciplinary procedures do not fully apply because agencies
899 will have their own policies and procedures; for example, supply teachers or contracted staff provided
900 by an employment agency or business.
- 901 6.79. Whilst the Organisation's schools and colleges are not the employer of supply teachers, they should
902 ensure allegations are dealt with properly. In no circumstances should a school or college decide to
903 cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising
904 with the LADO to determine a suitable outcome. Schools and colleges must also consult HR Business
905 Partner who may advise further. Governance boards and proprietors should discuss with the supply
906 agency or agencies where the supply teacher is working across a number of schools or colleges,
907 whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school
908 or college, whilst they carry out their investigation.
- 909 6.80. Agencies should be fully involved and co-operate with any enquiries from the LADO, police and/or
910 children's social care. The school or college will usually take the lead because agencies do not have
911 direct access to children/young people or other school or college staff, so they will not be able to collect
912 the facts when an allegation is made, nor do they have all the relevant information required by the
913 LADO as part of the referral process.
- 914 6.81. When using a supply agency, schools and colleges should inform the agency of its process for
915 managing allegations but also take account of the agency's policies and investigatory process and
916 their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human
917 resource manager or equivalent to meetings and keeping them up to date with information about its
918 policies. It is important we not blur the lines of employment, so in case there is any confusion, HR
919 Business Partner should be consulted.
920

Allegations against the DSL (Head of College or Registered Manager or DSL as a substantive role)

- 922 6.82. All allegations must be reported to:

- 923 - Education division: Regional Education Lead Regional Education Lead - Simon Brown
924 and Regional Care Lead - Hayley Lukaszewski ,
- 925 - Managing Director for Education – Chris Strong.

926 6.83. The person who referred the matter to local Safeguarding Authority/LADO in line with agreed course
927 of action will decide about who will lead the case including management investigation – should the
928 allegation threshold be met. The appropriate HR Business Partner should be notified, so they can
929 advise and where required - support the investigation.

930 6.84. In residential education associated with children’s homes/care homes the Responsible/Nominated
931 Individual MUST also be notified.

932 6.85. Services using Databridge system – allegations made against the DSL or DSL Deputy who have full
933 access to the system including Concern/Safeguarding log, should not be initially entered to the system,
934 but recoded on the policy associated Concern form and Safeguarding Tracking Pack as they would
935 have been prior to implementation of the Databridge logging. This is to ensure that no one, including
936 those who are part of the service’s Safeguarding Team are able to see the details of their own case
937 which could have a detrimental impact on the investigation itself and the outcome of it. However, once
938 the case has been concluded, a decision should then be made about whether or not the detail related
939 to the case should be retrospectively entered in to Databridge or kept in the original format. Such a
940 decision should be made by the Case Manager, Managing Director and a member of HR Team. Should
941 a decision be made to keep it in the original format, a Concern/Safeguarding log in Databridge must
942 still be retrospectively opened and a note added to reflect that there was an allegation made against
943 the DSL/DSL Deputy but without specifying any further detail about the character of the allegation.
944 Instead, a reference number of the case and location of the pack related to the case is provided. This
945 action will ensure that the case has been captured in the system, which will then allow the service to
946 generate a log with accurate numbers of concerns and safeguarding cases for the service.

9 Allegations against the Regional Manager/other Regional staff

948 6.86. Any allegations linked to the site, must be reported to the DSL of the site (In Education – the Head of
949 College) who will make the initial referral to local Safeguarding Authority/LADO. Following this, the
950 allegation should be passed to the identified senior person to follow through with local Safeguarding
951 Authority/LADO and subsequently act in line with agreed course of action. This means that the DSL will
952 retain the responsibility to report the initial concern, but will have no further part in the process
953 regarding gathering any information or, should it be required, in the actual investigation in relation to
954 a senior member.

955 6.87. Allegations not linked to specific site must be reported to Managing Director who will refer the matter
956 to local Safeguarding Authority/LADO and act in line with agreed course of action.

957 6.88. The appropriate HR Business Partner should be notified, so they can advise and where required -
958 support the investigation.

9 Allegations against the Managing Director

960 6.89. Any allegations linked to the site, must be reported to the DSL of the site (In Education – the Head of
961 College) who will make the initial referral to local Safeguarding Authority/LADO. Following this, the
962 allegation should be passed to the identified senior person to follow through with local Safeguarding
963 Authority/LADO and subsequently act in line with agreed course of action. This means that the DSL will
964 retain the responsibility to report the initial concern, but will have no further part in the process
965 regarding gathering any information or, should it be required, in the actual investigation in relation to
966 a senior member.

967 6.90. Allegations not linked to specific site must be reported to Chief Operating Officer who will refer the
968 matter to local Safeguarding Authority/LADO and act in line with agreed course of action.

969 6.91. The Head of HR should be notified, so they can advise and where required - support the investigation.

970

9 Allegations against any other Senior Leader

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

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

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

9 Allegations against the Executive Head of Children's Services

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

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

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

9 Allegations against the Chief Executive Officer

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

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

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

10 Allegations - The initial response

6.101. Where the school or college identifies a child/young person has been harmed, that there may be an immediate risk of harm to a child/young person or if the situation is an emergency, they should contact the Safeguarding Authority and as appropriate the police immediately as per the processes. There are two aspects to consider when an allegation is made:

- **Looking after the welfare of the child** - the DSL is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care as described in Part one of this guidance.
- **Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

1018 6.102. When dealing with allegations, schools and colleges should:

- 1019 • apply common sense and judgement
- 1020 • deal with allegations quickly, fairly and consistently; and
- 1021 • provide effective protection for the child and support the person subject to the allegation.

1022 6.103. Schools and colleges should ensure they understand the local authority arrangements for managing
1023 allegations, including the contact details and what information the LADO will require when an
1024 allegation is made. Before contacting the LADO, schools and colleges should conduct basic enquiries
1025 in line with local procedures to establish the facts to help them determine whether there is any
1026 foundation to the allegation, being careful not to jeopardise any future police investigation. For
1027 example:

- 1028 • **was the individual in the school or college at the time of the allegations?**
- 1029 • **did the individual, or could they have, come into contact with the child?**
- 1030 • **are there any witnesses? and,**
- 1031 • **was there any CCTV footage?**

1032 6.104. These are just a sample of example questions. Services should be familiar with what initial information
1033 the LADO will require. This information can be found in local policy and procedural guidance provided
1034 by the LADO service. Any enquiries of this nature must be carefully recorded and dated so they can be
1035 shared with the HR department to support any investigation.

1036 6.105. When to inform the individual of the allegation should be considered carefully on a case-by-case basis,
1037 with guidance as required from the LADO, and if appropriate Safeguarding Authority and the police.

1038 6.106. If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion
1039 involving the police and/or children's social care will be convened in accordance with the statutory
1040 guidance [Working Together to Safeguard Children](#).

1041 6.107. Where it is clear that an investigation by the police or Safeguarding Authority is unnecessary, or the
1042 strategy discussion or initial assessment decides that is the case, the LADO should discuss the next
1043 steps with the case manager (A 'case manager' will be the person leading any investigation. This will be
1044 either the DSL/DSL Deputy which is often the Head of College/Registered Manager or, where the case
1045 manager is the subject of an allegation, it will be the Proprietor or a Director nominated by them). A
1046 LADO should be informed who will lead investigation to ensure there is no conflict of interest or any
1047 other concerns related to the choice of the case manager.

1048 **No Further Action**

1049 6.108. Where the initial discussion initial discussion leads to no further action, the case manager and the
1050 LADO should:

- 1051 • record the decision and justification for it; and,
- 1052 • agree on what information should be put in writing to the individual concerned and by
1053 whom.

1054 **Further enquiries**

1055 6.109. Where further enquiries are required to enable a decision about how to proceed, the LADO and case
1056 manager should discuss how and by whom the investigation will be undertaken. In straightforward
1057 cases, the investigation should normally be undertaken by a senior member of the school's or college's
1058 staff.

1059 6.110. Where there is a lack of appropriate resource within the school or college, or the nature or complexity
1060 of the allegation requires it, the allegation will require a senior member of the off-site team: Regional
1061 Manager (Education or Care), a Director, HR Business Partner or an independent investigator if
1062 appropriate.

1063 6.111. The case manager should monitor the progress of cases to ensure that they are dealt with as quickly
1064 as possible in a thorough and fair process. Reviews should be conducted at fortnightly or monthly
1065 intervals, depending on the complexity of the case.

1066 6.112. Wherever possible, the first review should take place no later than four weeks after the initial
1067 assessment. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the review
1068 meeting if the investigation continues. The LADO will provide advice and guidance to schools and
1069 colleges when considering allegations against adults working with children. The LADO's role is not to
1070 investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that
1071 is by the police, children's social care, the school or college, or a combination of these.

1050 Suspension

1073 6.113. Suspension should not be an automatic response when an allegation is reported. All options to avoid
1074 suspension should be considered prior to taking that step. The case manager must consider carefully
1075 whether the circumstances warrant suspension from contact with children/young people at the school
1076 or college, or until the allegation is resolved. It should be considered only in cases where there is cause
1077 to suspect a child or other children at the school or college is/are at risk of harm, or the allegation could
1078 be considered as gross or serious misconduct. Prior to any suspension, the case manager must consult
1079 with their HR Business Partner and the LADO, as well as the police and the local Safeguarding Authority
1080 where they have been involved. More information on suspension and associated process can be found
1081 in Part 4 of KCSIE2022/Suspension.

1080 Supporting those involved

1083 6.114. The welfare of a child/young person is paramount and this will be the prime concern in terms of
1084 investigating an allegation against a person in a position of trust. However, when an allegation or
1085 safeguarding concern is being investigated it is likely to be a very stressful experience for the adult
1086 subject of the investigation, and potentially for the family members. It is important that an employer
1087 offers appropriate welfare support at such a time and recognises the sensitivity of the situation.
1088 Information is confidential and should not ordinarily be shared with the other staff or with children or
1089 parents who are not directly involved in the investigation. More about employer's duty of care to their
1090 employees can be found in the KCSIE2022 guidance.

1091 6.115. Staff whom allegation/s have been made against must always be supported and if suspended they
1092 will receive a support person (nominated contact), any suspension is not an indication of guilt.

1090 Allegation outcomes

1094 6.116. The definitions that should be used when schools and colleges determine the outcome of an allegation
1095 are set out below:

- 1096 • Substantiated: there is sufficient evidence to prove the allegation;
- 1097 • Malicious: there is sufficient evidence to disprove the allegation and there has been a
1098 deliberate act to deceive or cause harm to the person subject of the allegation;
- 1099 • False: there is sufficient evidence to disprove the allegation;
- 1100 • Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation.
1101 The term, therefore, does not imply guilt or innocence; or
- 1102 • Unfounded: to reflect cases where there is no evidence or proper basis which supports
1103 the allegation being made.

1104 6.117. It should be noted that these definitions are available to support the decision-making process.
1105 However, in certain cases, in the absence of any substantiating evidence, the Company may still
1106 progress through the formal disciplinary procedure if there are reasonable grounds to do so, or there
1107 is a reasonable belief that an employee has committed an act of misconduct.

1108 6.118. Ultimately, the options open to the school or college depend on the nature and circumstances of the
1109 allegations and the evidence and information available. This will range from taking no further action,
1110 to dismissal or a decision not to use the person's services in future.

Serious incident reporting

1112 6.119. In addition to all regulatory reporting requirements, all serious incidents will be escalated and reported
1113 as outlined in **035. SUI Part 1 – Risk Categories - Reference form and SUI Part 2 –Briefing form.**

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

1115 6.120. In case of **unexpected death** of a child/young person/adult in Cambian services all staff to follow the
1116 rapid response, process described below:

- 1117 • Call the Ambulance and Police
- 1118 • Unless the 999 operator tells you to, do not touch the person; do not move anything
- 1119 around them, which may form part of forensic evidence. Police will decide about the
- 1120 forensic examinations and appropriate security of the scene.
- 1121 • DSL will contact Safeguarding Authority and follow the Serious Untoward Incidents (SUI)
- 1122 reporting procedure. The DSL will contact the Managing Director of the division they work
- 1123 in and verbally inform them of what happened before completing SUI Part 2.
- 1124 • DSL will contact Children's/Adults Social Care Team
- 1125 • Where there is a suicide/suspected suicide then Child & Adolescent Mental Health
- 1126 Services (CAMHS) should also be notified by the Safeguarding Authority.

1127 6.121. Once the above rapid steps have been taken, further steps described below must be followed.

1128 6.122. In the event of the death of an Individual in one of our homes/schools/colleges we must notify the
1129 following within 24 hours:

- 1130 • Chief Operating Officer, Managing Director, Responsible/Nominated Individual,
- 1131 Regional Manager following the **35.01. Caretech Children's services SUI process.**
- 1132 • Next of kin/parents/carer of the deceased.
- 1133 • Where the death of an individual occurs in an education location the assistance of the
- 1134 local police and social services department should be sought in informing the
- 1135 parents/guardians.
- 1136 • The appropriate regulatory body: e.g. Ofsted, CQC
- 1137 • Ministry of justice if applicable.
- 1138 • The placing authority/authorities.
- 1139 • The local authority responsible for Social Services and Education (where the death takes
- 1140 place in a registered school) within whose area the education location is situated.
- 1141 • The District Health Authority within whose area the education location is situated.
- 1142 • The Department for Education, (where the death takes place in a registered school).
- 1143 • The Health and Safety Executive.

114 Abuse of position of trust

1150 6.123. All staff are aware that inappropriate behaviour towards those in our care is unacceptable. In addition,
1151 staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the
1152 age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a
1153 position of trust, even if the relationship is consensual. This means that any sexual activity between a
1154 member of the staff and a young person under 18 may be a criminal offence, even if that young person
1155 is over the age of consent.

115 Visitors

1157 6.124. All authorised visitors will be required to sign in and out, and wear a visitor or identity badge at all
1158 times. All unauthorised visitors will be challenged by staff and reported to the home manager/Head of
1159 College before entry is authorised.

116 Volunteers

1161 6.125. Volunteers undergo checks commensurate with their work in the home/school/college and contact
1162 with children, young people and adults i.e. if they are in regulated activity or not.

116 Contractors

1164 6.126. We will check the identity of all contractors working on site and requests the full range of DBS and other
1165 required checks where they work in regulated activity or unsupervised in accordance with the latest
1166 government guidance.

117 Use of school or college premises for non-school/college activities

1168 6.127. Where governance boards or proprietor hire or rent out school or college facilities/premises to
1169 organisations or individuals (for example to community groups, sports associations, and service
1170 providers to run community or extra-curricular activities) they should ensure that appropriate
1171 arrangements are in place to keep children safe.

118 Extended school and off-site arrangements

1173 6.128. Where extended off-site activities are provided by and managed by us, our safeguarding policy and
1174 procedures apply. If other organisations provide services or activities on our site we will check that they
1175 have appropriate policies and procedures in place, including safer recruitment procedures and clarify
1176 whose procedure is to be followed if there are concerns. There will be clear communication channels
1177 to ensure the DSL is kept appropriately informed.

1178 6.129. When our Individuals are doing off-site activities, including day and residential visits and work related
1179 activities, we will risk assess and check that effective safeguarding arrangements are in place. The
1180 DSL will be kept appropriately informed.

119 Use of mobile phones

1182 6.130. Staff must behave in accordance with the **GHR 11. Staff Code of Conduct** and Internet and social media
1183 access including **Pro 01. Mobile Telephony Policy** at all times.

1184 6.131. All computer equipment and internet access within the home/school/college is subject to 'parental
1185 controls' and internet safety rules in line with our **0. 27. E-safety policy** including internet and social
1186 media access and **0.21. Anti-bullying policy**. Staff should not use any computer for personal reasons
1187 during working hours. Staff need to help our Individuals to prepare for the hazards whilst promoting
1188 the many learning and social opportunities available through the internet and social media.

1189 6.132. If staff contribute to internet blogs or access social media networking sites e.g. Facebook, they MUST
1190 neither mention Lufton College or refer to their employment at the college. Staff are advised not to
1191 communicate with parents, guardians, carers or Individuals via social networking sites

1192

1193

11 Photography and images

1195 6.133. This section should be read in conjunction to our **GIG 02. Data Protection policy**.

1196 6.134. The vast majority of people who take or view photographs or videos of Individuals do so for entirely
1197 innocent and acceptable reasons. Sadly, some people abuse children or vulnerable young people
1198 through taking or using images, so we have some safeguards in place.

1199 6.135. To protect our children, young people or young adults we will:

- 1200 • seek their consent for photographs to be taken or published (for example, on our
1201 website or in newspapers or publications)
- 1202 • seek parental consent of consent from the Individual
- 1203 • not use their full name with an image, only their initials
- 1204 • ensure that personal data is not shared
- 1205 • store images appropriately, securely and for no longer than necessary
- 1206 • only use school equipment, i.e. not personal devices
- 1207 • encourage our children, young people and adults to tell us if they are worried about any
1208 photographs that are taken of them

12 Physical intervention and use of reasonable force

1210 6.136. All staff are encouraged to use de-escalation techniques and creative alternative strategies that are
1211 specific to each Individual and in line with **0.45 Behaviour support policy** and **0.46 Physical Intervention**
1212 **policy** and training. Restraint will only be used as a last resort and all incidents of this are reviewed,
1213 recorded and monitored within the 3 weekly MDT meetings and during Safeguarding meetings.

12 Staff Taking Medication or other substances

1215 6.137. Staff members must not be under the influence of alcohol or any other substance, which may affect
1216 their ability to care for the Individuals. If they are taking medication, they should seek medical advice
1217 and inform the Home Manager/Head of College who will review the medical advice and take a
1218 decision as to whether they are fit for work.

1219 6.138. We only allow staff to work if medical advice confirms that their ability to look after Individuals is unlikely
1220 to be impaired. Should a member of staff need to bring their medication to the home/school/college,
1221 it must be securely stored and out of reach of all children, young people and young adults. This section
1222 should be read in conjunction with our **GHR 12 Drug and Alcohol Policy**.

12 Information for individuals and relatives/carers

1224 6.139. Individuals and carers will be informed that their concerns or complaints will be taken seriously, be
1225 dealt with independently and that they will be kept involved in the process to the degree that they wish
1226 to be. They will be reassured that they will receive help and support in taking action.

1227 6.140. They will also be advised that they can nominate an advocate or representative to speak and act on
1228 their behalf if they wish. For individuals assessed as lacking capacity to make decisions about how
1229 they could be protected, an Independent Mental Capacity Advocate (IMCA) must be considered and
1230 may be appointed. They will be advised of rights to legal aid in where appropriate to victim support
1231 and compensation.

12 Recruitment and vetting

1233 6.141. Our **GHR 03. Recruitment Policy** reflects Safer Recruitment guidelines and legislation in **Appendix 2.**
1234 **Legislation and guidance** as well as carrying out further checks and precautions such as Good Conduct
1235 Certificates. HTs / Principals, DSLs and member of Recruitment team including those directly supporting
1236 schools should read Part 3 of KCSIE2022 guidance dedicated to Safer Recruitment.

1237 6.142. Each Education location maintains a **Single Central Record (SCR)**. This covers all staff including supply
1238 teaching and teacher trainees, agency care staff as well as multisite managers and members of the
1239 proprietor body. This is regularly audited by the school/college SLT and available for inspection.

1240 6.143. For agency workers we obtain written confirmation that all checks have been completed, in line with
1241 safer recruitment from the employment business that is supplying the member of agency staff. All
1242 Locations must ensure that an agreement exists between the Location and the agency to confirm that,
1243 in the event of there being a disclosure on a DBS certificate, the Location will have sight of the certificate
1244 before that person can begin work at the college.

1245 6.144. All Locations must check the identity of any person deemed 'supply' or 'agency' staff separately to the
1246 agency.

1247 6.145. Where other Cambian staff (e.g. care staff) work on the same site as a school they must be subject to
1248 the same recruitment regulations and procedures as the education staff.

12 Requirements to Inform Disclosure and Barring Services (DBS)

1250 6.146. The employer has a legal duty to make a referral to the DBS for consideration of whether inclusion on
1251 the barred lists is required.

1252 6.147. Services will promptly make a referral to the Disclosure and Barring Service (but no longer than one
1253 month after leaving the Location) if a person in regulated activity has been dismissed or removed due
1254 to safeguarding concerns, or would have been had they not resigned.

1255 6.148. In the case of a member of teaching staff at a school or sixth form college, the case manager must
1256 consider whether to refer the matter to the TRA to consider prohibiting the individual from teaching.

1257 6.149. Referrals to the Disclosure and Barring Service will be made for any person (whether employed,
1258 contracted (e.g. supply), a volunteer or student) whose services are no longer required because he/she
1259 is considered unsuitable to work with children and young people.

1260 6.150. This is a legal duty and failure to refer when the criteria are met is a criminal offence. More detail is
1261 provided at paragraph 179.

1262 6.151. All Managers must read the Group leavers policy – all referrals must be recorded with HR so they can
1263 ensure any future references are correct. The references team log referrals so this can be completed.
1264 This will apply to both: DBS and TRA.

12 Record keeping

1266 6.152. Record keeping is an important element of safeguarding. Whenever a complaint or allegation of abuse
1267 is made, staff must keep clear and accurate records using a Concern Form.

1268 6.153. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded
1269 in writing. Information should be kept confidential and stored securely. It is good practice to keep
1270 concerns and referrals in a separate child protection file for each child. Schools/colleges using
1271 Databridge have Concern/Safeguarding logs to record any concerns being raised. A report per
1272 child/young person can also be generated.

1273 6.154. Records should be factual, accurate, concise, ethical and relevant.

1274 6.155. All recording of written information should be legible and discussions with other professionals and
1275 agencies should be recorded chronologically.

1276 6.156. The logs on Databridge will hold all safeguarding concerns for each Individual, with safeguarding
1277 documentation for that individual being held on the Safeguarding Drive. This is to enable the location
1278 to keep accurate records of any concerns raised regarding the individual and aid the monitoring/
1279 reviewing of safeguarding incidents.

1280 6.157. Each location will also maintain **25.07. Central Log of Concerns and Safeguarding** of all concerns raised
1281 at the location including the safeguarding information where the concern has escalated. This is kept
1282 electronically, access is restricted to the DSL, deputies and Safeguarding Officers only.

1283

1284

12 Monitoring

1286 6.158. A quality assurance cycle operates to ensure that safeguarding incidents and notifications are
1287 recorded, managed and responded to at the Location, at a regional level and at a whole divisional
1288 level, see **section 9. Accountability**. The cycle is informed by a weekly (Monday) submission of Key
1289 Performance Indicators (KPIs) using **CambianKPI** and the identification and management of
1290 safeguarding risks. A report on the position of every site in relation to their KPIs is produced every
1291 Wednesday.

12 Training

1293 6.159. All staff will receive information regarding Child Protection and Safeguarding on induction. The
1294 induction introduces the new staff member to the policy, procedure and practice at the location. They
1295 will also be orientated as to where to find information regarding safeguarding including relevant
1296 posters around the location. As part of their induction all staff are required to read this policy and
1297 confirm that, they understand their role in safeguarding and protecting young people within the service
1298 they are going to work.

1299 6.160. All staff MUST complete mandatory safeguarding face to face or online training via MYRUS which must
1300 be completed as part of staff member induction and annually thereafter. This should include online
1301 safety. This is to maintain staff awareness of their responsibilities in relation to children /young
1302 people/young adult's safeguarding.

1303 6.161. Staff will not be allowed to work with Individuals unless they have completed the above training. The
1304 school/college/home must check that supply/agency staff have completed basic awareness training
1305 before being allowed into contact with Individuals.

1306 6.162. Contractors and others on site who might have unsupervised access to Individuals must also complete
1307 basic awareness training before being allowed to start work.

1308 6.163. The DSL will ensure that all staff receive regular updates regarding safeguarding policy, procedure and
1309 practice throughout the year. This can be undertaken in various forums: as a face-to-face or online
1310 session, staff meetings or workshops. In addition to this, safeguarding updates including various
1311 resources are provided to schools and colleges by the external Safeguarding Network.

1312 6.164. The DSL, DSL Deputy and Safeguarding Officers should undergo the same level of training providing
1313 them with the knowledge and skills required to carry out the role. The DSL, DSL Deputy and
1314 Safeguarding Officers training should be provided by the LA within the boundaries they operate and
1315 be refreshed at least every two years. All should also undertake Prevent awareness training.

13 Confidentiality and information sharing

1317 6.165. Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting
1318 child's/young person's welfare, including their educational outcomes. Schools and colleges have clear
1319 powers to share, hold and use information for these purposes. Staff should be proactive in sharing
1320 information as early as possible to help identify, assess and respond to risks or concerns about the
1321 safety and welfare of children/ young people whether this is when problems are first emerging, or
1322 where a child is already known to local authority children's social care.

1323 6.166. Where the police are involved, wherever possible the school or college should ask the police to obtain
1324 consent from the individuals involved to share their statements and evidence for use in the employer's
1325 disciplinary process. This should be done as their investigation proceeds and will enable the police to
1326 share relevant information without delaying the conclusion of their investigation or any court case.

1327 6.167. The Safeguarding authority should adopt a similar procedure when making enquiries to determine
1328 whether the child or children named in the allegation need protection or services, so that any
1329 information obtained in the course of those enquiries which is relevant to a disciplinary case can be
1330 passed to the employer without delay.

1331 6.168. The case manager should take advice from the LADO, police and Safeguarding Authority to agree the
1332 following:

- 1333 • who needs to know and exactly what information can be shared;
- 1334 • how to manage speculation, leaks and gossip
- 1335 • what, if any, information can be reasonably given to the wider community to reduce
1336 speculation; and
- 1337 • how to manage press interest if, and when, it should arise.
- 1338 6.169. Exchange or disclose of personal information with other agencies will be completed in accordance with
1339 **GIG 02. Data Protection and GIG 09. Confidentiality Code of Practice** and all relevant legislation
1340 including the Data Protection Act 2018 and GDPR which places duty on organisations and individuals
1341 to process personal information fairly and lawfully and to keep the information they hold safe and
1342 secure.
- 1343 6.170. Information relating to individual Safeguarding cases is confidential, although some information can
1344 be shared with relevant staff. This should be done only on a 'need to know' basis.
- 1345 6.171. Governance Boards and proprietor should ensure relevant staff have due regard to the relevant data
1346 protection principles, which allow them to share (and withhold) personal information, as provided for
1347 in the Data Protection Act 2018 and the GDPR. This includes:
- 1348 • being confident of the processing conditions which allow them to store and share
1349 information for safeguarding purposes, including information which is sensitive and
1350 personal, and should be treated as 'special category personal data'.
- 1351 • understanding that 'safeguarding of children and individuals at risk' is a processing
1352 condition that allows practitioners to share special category personal data. This
1353 includes allowing practitioners to share information without consent where there is
1354 good reason to do so, and that the sharing of information will enhance the
1355 safeguarding of a child in a timely manner but it is not possible to gain consent, it
1356 cannot be reasonably expected that a practitioner gains consent, or if to gain consent
1357 would place a child at risk.
- 1358 • for schools, not providing pupils' personal data where the serious harm test under the
1359 legislation is met. For example, in a situation where a child is in a refuge or another
1360 form of emergency accommodation, and the serious harms test is met, they must
1361 withhold providing the data in compliance with schools' obligations under the Data
1362 Protection Act 2018 and the GDPR. Where in doubt schools should seek independent
1363 legal advice.
- 1364 6.172. When sharing safeguarding information regarding an individual, staff will need to consider the
1365 following:
- 1366 • Information should only be shared on a 'need to know' basis when it is in the best
1367 interests of the individual
- 1368 • Informed consent should be obtained but, if this is not possible and other adults are at
1369 risk of abuse or neglect, it may be necessary to override the requirement
- 1370 • Distinguish fact from opinion
- 1371 • Ensure you are giving the right information about the right person
- 1372 • Ensure you are sharing information securely
- 1373 • Inform the person that the information has been shared if they were not already aware
1374 of this and if it would not create or increase risk of harm to them/others.

1375 6.173. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of
1376 keeping children safe. Fears about sharing information must not be allowed to stand in the way of the
1377 need to safeguard and promote the welfare and protect the safety of children.

1378 6.174. Further details on information sharing can be found in:

- 1379 • Chapter one of [Working Together to Safeguard Children](#), which includes a myth-
1380 busting guide to information sharing
- 1381 • Information Sharing: [Advice for Practitioners Providing Safeguarding Services to](#)
1382 [Children, Young People, Parents and Carers](#). The seven golden rules for sharing
1383 information will be especially useful
- 1384 • [The Information Commissioner's Office \(ICO\)](#), which includes ICO GDPR FAQs and
1385 guidance from the department
- 1386 • [Data protection: toolkit for schools](#) - Guidance to support schools with data protection
1387 activity, including compliance with the GDPR.

1388 6.175. The following wording is to be added to any covering letter where we are sharing documentation:
1389 "The material contained in this letter and its enclosures are confidential to Cambian Group and the
1390 persons named within the documentation. The documentation is delivered only in accordance with a
1391 perceived legal obligation to make the documentation available and upon the strict understanding that
1392 the recipient and all members of the recipient's staff will undertake to preserve confidentiality and not
1393 in any way share the documentation or any details of the information therein contained with any other
1394 party. Any person receiving this information who breaches these obligations of confidentiality will be
1395 held strictly responsible and will be expected to indemnify Cambian Group and any persons named
1396 within the documentation against any losses that may arise as a result of misuse of this material".

1397 6.176. If in doubt, the DSL or deputies must liaise with the company Caldicott Guardian. The contact details
1398 for the Caldicott Guardian at our location is:

1399 Sarah Longley-Cook – 07876 835633 - Sarah.Longleycook@cambianguroup.com

1400 6.177. Failure to follow this policy and local procedure may result in disciplinary action.

1401 **Complaints and Monitoring**

1402 6.178. All complaints arising from the operation of this policy will be considered under the **0.22 complaints**
1403 **procedure**, with reference to the our Designated Safeguarding Officer who is Sophia Cursons (DSL) and
1404 Somerset Safeguarding Children's Board

1405 **7. Accountability**

1406 7.1. Sophia Cursons is the DSL at Lufton College and has lead responsibility for protecting and safeguarding
1407 children, young people and young adults and liaising with the local authority and other local agencies
1408 as appropriate. This includes young person protections, referrals, raising awareness, training,
1409 allocating resources and supporting/directing staff within the Location. In all matters, relating to young
1410 person protection and safeguarding Lufton College will follow the procedures outlined in this policy.

1411 7.2. The content and effective implementation of policy and procedures are subject to routine monitoring
1412 by the Head of College. Our Managing Director, Chris Strong will undertake a full annual review of the
1413 content and effective application of this policy and associated procedures. The date for the next
1414 scheduled review is set out on page 2. The policy will be reviewed earlier in accordance with changes
1415 in legislation, regulatory requirements or as a result of best practice guidance.

1416 7.3. Safeguarding at a strategic level is overseen by Amanda Sherlock - the Group Executive Director
1417 Compliance, who will support and promote the development of initiatives to improve the prevention,
1418 identification and response to abuse and neglect. As the Director accountable for safeguarding, she is
1419 also responsible for reporting on safeguarding and providing executive leadership.

- 1420 7.4. Managers - are responsible for ensuring that staff are aware of this policy and offer support to those
1421 reporting abuse. It is important to recognise that dealing with situations involving abuse and neglect
1422 can be stressful and distressing for staff.
- 1423 7.5. Regulated professionals - Staff governed by professional regulation (for example, social workers,
1424 doctors, allied health professionals and nurses) should understand how their professional standards
1425 and requirements underpin their organisational roles to prevent, recognise and respond to abuse and
1426 neglect.
- 1427 7.6. All staff are responsible for identifying and responding to allegations of abuse. Staff at operational level
1428 need to share a common view of what types of behaviour may be abuse or neglect and what should
1429 be an initial response to suspicion or allegation of abuse or neglect.
- 1430 7.7. All staff MUST make sure that they have familiarised themselves with their local multi-agency
1431 safeguarding policy as this policy is designed to complement rather than replace the multi-agency
1432 policies which define the local practice that must be followed.
- 1433 7.8. In the event that the DSL or DSL Deputy are on leave or away from the Location and not contactable
1434 alternative arrangements must be put in place, cascaded to staff and displayed so staff can access
1435 contact names and details if required.

1436 8. Further Safeguarding information – what everyone needs to know 1437 (Appendix 12)

- 1438 8.1. All staff should have an awareness of safeguarding issues that can put children at risk of harm.
1439 Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education
1440 and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be
1441 signs that children are at risk. Other safeguarding issues such as child on child/young adult on young
1442 adult abuse staff should be aware of are explored in the **Appendix 12. Further Safeguarding**
1443 **information – what everyone needs to know.**

1444 9. Appendices

1445 Appendix 1: Relevant policies and documents

- 1446 1. Child Protection and Safeguarding
- 1447 a) 25.01 - Index Form for Individuals Concern File
- 1448 b) 25.02 - Abuse Poster Individual
- 1449 c) 25.03 - Individual Safeguarding booklet – Easy Read
- 1450 d) 25.04 - Concern Form
- 1451 e) 25.05 - Safeguarding Tracking Pack
- 1452 f) 25.06 – Visitor Information Leaflet template
- 1453 g) 25.07 – Central Log of Concerns and Safeguarding – excel version
- 1454 h) 25.08 – Guidance to staff who had an allegation made against them
- 1455 i) 25.09 – Local Safeguarding procedure
- 1456 j) 25.10 – Staff Safeguarding Information poster
- 1457 k) 25.11 – Guidance notes for Designated or On call person
- 1458 l) 25.12 – Static body chart
- 1459 m) 25.13 – Weekly body chart

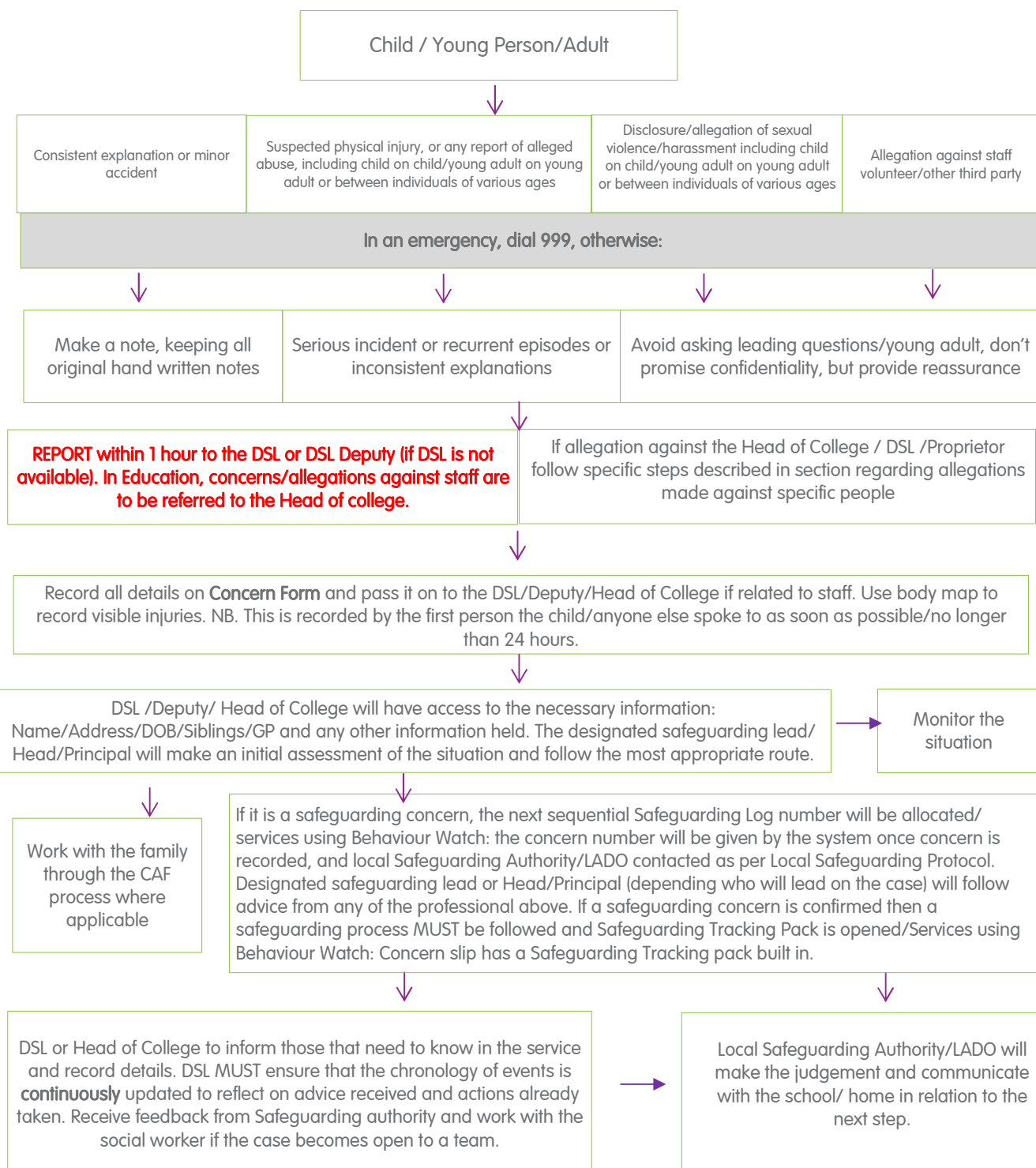
1460	n) 25.14 – Guidance for Investigating Unexplained Body Marks
1461	o) 25.15 – Guidance to Child Protection and Safeguarding at Cambian
1462	2. Whistleblowing
1463	3. Anti-bullying
1464	4. Child Sexual Exploitation
1465	5. Intimate and Invasive Care
1466	6. Self-harm and suicide
1467	7. Behaviour Support
1468	8. Physical Intervention
1469	9. Complaints Policy
1470	10. Health
1471	11. E –safety
1472	12. Capacity to consent
1473	13. Prevent
1474	14. Recruitment
1475	15. Code of Conduct
1476	16. Data Protection
1477	17. Confidentiality
1478	18. E- safety
1479	19. Disciplinary
1480	20. Complaints
1481	21. Code of Practice
1482	22. Mobile telephony
1483	23. SUI Caretech children’s services process
1484	24. Caretech - Group Leaving Policy
1485	25. GHR 02 – Harassment and Bullying
1486	26. GHR 41 – Reference Requests
1487	27. GHR 41.1 DBS referral log
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Appendix 2: Legislation and guidance

- [The Children Act 2004, as amended by the Children and Social Work Act 2017](#)
- [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](#)
- [Guide to the Young people's/care home Homes Regulations including the Quality Standards \(DfE: April 2015\)](#)
- [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 \(July 2015\)](#)
- [The Health and Social Care Act 2008 \(Regulated Activities\) Regulations 2015](#)
- [Female Genital Mutilation Act 2003, \(as inserted by section 74 of the Serious Crime Act 2015\)](#)
- [Terrorism Act 2000](#)
- [Counter Terrorism and Security Act 2015](#)
- [The School staffing regulations , England 2009](#)
- [The Teachers Disciplinary regulations, 2012](#)
- [Parts 3 and 4 Schedule to the Education independent Schools Standard Regulations, 2014.](#)
- [All Wales Child Protection Procedures 2008](#)
- [All Wales POVA Guidance 2008](#)
- [Keeping learners safe | GOV.WALES](#)
- [The Care Act 2014](#)
- [Social services and wellbeing Act 2014](#)
- [Working Together to Safeguard Children 2018](#)
- [Keeping children safe in Education 2021](#)
- [Keeping children safe in education - part one 2021](#)
- [Regulated activity in relation to children: scope](#)
- [What to do if you're worried a child is being abused](#)
- [Sexual violence and sexual harassment between children in schools and colleges 2021](#)
- [Violence against women and girls](#)
- <https://learning.nspcc.org.uk/safeguarding-child-protection/safer-recruitment/>
- [Teaching online safety in school.pdf](#)
- [Supporting practice in tackling child sexual abuse - CSA Centre](#)

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

DSL – DSL
CAF – Common Assessment framework
CSC – Children’s Social Care
LADO – Local Authority Designated Officer



Appendix 4: Types of abuse – children

- Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children
- Physical abuse:** a form of abuse, which may involve hitting, slapping, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- Sexual abuse:** Sexual abuse may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children or young adults by other young adults or between individuals of different age is a specific safeguarding issue in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.
- Child Sexual Exploitation and Child Criminal Exploitation** are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology.
- Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- **Online abuse** - abuse that is facilitated using internet-connected technology. It may take place through social media, online games or other channels of digital communication. Children can also be re-victimised if evidence of their abuse is recorded or uploaded online. Technology can facilitate a number of illegal abusive behaviours including, but not limited to: harassment; stalking; threatening behaviour; child sexual abuse material; inciting a child to sexual activity; sexual exploitation; grooming; sexual communication with a child; and, causing a child to view images or watch videos of a sexual act. Using technology to facilitate any of the above activities is online abuse. Alongside those illegal activities that are perpetrated online and constitute abuse, children may also be exposed to online harms, such as inappropriate behaviours or content online. For instance, children may be bullied online by other children/young people/young adults they know/others who they don't know or they might, either accidentally or intentionally, view content, which is intended for adults. Both online abuse and exposure to unsuitable content or behaviour can have a long-lasting impact on the wellbeing of children and young people.

Appendix 5: Types of abuse - adults

- **Physical abuse** - assault, hitting, slapping, punching, kicking, hair-pulling, biting, pushing, rough handling, scalding and burning, physical punishments, inappropriate or unlawful use of restraint, making someone purposefully uncomfortable, involuntary isolation or confinement, misuse of medication, forcible feeding or withholding food, unauthorized restraint, restricting movement.
- **Honour based abuse** - encompasses Incidents/crimes which have been committed to protect/defend the honour of the family and/or the community including female genital mutilation (FGM), forced marriage and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless if the motivation) and should be handled and escalated as such. Professionals in all agencies, individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.
- **Domestic violence or abuse** – this type of abuse can be characterised by any of the indicators of abuse outlined in this briefing relating to: psychological, physical, sexual financial, emotional. Domestic violence and abuse include any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been, intimate partners or family members regardless of gender or sexuality.
- **Sexual abuse** - Rape, attempted rape or sexual assault, inappropriate touch anywhere, non-consensual masturbation of either or both persons, non- consensual sexual penetration or attempted penetration of the vagina, anus or mouth, any sexual activity that the person lacks the capacity to consent to, inappropriate looking, sexual teasing or innuendo or sexual harassment, sexual photography or forced use of pornography or witnessing of sexual acts, Indecent exposure.
- **Psychological or emotional abuse** - Enforced social isolation and/or preventing someone accessing services, educational and social opportunities and seeing friends, removing mobility or communication aids or intentionally leaving someone unattended when they need assistance, preventing someone from meeting their religious and cultural needs, preventing the expression of choice and opinion, failure to respect privacy, preventing stimulation, meaningful occupation or activities, intimidation, coercion, harassment, use of threats, humiliation, bullying, swearing or verbal abuse, addressing a person in a patronising or infantilising way, threats of harm or abandonment, cyber bullying.
- **Financial or material abuse** - Theft of money or possessions, scamming, preventing a person from accessing their own money, benefits or assets, employees taking a loan from a person using the service, undue pressure, duress, threat or undue influence put on the person in connection with loans, wills, property, inheritance or financial transactions, arranging less care than is needed to save money to maximise inheritance, denying assistance to manage/monitor financial affairs, denying assistance to access benefits, misuse of personal allowance in a care home, misuse of benefits or direct payments in a family home, someone moving into a person's home and living rent free without agreement or under duress, false representation, using another person's bank account, cards or documents, exploitation of a person's money or assets, e.g. unauthorised use of a car, misuse of a power of attorney, deputy, appointee ship or other legal authority.

- 1691 • **Modern slavery** – Human trafficking, forced labour, domestic servitude, sexual exploitation, such as
1692 escort work, prostitution and pornography, debt bondage – being forced to work to pay off debts that
1693 realistically they never will be able to.
- 1694 • **Discriminatory abuse** - Unequal treatment based on age, disability, gender reassignment, marriage
1695 and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation
1696 (known as ‘protected characteristics’ under the Equality Act 2010). Verbal abuse, derogatory remarks
1697 or inappropriate use of language related to a protected characteristic, denying access to
1698 communication aids, not allowing access to an interpreter, signer or lip-reader, harassment or
1699 deliberate exclusion on the grounds of a protected characteristic, denying basic rights to healthcare,
1700 education, employment and criminal justice relating to a protected characteristic, substandard service
1701 provision relating to a protected characteristic.
- 1702 • **Organisational or institutional abuse** - Discouraging visits or the involvement of relatives or friends, run-
1703 down or overcrowded establishment, authoritarian management or rigid regime, lack of leadership
1704 and supervision, insufficient staff or high turnover resulting in poor quality care, abusive and
1705 disrespectful attitudes towards people using the service, inappropriate use of restraints, lack of respect
1706 for dignity and privacy, failure to manage residents with abusive behaviour, not providing adequate
1707 food and drink, or assistance with eating, not offering choice or promoting independence, misuse of
1708 medication, failure to provide care with dentures, spectacles or hearing aids, not taking account of
1709 individuals’ cultural, religious or ethnic needs, failure to respond to abuse appropriately, interference
1710 with personal correspondence or communication, failure to respond to complaints.
- 1711 • **Neglect or acts of omission** - Failure to provide or allow access to food, shelter, clothing, heating,
1712 stimulation and activity, personal or medical care, providing care in a way that the person dislikes,
1713 failure to administer medication as prescribed, refusal of access to visitors, not taking account of
1714 individuals’ cultural, religious or ethnic needs, not taking account of educational, social and recreational
1715 needs, ignoring or isolating the person, preventing the person from making their own decisions,
1716 preventing access to glasses, hearing aids, dentures, etc., failure to ensure privacy and dignity.
- 1717 • **Self-neglect** -The Care Act 2014 statutory guidance for adults includes self-neglect in the categories of
1718 abuse or neglect relevant to safeguarding adults with care and support needs. In some circumstances,
1719 where there is a serious risk to the health and wellbeing of an individual, it may be appropriate to raise
1720 self-neglect as a safeguarding concern. However, interventions for self-neglect are usually more
1721 appropriate under the parts of the Care Act dealing with assessment, planning, information and
1722 advice, and prevention.
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Appendix 6: Signs that someone could be a victim

Physical abuse

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

Sexual abuse

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

Psychological or emotional abuse

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

Neglect and acts of omission

- Poor environment – dirty or unhygienic
- Poor physical condition and/or personal hygiene
- Pressure sores or ulcers
- Malnutrition or unexplained weight loss
- Untreated injuries and medical problems
- Inconsistent or reluctant contact with medical and social care organizations
- A build-up of medication that hasn't been taken
- Uncharacteristic failure to engage in social interaction
- Unsuitable clothing or not enough clothes

1773

1774 Domestic abuse

- 1775 • becoming anxious or depressed
- 1776 • having difficulty sleeping
- 1777 • complaining of physical symptoms such as tummy aches
- 1778 • starting to wet their bed
- 1779 • behaving as though they are much younger than they are
- 1780 • having problems with school
- 1781 • becoming aggressive or they may internalise their distress and withdraw from other people
- 1782 • having a lowered sense of self-worth
- 1783 • older children may begin to play truant or start to use alcohol or drugs
- 1784 • they beginning to self-harm by taking overdoses or cutting themselves

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1786 Child on Child/Young adult on young adult abuse/between individuals of different age

- 1787 • absence from school or disengagement from school activities
- 1788 • physical injuries
- 1789 • mental or emotional health issues
- 1790 • becoming withdrawn – lack of self esteem
- 1791 • lack of sleep
- 1792 • alcohol or substance misuse
- 1793 • changes in behavior
- 1794 • inappropriate behavior doe age
- 1795 • abusive towards others

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Appendix 7: Signs that someone could be an abuser

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

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1873 **Appendix 8: DSL/DSL Deputy, Head of College (if the concern/allegation is related to staff) – actions, reporting** 1874 **and recording procedure**

- 1875 • Staff notifies the DSL /Head of College of their concern as soon as it is possible but no later than within
1876 1 hour from the moment of disclosure/report from the child/young person/other person, completes
1877 and passes the Concern form as soon as it is possible, but no later than 24hrs from the moment of
1878 disclosure/report. If the DSL is unavailable, passes it on to the DSL Deputy. In Education, if the concern
1879 is related to the staff and the Head of College is not available, staff must report their concern to the
1880 DSL/Deputy instead, so there is no delay in reporting of the concern. The DSL will then liaise with the
1881 Head of College to agree on the next step. Services using Databridge: staff must report their concern
1882 verbally before completing the Concern/Safeguarding log in the system.

- 1883 • DSL/DSL Deputy or Head of College (depending on who will lead on the case) ensures that the concern
1884 is recorded on the **25.07. Central Log of Concerns and Safeguarding**, the concern reference number is
1885 then added to the concern form on Databridge. The DSL/DSL Deputy or Head of College reviews the
1886 concern and decides on the next step which may lead to Safeguarding Tracking Pack being opened
1887 (Safeguarding Tracking Pack is built as part of the concern form should the case proceed to
1888 safeguarding).

- 1889 • If it is deemed to be a child protection/safeguarding (children and adults) matter the DSL/DSL Deputy
1890 or Head of College will then also additionally allocate the next sequential Safeguarding Reference
1891 number on the **25.07. Central Log of Concerns and Safeguarding**, write this number on the Concern
1892 form and immediately (or at least within one hour of receiving the concern form, make a referral to the
1893 local Safeguarding Authority and the Local Authority Designated Officer (LADO) where required, to
1894 discuss the allegation and agree a course of action. DSL/DSL Deputy or Head of College using the
1895 Databridge system will progress to the next stage – Safeguarding part of the concern/Safeguarding
1896 log which is only accessible to the Safeguarding Team.

- 1897 • If the local Safeguarding Authority/LADO confirms that they do not consider the matter to be a
1898 safeguarding concern, then the date and time of the contact is recorded on the Concern Form and on
1899 the Central Log of Concerns and Safeguarding and it is marked as a Safeguarding Level 1 – Initial
1900 Informal Investigation. The Head of College/DSL/Deputy MUST ensure that a member of their Senior
1901 Management Team is assigned to look into the concern. The review must be recorded and outcomes
1902 shared with the people involved. Feedback from the review session MUST be provided to local
1903 Safeguarding Authority/LADO.

- 1904 • It is important to allocate a Safeguarding reference on the log even if no further action needs to be
1905 taken. This diligent approach will ensure a clear historic record of contact with local Safeguarding
1906 Authority/LADO for any matter which is deemed by the DSL to be of concern and has been raised with
1907 the local Safeguarding Authority/LADO whichever appropriate.

- 1908 • If the local Safeguarding Authority/LADO confirms that the matter is a safeguarding concern and that
1909 it requires investigation either at internal or external level then a **25.05 Safeguarding Tracking pack**
1910 must be opened with the next sequential Safeguarding Reference included on the form and details as
1911 such entered on the central log.

- 1912 • Copy of **25.05 Safeguarding Tracking Pack** (initially with completed sec. 1-5) should be submitted to the
1913 **Responsible/Nominated Individual** and in day schools - **Regional Education Manager** as a follow up to
1914 the initial reporting telephone contact. STP must be sent again to **Responsible/Nominated Individual**
1915 **and Regional Education Manager** on completion, providing detailed overview of the actions taken and
1916 the final outcome. The **Responsible/Nominated Individual and Regional Education Manager** in day
1917 schools will update relevant Directors. This original form will be saved in the Safeguarding file.

- 1918 • In the case of serious harm, and/or the child/young person or young adult is in immediate danger the
1919 local Police should be informed immediately as well and they can take immediate protective action as
1920 necessary.

- 1921 • If the matter is a more general concern then ensure that the 'Action Taken' log on the concern form is
1922 completed and the form is saved on the Databridge system. Either way the form must be signed by
1923 the DSL/DSL Deputy or Head of College.

- 1924 • The relevant concern form should be referenced in the **25.07 Central Log of Concerns and**
1925 **Safeguarding**. Services using Databridge will be able to filter information per chosen criteria and also
1926 generate reports per each child/young person in the school, college, children's or care homes.
- 1927 • All information relating to the Safeguarding concern is recorded on the **25.05 Safeguarding Tracking**
1928 **Pack on Databridge**.
- 1929 • The Safeguarding Concern will remain open until local Safeguarding Authority/LADO have confirmed
1930 in writing that the concern is closed and Responsible/Nominated Individual and Regional Education
1931 Manager in day schools has signed the Safeguarding tracking pack to confirm that the investigation is
1932 completed in full and can be closed. **The Safeguarding will remain open until both elements of sign-**
1933 **off have been completed.**
- 1934 • If it is believed that the Individual is in imminent danger urgent advice should be sought from the Local
1935 Authority and/or the police. The individual can be kept in their care home or on the school/college site
1936 fully supported (e.g. if they are a day student) if advised to do so.
- 1937 • The parent/carers should be informed and a decision should be made with the Local Authority and the
1938 Police about what action is to be taken and whom by.
- 1939 • If the DSL/DSL Deputy or Head of College is unsure about what the Individual has said or what has
1940 been said by others they can phone the Local Authority to discuss concerns. To do so would not
1941 constitute an abuse referral but may help to clarify the situation but they must record all details of any
1942 conversation and advice received on a concern form. He/she can then move to a formal referral or
1943 actively monitor the situation.
- 1944 • The local Safeguarding Authority/LADO will oversee any subsequent investigation of any suspicion or
1945 allegation of abuse directed against anyone working within the establishment. The establishment
1946 MUST not internally investigate any allegations of abuse without first taking instruction from the local
1947 Safeguarding Authority/LADO.
- 1948 • Once agreed by local Safeguarding Authority/LADO that the provider can commence the internal
1949 management investigation (level 2), the investigation process will commence.
- 1950 • Once agreed by local Safeguarding Authority/LADO that the investigation will be completed by the
1951 external agency (level 3), Head of College/Head of College /DSL/DSL Deputy will take appropriate steps
1952 to assist the external agency to ensure the investigation is completed without a delay.
- 1953 • Registered Manager MUST notify relevant regulator by submitting specific statutory notification within
1954 the time frame specified by their regulator. This is regardless of who leads on the investigation and
1955 whether or not the investigation has been concluded.
- 1956 • If as the result of an investigation there has been a substantiated allegation against a member of staff,
1957 we will work with the local Safeguarding Authority/LADO to determine whether there are any
1958 improvements to be made to our safeguarding policy, procedures and practice to prevent similar
1959 events in the future. Also, we will work with our internal Human Resources department and may
1960 commence proceedings under **GHR 27. Disciplinary policy and procedure**.
- 1961 • We will co-operate entirely with any investigation carried out by the Local Authority and/or the Police.
1962 Records are kept of all conversations as part of the investigation process and made available as
1963 required.
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Appendix 9: Key contacts

Designated Safeguarding Lead (DSL) is Sophia Cursons, Head of College & Registered Manager

Telephone (24hrs) 07766 141296 **Email:** Sophia.Cursons@cambianguroup.com

Deputy Designated Safeguarding Lead is:

Emily Casey Deputy Head of Care 07860 189681 **Email:** Emily.Casey@cambianguroup.com

Safeguarding Officers are:

Emily Martina Data Analyst 01935 415907 **Email:** Emily.Martina@cambianguroup.com

Tracy Palmer Administration Manager 01935 403120 **Email:** Tracy.Palmer@cambianguroup.com

Hollie Earley Occupational Therapist 01935 403120 **Email:** Hollie.Earley@cambianguroup.com

Jade Tillson Deputy Head of Care 07525 632977 **Email:** Jade.Tillson@Cambianguroup.com

Hannah Hastilow Head of Education 07748 788627 **Email:** Hannah.Hastilow@Cambianguroup.com

Head of Service is:

Sophia Cursons Head of College & Registered Manager 07766 141296 **Email:** Sophia.Cursons@cambianguroup.com

Cambian Regional Leads are:

Hayley Lukaszewski Education Care Lead 07585 304047 **Email:** Hayley.Lukaszewski@cambianguroup.com

Simon Brown SEN Education 07425 649720 **Email:** Simon.Brown@cambianguroup.com

Operations Director is:

Andrew Sutherland Managing Director 0208 735 6150 **Email:** Andrew.Sutherland@cambianguroup.com

Managing Director for Education is Christopher Strong

Telephone: 07983413662 **Email:** Christopher.Strong@caretech-uk.com

Group Executive Director – Children’s Services is Jeremy Wiles

Telephone: 079190232207 **Email:** Jeremy.Wiles@caretech-uk.com

Group Lead Safeguarding is Christina Leath (Compliance and Regulation)

Telephone: 01707 601 800 **Email:** Christina.Leath@caretech-uk.com

Representative, Proprietor - Caretech Education Services is Christopher Strong – MD of Education Services

Telephone: 07983413662 **Email:** Christopher.Strong@caretech-uk.com

Local authority / Local Safeguarding Children’s Partnership/ Local Safeguarding Adult’s Board

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

Somerset Safeguarding Children’s Partnership

Telephone (24hrs): 0300 123 2224

Somerset Safeguarding Adults Board

Telephone (24hrs): 0300 123 2224

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



Outside of office hours you call also call:

Avon & Somerset Police 101 or in an emergency 999

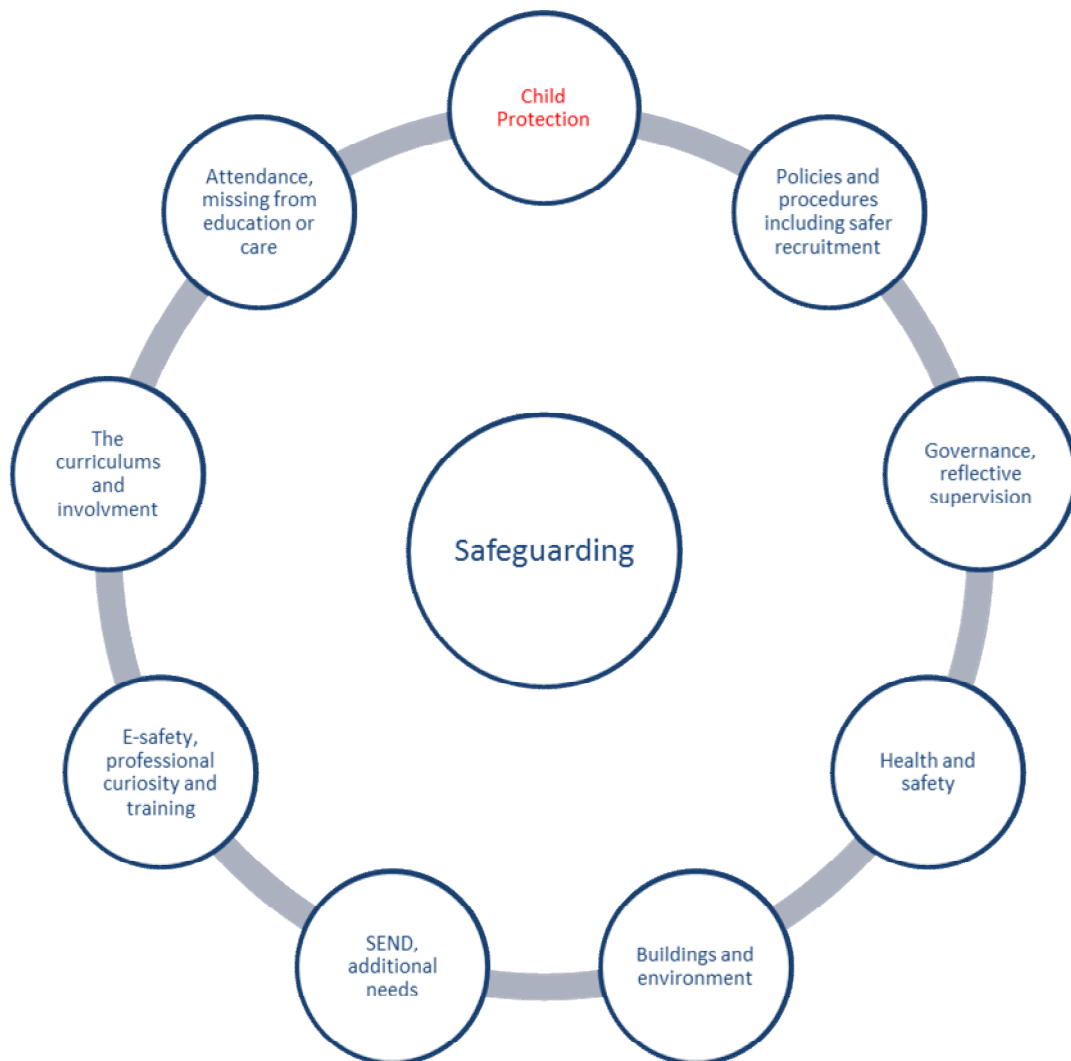
For young people under the age of 18:

The **Local Authority Designated Officer (LADO)** is **Anthony Goble**

Telephone: 0300 123 2224 (Office hours: Monday to Thursday 9:00am-5:15pm, Friday 9:00am-5:00pm. Outside of office hours/weekends, the emergency duty team can be contacted on: 0300 123 2224).

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Appendix 10. Safeguarding in children's Services - illustration



Appendix 11. Low – level concerns (Education)

- 2079 9.1. As part of their whole school or college approach to safeguarding, schools and colleges should ensure
2080 that they promote an open and transparent culture in which all concerns about all adults working in or
2081 on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with
2082 promptly and appropriately.
- 2083 9.2. The term ‘low-level’ concern does not mean that it is insignificant. A low-level concern is any concern
2084 – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ -
2085 that an adult working in or on behalf of the school or college may have acted in a way that:
- 2086 • is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
2087 and
 - 2088 • does not meet the harm threshold or is otherwise not serious enough to consider a referral to
2089 the LADO.
- 2090 Examples of such behaviour could include, but are not limited to:
- 2091 • being over friendly with children
 - 2092 • having favourites
 - 2093 • taking photographs of children on their mobile phone, contrary to school policy
 - 2094 • engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
 - 2095 • humiliating pupils.

Sharing Low - level concerns

- 2097 9.3. Schools must have their site procedure for sharing low-level concerns which is clear, easy to
2098 understand and implement.
- 2099 9.4. Whether all low-level concerns are shared initially with the DSL (or other nominated person for example
2100 DSL deputy or Safeguarding Officers is a matter for the school or college to decide. If the former, then
2101 the DSL/DSL Deputy should inform the Head of College of all the low-level concerns and in a timely
2102 fashion according to the nature of each particular low-level concern. **The Head of College should be**
2103 **the ultimate decision maker in respect of all low-level concerns**, although it is recognised that
2104 depending on the nature of some low-level concerns and/or the role of the DSL in some
2105 schools/colleges, the Head of College may wish to consult with the DSL and take a more collaborative
2106 decision-making approach. Some schools’ or college’s Head of College is also the DSL in which case
2107 all low – level concerns should be reported to them or other nominated person for example DSL
2108 Deputy).
- 2109 9.5. Low-level concerns which are shared about supply staff and contractors should be notified to their
2110 employers, so that any potential patterns of inappropriate behaviour can be identified.
- 2111 9.6. If schools and colleges are in any doubt as to whether the information which has been shared about
2112 a member of staff as a low-level concern in fact meets the harm threshold, they should consult with
2113 their LADO.
- 2114 9.7. Schools and colleges should ensure they create an environment where staff are encouraged and feel
2115 confident to self-refer, where, for example, they have found themselves in a situation which could be
2116 misinterpreted, might appear compromising to others, and/or on reflection they believe they have
2117 behaved in such a way that they consider falls below the expected professional standards.

- 2118 9.8. Creating a culture in which all concerns about adults (including allegations that do not meet the harms
2119 threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is
2120 critical. If implemented correctly, this should encourage an open and transparent culture; enable
2121 schools and colleges to identify concerning, problematic or inappropriate behaviour early; minimise
2122 the risk of abuse; and ensure that adults working in or on behalf of the school or college are clear
2123 about professional boundaries and act within these boundaries, and in accordance with the ethos and
2124 values of the institution.

2125 **Responding to low - level concerns**

- 2126 9.9. If the concern has been raised via a third party, the head teacher/principal (or a nominated deputy)
2127 should collect as much evidence as possible by speaking:
- 2128 • directly to the person who raised the concern, unless it has been raised anonymously, and
 - 2129 • to the individual involved and any witnesses.
- 2130 9.10. The information collected will help them to categorise the type of behaviour and determine what further
2131 action may need to be taken. This information needs to be recorded in writing along with the rationale
2132 for their decisions and action taken.

2133 **Recording low - level concerns**

- 2134 9.11. All low-level concerns should be recorded in writing. The Concern/Safeguarding slip in Behaviour
2135 Watch should be completed, as this is the place to record all concerns being raised. The record should
2136 include details of the concern, the context in which the concern arose, and action taken. The name of
2137 the individual sharing their concerns should also be noted, if the individual wishes to remain
2138 anonymous then that should be respected as far as reasonably possible.
- 2139 9.12. Records should be reviewed so that potential patterns of concerning, inappropriate, problematic or
2140 concerning behaviour can be identified. Where a pattern of such behaviour is identified, the school or
2141 college should decide on a course of action, either through its disciplinary procedures or where a
2142 pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it
2143 should be referred to the LADO.
- 2144 9.13. Consideration should also be given to whether there are wider cultural issues within the school or
2145 college that enabled the behaviour to occur and where appropriate policies could be revised, or extra
2146 training delivered to minimise the risk of it happening again.
- 2147 9.14. It is for schools and colleges to decide how long they retain such information, but it is recommended
2148 that it is retained at least until the individual leaves their employment.
2149

Appendix 12. Further Safeguarding information – what everyone needs to know

Contextual safeguarding

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

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

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

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

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

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

Bullying

9.21. Our approach to bullying is set out in a separate **0.21. Anti – bullying policy and procedure** acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying is a safeguarding matter that if left unresolved can become a child protection matter. Our settings take seriously any bullying concerns and both investigate and act to protect Individuals where appropriate.

2198 Child on child/young adults on young adult/ between children of different age's abuse

2199 9.22. Boarding schools, residential special schools, residential colleges and children's homes and care
2200 homes for young adults attending education (FE colleges) have additional factors to consider with
2201 regard to safeguarding. Schools and colleges that provide such residential accommodation and/or
2202 are registered as children's homes should be alert to signs of abuse in such settings (for example,
2203 inappropriate pupil or student relationships and the potential for the abuse between individuals of the
2204 same/similar age or different age, particularly in schools and colleges where there are significantly
2205 more girls than boys or vice versa) and work closely with the host local authority and, where relevant,
2206 any local authorities that have placed their children there. All residential setting within the Organisation
2207 children's service will continuously maintain their communication with the internal and external
2208 Education providers to ensure the additional factors are being considered and any concerns shared in
2209 a timely manner and with the right people.

2210 9.23. All staff should be aware that children can abuse other children/young adults can abuse other young
2211 adults and that the abuse can also take place between individuals of different age and that it can
2212 happen both inside and outside of school/college/children's/care home and online. It is important that
2213 all staff recognise the indicators and signs of the abuse and know how to identify it and respond to
2214 reports. In some schools, colleges, children's / care homes site – based or regional members of therapy
2215 teams might need to be involved and support the SLT to identify the most effective ways of
2216 communication with the child/young adult who may have potentially been the victim of child on
2217 child/young adult on young adult/ between individuals of different age abuse and who instigated it.

2218 9.24. It must be recognised that children and young people would require varied approaches and
2219 communication mechanisms to be present and available so they can report abuse. Children must be
2220 regularly reassured that their concern/reports will be treated seriously every time they report it.

2221 9.25. Children needs to be told what will happen from the moment their concern is shared, so the lack of
2222 knowledge of what may happen next will not prevent them from sharing their concern/s in the future.
2223 Children need to know that that their concerns will be investigated and dealt with. Child's/young
2224 person's preference in terms of how feedback should be provided must be taken into consideration so
2225 this can be planed for in advance.

2226 9.26. The communication with each individual throughout the process of child on child/young adult on young
2227 adult or between individuals of different age investigation must be regular, proportionate and take
2228 place using suitable communication.

2229 9.27. In [Ofsted review of sexual abuse in schools and colleges](#) young people stated that some of them didn't
2230 receive timely and appropriate support from the school/college, hence the communication and support
2231 must become one of the critical points of a significant priority to those responding to and those
2232 managing child on child/young adult on young adult/between individuals of different age abuse cases
2233 including those of a sexual nature. Other consideration for all providers were:

- 2234 • to assume it is happening here and plan accordingly
- 2235 • work on and strengthen the whole school, college, children's/care home approach to
- 2236 developing a safeguarding culture
- 2237 • to ensure staff model respectful behaviour
- 2238 • to ensure children and young people are clear about acceptable and unacceptable behaviour
- 2239 • to ensure children/young people are confident to ask for help
- 2240 • to ensure carefully planned and implemented RSHE curriculum
- 2241 • to ensure the behavioural approach with sanctions & interventions for poor behaviour
- 2242 • to have mechanisms to support students who need it in the way they need it

- 2243 • to ensure staff have access to suitable training & that there is clear expectation for staff and
2244 Managers
- 2245 • to ensure pupil's voice is heard and responded to
- 2246 • to ensure DSLs have some protected time to engage with local safeguarding partners and
2247 LADOs, so those relationships can be strengthened.
- 2248 • to ensure staff follow the guidance in Keeping Children Safe in Education
2249
- 2250 9.28. All staff should understand that even if there are no reports in their schools or colleges it does not mean
2251 it is not happening, it may be the case that it is just not being reported. As such, it is important if staff
2252 have any concerns regarding child on child/young adult on young adult abuse or abuse between
2253 individuals of different age, they should speak to their DSL (or deputy).
- 2254 9.29. The Organisation has zero - tolerance approach to any type of abuse including sexual violence and
2255 harassment. Staff must NOT take the view that it doesn't not happen in their setting.
- 2256 9.30. The Organisation recognises that it is more likely that girls will be victims and boys' perpetrators, but
2257 that all types of abuse between children of the same, similar of different ages is unacceptable and will
2258 be taken seriously. It is essential that all victims are reassured that they are being taken seriously and
2259 that they will be supported and kept safe.
- 2260 9.31. Abuse between individuals of the same, similar or different age is most likely to include, but may not
2261 be limited to:
- 2262
- 2263 • bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- 2264 • abuse in intimate personal relationships between peers
- 2265 • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical
2266 harm (this may include an online element which facilitates, threatens and/or encourages physical
2267 abuse)
- 2268 • sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online
2269 element which facilitates, threatens and/or encourages sexual violence). For further information
2270 about sexual violence see [Part 5 of KCSIE2022 and Annex B](#)
- 2271 • sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which
2272 may be standalone or part of a broader pattern of abuse; For further information about sexual
2273 harassment see [Part 5 of KCSIE2022 and Annex B](#).
- 2274 • causing someone to engage in sexual activity without consent, such as forcing someone to strip,
2275 touch themselves sexually, or to engage in sexual activity with a third party
- 2276 • consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also
2277 known as sexting or youth produced sexual imagery). For more information about this read UKCIS
2278 guidance: [Sharing nudes and semi-nudes advice for education settings](#).
- 2279 • Upskirting which typically involves taking a picture under a person's clothing without their permission,
2280 with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the
2281 victim humiliation, distress or alarm; and
- 2282 9.32. initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or
2283 humiliation used as a way of initiating a person into a group and may also include an online element)
- 2284 9.33. Staff must be clear as to the school/college's/home's procedures with regards to child on child/young
2285 adult on young adult abuse, abuse between individuals of different age and the important role they
2286 have to play in preventing it and responding where they believe a child may be at risk from it.
- 2287 9.34. All Individuals will be provided with safeguarding information in a format, which is appropriate for their
2288 understanding and communication. This may take the form of posters or a leaflet/booklet.

2289 9.35. All contact behaviours that have a sexual nature to them such as pushing or rubbing against, grabbing
2290 bottoms, breasts or genitals, pinging or flicking bras, lifting skirts or pulling down trousers will be
2291 challenged by staff and appropriate levels of action, which may include disciplinary action will be taken.
2292 This is to ensure children/young people and staff are clear that these behaviours will not be tolerated
2293 or acceptable. However, it is critical to state that some children with cognitive impairment may not be
2294 able to fully understand how children on the receiving end of such behaviour may feel, therefore staff
2295 will work with each of the children affected by the situation in order to enhance their understanding of
2296 the seriousness of their behaviour, so any behaviour of such nature in the future can be prevented.

2297 **Serious violence**

2298 9.36. All staff should be aware of the indicators, which may signal children are at risk from, or are involved
2299 with serious violent crime. These may include increased absence from school, a change in friendships
2300 or relationships with older individuals or groups, a significant decline in performance, signs of self-
2301 harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts
2302 or new possessions could also indicate that children have been approached by, or are involved with;
2303 individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

2304 9.37. All staff should be aware of the range of risk factors which increase the likelihood of involvement in
2305 serious violence, such as being male, having been frequently absent or permanently excluded from
2306 school, having experienced child maltreatment and having been involved in offending, such as theft or
2307 robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence
2308 and gang involvement and its [Preventing youth violence and gang involvement](#).

2309 9.38. Sexual violence and sexual harassment can occur between two or more children of any age and sex,
2310 from primary through to secondary stage and into college. It can occur also through a group of children
2311 sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual
2312 harassment exist on a continuum and may overlap; they can occur online and face-to-face (both
2313 physically and verbally) and are never acceptable. Schools and colleges should be aware of the
2314 importance of:

- 2315 • making clear that there is a zero-tolerance approach to sexual violence and sexual
2316 harassment that it is never acceptable, and it will not be tolerated. It should never be passed
2317 off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to
2318 do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst-
2319 case scenarios a culture that normalises abuse, leading to children accepting it as normal and
2320 not coming forward to report it.

- 2321 • recognising, acknowledging, and understanding the scale of harassment and abuse and that
2322 even if there are no reports it does not mean it is not happening, it may be the case that it is
2323 just not being reported.

- 2324 • challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms,
2325 breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or
2326 tolerating such behaviours risks normalising them.

2327 9.39. Sexual violence and sexual harassment between children can occur between two children of **any age**
2328 **and sex from primary to secondary stage and into colleges. It can also occur online.** It can also occur
2329 through a group of children sexually assaulting or sexually harassing a single child or group of children.

2330 9.40. Children who are victims of sexual violence and sexual harassment will likely find the experience
2331 stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and
2332 will be exacerbated if the alleged perpetrator(s) attends the same school or college or lives in the same
2333 children's/care home. Sexual violence and sexual harassment exist on a continuum and may overlap;
2334 they can occur online and face to face (both physically and verbally) and are never acceptable. All staff
2335 working with children are advised to maintain an attitude of 'it could happen here'.

- 2336 9.41. It is essential that all victims are reassured that they are being taken seriously and that they will be
2337 supported and kept safe. **A victim should never be given the impression that they are creating a**
2338 **problem by reporting sexual violence or sexual harassment.** Nor should a victim ever be made to feel
2339 ashamed for making a report.
- 2340 9.42. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential
2341 that victims are protected, offered appropriate support and every effort is made to ensure their
2342 education is not disrupted. It is also important that other children, adult students and school and college
2343 staff are supported and protected as appropriate.
- 2344 9.43. There is support available for schools and colleges. Paragraph 52 and Annex A in the [Sexual Violence](#)
2345 [and Sexual Harassment Between Children in Schools and Colleges](#) advice provides detailed
2346 information and links to resources.
- 2347 9.44. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children
2348 with special educational needs and disabilities (SEND) and LGBT children are at greater risk.
- 2349 9.45. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm.
2350 However, children who are LGBT can be targeted by other children. In some cases, a child who is
2351 perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children
2352 who identify as LGBT.
- 2353 9.46. Risks can be compounded where children/young people who are LGBT lack a trusted adult with whom
2354 they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and
2355 provide a safe space for them to speak out or share their concerns with members of staff.
- 2356 9.47. LGBT inclusion is part of the statutory [Relationships Education, Relationship and Sex Education and](#)
2357 [Health Education](#) curriculum and there is a range of support available to help schools counter
2358 homophobic, biphobic and transphobic bullying and abuse.
- 2359 9.48. Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected
2360 to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour
2361 is developmentally inappropriate and may cause developmental damage. An umbrella term for these
2362 types of behaviour are often referred to as **"harmful sexual behaviour"**. The term has been widely
2363 adopted in child protection. Harmful sexual behaviour can occur online and/or offline and can also
2364 occur simultaneously between the two. Harmful sexual behaviour should be considered in a child
2365 protection context.
- 2366 9.49. Situations where children/young people are forced or coerced into sexual activity by peers or
2367 associates can be related with gang / serious youth violence activity but that is not always the case.
2368 Peer influence or peer pressure is a major factor in the decisions made by young people to join
2369 particular groups. Many young people see it as a "way out" from their day-to-day life and feel a strong
2370 bond with their peers, one which they may be lacking at home. Examples of peer-on-peer abuse
2371 including sexualised online bullying include:
- 2372 • **Racist and Religious Bullying** - a range of hurtful behaviour, both physical and
 - 2373 psychological, that makes a person feel unwelcome, marginalised, excluded,
 - 2374 powerless or worthless because of their colour, ethnicity, culture, faith community,
 - 2375 national origin or national status.
 - 2376 • **Sexual, Sexist Bullying** - any behaviour, whether physical or non-physical, where
 - 2377 sexuality or gender is used as a weapon by boys or girls, this may also include any of
 - 2378 the following:
 - 2379 - spreading rumors about someone's alleged sex life
 - 2380 - using offensive terms to describe a person
 - 2381 - inappropriate touching or attempts to do so
 - 2382 - non-consensual sharing of sexual images and videos

- 2383 - unwanted sexual comments and messages, including those on social media
- 2384 - any sexual exploitation, coercion and threats
- 2385 - sexual assault and rape
- 2386 • **Upskirting** - taking a picture under a person's clothing without their permission and /or
- 2387 knowledge, with the intention of viewing their genitals or buttocks (with or without
- 2388 underwear) to obtain sexual gratification, or cause the victim humiliation, distress or
- 2389 alarm. It is a criminal offence. Anyone of any gender, can be a victim The Voyeurism
- 2390 Offences Act, which was commonly known as the Upskirting Bill, was introduced on 21
- 2391 June 2018. It came into force on 12 April 2019.
- 2392 • **Transphobic bullying** - is based on fear, hatred, disbelief, or mistrust of people who are
- 2393 transgender, thought to be transgender, or whose gender expression doesn't conform
- 2394 to traditional gender roles. Transphobia can prevent transgender and gender
- 2395 nonconforming people from living full lives free from harm.
- 2396 • **Homophobic Bullying** - targets someone because of their sexual orientation (or
- 2397 perceived sexual orientation);
- 2398 • **Disablist Bullying** - targets a young person solely based on their disability. This can
- 2399 include manipulative bullying where a perpetrator forces the victim to act in a certain
- 2400 way, or exploiting a certain aspect of the victim's disability.
- 2401 • **Prejudice based and discriminatory bullying** - Prejudice is an unjustified or incorrect
- 2402 attitude (usually negative) towards an individual based solely on the individual's
- 2403 membership of a social group. For example, a person may hold prejudiced views
- 2404 towards a certain race or gender etc. (e.g. sexist).
- 2405 • **Discrimination** is the behaviour or actions, usually negative, towards an individual or
- 2406 group of people, especially on the basis of sex/race/social class.
- 2407 9.50. Definitions related to sexual violence and sexual harassment can be accessed via [KCSIE2022/Part 5](#)
- 2408 and more details about how to respond have been included in [KCSIE 2022 Part 5. Child on child sexual](#)
- 2409 [violence and sexual harassment.](#)
- 2410 What staff should do if they have concerns about the child/young person
- 2411 9.51. Staff working with children/young people are advised to maintain an attitude of 'it could happen here'
- 2412 where safeguarding is concerned. When concerned about the welfare of a child/young person, staff
- 2413 should always act in the best interests of the child/young person
- 2414 9.52. If staff have any concerns about a child's/young person welfare, they should act on them immediately
- 2415 by following this procedure and reporting their concern to the DSL/DSL Deputy.
- 2416 **Opportunities to teach safeguarding**
- 2417 9.53. Schools/colleges must ensure that their staff undergo regular updated safeguarding training, including
- 2418 online safety and for children to be taught about how to keep themselves and others safe, including
- 2419 online, that safeguarding training for staff, including online safety training, is integrated, aligned and
- 2420 considered as part of the whole school or college safeguarding approach and wider staff training and
- 2421 curriculum planning.
- 2422 9.54. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities
- 2423 of individual children/young people, including those who are victims of abuse, and children/young
- 2424 people with special educational needs or disabilities.
- 2425 9.55. Whilst considering the above training requirements, governance boards and proprietor should have
- 2426 regard to the [Teachers' Standards](#) which set out the expectation that all teachers manage behaviour
- 2427 effectively to ensure a good and safe educational environment and requires teachers to have a clear
- 2428 understanding of the needs of all pupils.

2429 9.56. Schools and colleges play a crucial role in preventative education. Preventative education is most
2430 effective in the context of a whole-school or college approach that prepares pupils and students for life
2431 in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia,
2432 biphobic and sexual violence/harassment.

2433 9.57. Schools should consider all of this as part of providing a broad and balanced curriculum (colleges may
2434 cover relevant issues through tutorials). This may include covering relevant issues for schools through
2435 Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary
2436 pupils) and Health Education (for all pupils in state-funded schools). The statutory guidance can be
2437 found here: [Statutory guidance: relationships education relationships and sex education \(RSE\) and](#)
2438 [health education](#).

2439 9.58. The Department has produced a one-stop page for teachers on GOV.UK, which can be accessed here:
2440 [Teaching about relationships sex and health](#). This includes teacher-training modules on the RSHE topics
2441 and non-statutory implementation guidance. Further guidance focused on teaching relationships
2442 education specifically to prevent sexual harassment and sexual violence will be published in Spring
2443 2022. The following resources plus many more listed in [Annex B](#), may also help schools and colleges
2444 understand and teach about safeguarding:

- 2445 • DfE advice for schools: [teaching online safety in schools](#);
- 2446 • UK Council for Internet Safety (UKCIS)32 guidance: [Education for a connected world](#);
- 2447 • UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working](#)
2448 [with children and young people](#);
- 2449 • The UKCIS [external visitors guidance](#) will help schools and colleges to ensure the
2450 maximum impact of any online safety sessions delivered by external visitors;
- 2451 • National Crime Agency's CEOP education programme: [Thinkuknow](#);
- 2452 • LGFL '[Undressed](#)' provided schools advice about how to teach young children about
2453 being tricked into getting undressed online in a fun way without scaring them or
2454 explaining the motives of sex offenders.
- 2455 • Public Health England: [Every Mind Matters](#)
- 2456 • [Harmful online challenges and online hoaxes](#) - this includes advice on preparing for any
2457 online challenges and hoaxes, sharing information with parents and carers and where
2458 to get help and support.

2459 9.59. Whilst it is essential that governance boards and proprietor ensure that appropriate filters and
2460 monitoring systems are in place, they should be careful that "over blocking" does not lead to
2461 unreasonable restrictions as to what children can be taught with regard to online teaching and
2462 safeguarding

2463 9.60. As schools and colleges increasingly work online, it is essential that children are safeguarded from
2464 potentially harmful and inappropriate online material. Whilst it is essential that governance boards and
2465 proprietor ensure that appropriate filters and monitoring systems are in place, they should be careful
2466 that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with
2467 regard to online teaching and safeguarding

2468 Online safety

2469 9.61. It is essential that children are safeguarded from potentially harmful and inappropriate online material.
2470 An effective whole school and college approach to online safety empowers a school or college to
2471 protect and educate pupils, students, and staff in their use of technology and establishes mechanisms
2472 to identify, intervene in, and escalate any concerns where appropriate.

2473 9.62. The breadth of issues classified within online safety is considerable, but can be categorised into four
2474 areas of risk which we'll refer to as 4Cs later on:

- 2475
- 2476
- 2477
- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- 2478
- 2479
- 2480
- 2481
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’.
- 2482
- 2483
- 2484
- 2485
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- 2486
- 2487
- 2488
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group <https://apwg.org/>
- 2489
- 2490
- 2491
- 2492
- 9.63. Schools and colleges should ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the DSL and any parental engagement.

Online safety policy

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- 9.64. Online safety and the school or college’s approach to it should be reflected in the child protection policy. Considering the 4Cs (above) will provide the basis of an effective online policy. The school or college should have a clear policy on the use of mobile and smart technology. Amongst other things this will reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. Schools and colleges should carefully consider how this is managed on their premises and reflect in their mobile and smart technology policy and their child protection policy.
- 2503
- 2504
- 9.65. Information and support available to schools and colleges to keep children safe online can be found in [Part 2 and Annex B of KCSIE2022](#).

Remote Learning

- 2505
- 2506
- 2507
- 2508
- 2509
- 9.66. The DfE has provided advice to support schools and colleges to help keep pupils, students and staff safe whilst learning remotely, [safeguarding in schools colleges and other providers](#) and [safeguarding and remote education](#). The NSPCC also provide helpful advice - [Undertaking remote teaching safely](#). NSPCC Learning - [Undertaking remote teaching safely during school closures](#).
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- 9.67. Schools and colleges are likely to be in regular contact with parents and carers. Those communications should be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online

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Filters and monitoring

2521 9.68. Whilst considering their responsibility to safeguard and promote the welfare of children and provide
2522 them with a safe environment in which to learn, governance boards and proprietor should be doing
2523 all that they reasonably can to limit children's exposure to the above risks from the school's or college's
2524 IT system. As part of this process, governance boards and proprietor should ensure their school or
2525 college has appropriate filters and monitoring systems in place. Governance boards and proprietor
2526 should consider the age range of their children, the number of children, how often they access the IT
2527 system and the proportionality of costs vs risks. Schools will work with the internal Cambian/Care tech
2528 IT team and seek advice and support required.

2529 9.69. The appropriateness of any filters and monitoring systems are a matter for individual schools and
2530 colleges and will be informed in part, by the risk assessment required by the [Prevent Duty](#). The UK
2531 Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might
2532 look like UK Safer Internet Centre: [appropriate filtering and monitoring](#).

2533

Information security and access management

2534 9.70. Education settings are directly responsible for ensuring they have the appropriate level of security
2535 protection procedures in place, in order to safeguard their systems, staff and learners and review the
2536 effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.
2537 Guidance on e-security is available from the National Education Network. In addition, broader
2538 guidance on cyber security including considerations for governors and trustees can be found at
2539 NCSC.GOV.UK.

2540

Reviewing online safety

2541 9.71. Technology, and risks and harms related to it evolve and changes rapidly. Schools and colleges should
2542 consider carrying out an annual review of their approach to online safety, supported by an annual risk
2543 assessment that considers and reflects the risks their children face. A free online safety self-review tool
2544 for schools can be found via the [360 safe website](#).

2545 9.72. UKCIS has published [online safety in schools and colleges: Questions from the governing board](#). The
2546 questions can be used to gain a basic understanding of the current approach to keeping children safe
2547 online; learn how to improve this approach where appropriate; and find out about tools, which can be
2548 used to improve the approach. It has also published an Online Safety Audit Tool which helps mentors
2549 of trainee teachers and newly qualified teachers induct mentees and provide ongoing support,
2550 development and monitoring.

2551

Cyberbullying

2552 9.73. Central to Anti-bullying policy is the principle that 'bullying is always unacceptable' and that 'all
2553 children/young people have a right not to be bullied'. School/colleges also recognises that it must take
2554 note of bullying perpetrated outside school/college which spills over into the school/college; therefore
2555 once aware services will respond to any cyber-bullying we become aware of carried out by
2556 children/young people when they are away from the site.

2557 9.74. Cyber-bullying is defined as 'an aggressive, intentional act carried out by a group or individual using
2558 electronic forms of contact repeatedly over time against a victim who cannot easily defend
2559 himself/herself.'

- 2560 • By cyber-bullying, we mean bullying by electronic media:
- 2561 • Bullying by texts or messages or calls on mobile 'phones
- 2562 • The use of mobile 'phone cameras to cause distress, fear or humiliation
- 2563 • Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs,
- 2564 personal websites, social networking sites
- 2565 • Using e-mail to message others

- 2578 Gaming – raising awareness

- 2583 Nudes/semi nudes' images or videos

- 2588 9.81. Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the
2589 person doing it is a child. A young person is breaking the law if they:

- 2594 9.82. However, if a young person is found creating or sharing images, the police can choose to record that
2595 a crime has been committed but that taking formal action isn't in the public interest. There are many
2596 reasons why a young person may want to send a naked or semi-naked picture, video or message to
2597 someone else:

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

2605 9.83. The risks of sexting are that the young person has no control over the images and how these are
 2606 shared, and the subsequent risks of blackmail, bullying and harm. In response to this Cambian Group
 2607 will provide education and guidance to prevent individuals from becoming victims of such situations
 2608 by encouraging them to think about the risk of sexting and understand how to seek help when
 2609 approached to take part in sexting. More information can be found on [Keeping-children-safe/online-](#)
 2610 [safety/sexting-sending-nudes](#).

2611 Online reputation

2612 9.84. Online reputation is the opinion others get of a person when they encounter them on-line. It is formed
 2613 by posts, photos that have been uploaded and comments made by others on people's profiles. It is
 2614 important that children/young people and staff are aware that anything that is posted could influence
 2615 their future professional reputation. The majority of organisations and work establishments now check
 2616 digital footprint before considering applications for positions or places on courses.

2617 Grooming

2618 9.85. On-line grooming is the process by which one person with an inappropriate sexual interest in
 2619 children/young people will approach a child/young person on-line, with the intention of developing a
 2620 relationship with that child/young person, to be able to meet them in person and intentionally cause
 2621 harm.

2622 9.86. The services will build awareness amongst children/young people, parents/carers and staff about
 2623 ensuring that the child/young person:

- 2624 • Only has friends on-line that they know in real life
- 2625 • Is aware that if they communicate with somebody that they have met on-line, that relationship
 2626 should stay on-line.

2627 9.87. Where appropriate that the services will support parents/carers to:

- 2628 • Recognise the signs of grooming
- 2629 • Have regular conversations with their children/young people about on-line activity and how to stay
 2630 safe on-line

2631 9.88. Where appropriate the services will raise awareness by:

- 2632 • Regular communication with the families
- 2633 • Schools/colleges will include awareness around grooming as part of their curriculum
- 2634 • Identifying with the families and children/young people how they can be safeguarded against
 2635 grooming.

2636 Violence against women and girls (VAWG)

2637 9.89. Violence against women and girls (VAWG) is a hate crime and a violation of the Human Rights of
 2638 women and girls. The government has a strategy looking at specific issues that women and girls face.

2639 9.90. It is also one of the most oppressive forms of gender inequality and stands as a fundamental barrier
 2640 to equal participation of women and men in social, economic, and political spheres. Such violence
 2641 impedes gender equality and the achievement of a range of development outcomes. VAWG is a
 2642 complex and multifaceted problem that cannot effectively be addressed from a single vantage point.
 2643 The prevention of and response to such violence require coordinated action across multiple sectors.
 2644

2645 Female genital mutilation (FGM)

2646 9.91. FGM comprises all procedures involving partial or total removal of the external female genitalia or other
2647 injury to the female genital organs for non-medical reasons, hence interferes with the natural function
2648 of girls and women's bodies. It has no health benefits and harms girls and women in many ways.

2649 9.92. The age at which girls undergo FGM varies enormously according to the community in which they live.
2650 The procedure may be carried out when the girl is new born, during childhood or adolescence, just
2651 before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to
2652 take place between the ages of 5 to 8 years and therefore girls within that age bracket are at a higher
2653 risk.

2654 9.93. In 2003, FGM became a criminal offence for UK nationals or permanent UK residents to take their child
2655 abroad to have female genital mutilation. Anyone found guilty of the offence faces a maximum penalty
2656 of 14 years in prison. It is mandatory for teachers to report known cases of FGM to the police.

2657 **Forced marriage**

2658 9.94. In the case of children and young people: 'a forced marriage is a marriage in which one or both
2659 spouses cannot consent to the marriage and duress is involved. Duress can include physical,
2660 psychological, financial, sexual and emotional pressure.' In developing countries, approx. 11% of girls
2661 are married before the age of 15. One in 3 victims of forced marriage in the UK are under 18 years old.

2662 9.95. It is important that all members of staff recognise the presenting symptoms, know how to respond if
2663 there are concerns and where to turn for advice.

2664 9.96. Advice and help can be obtained nationally through the **Forced Marriage Unit on +44 (0) 20 7008 0151**
2665 and locally through the local police safeguarding team or children's social care.

2666 9.97. While all members of staff (education, care, clinical) have important responsibilities with regard to
2667 children, young people or adults who may be at risk of forced marriage, managers and leaders should
2668 not undertake roles in this regard that are most appropriately discharged by other children's services
2669 professionals such as police officers or social workers.

2670 9.98. The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of
2671 forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency
2672 statutory guidance for dealing with forced marriage, which can both be found at
2673 [https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-](https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage)
2674 [marriage](https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage). School and college staff can contact the Forced Marriage Unit if they need advice or
2675 information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk.

2676 **Breast ironing**

2677 9.99. Breast ironing, also known as breast flattening, is the pounding and massaging of a pubescent girl's
2678 breasts, using hard or heated objects, to try to make them stop developing or disappear. It is typically
2679 carried out by the girl's mother who will say she is trying to protect the girl from sexual harassment and
2680 rape, to prevent early pregnancy that would tarnish the family name, or to allow the girl to pursue
2681 education rather than be forced into early marriage. It is mostly practiced in parts of Cameroon, where
2682 boys and men may think that girls whose breasts have begun to grow are ready for sex. Some reports
2683 suggest that it has spread to the Cameroonian diaspora, for example to Britain. The most widely used
2684 implement for breast ironing is a wooden pestle normally used for pounding tubers.

2685 9.100. Any suspected cases of breast ironing **MUST** be reported immediately under this Child Protection and
2686 Safeguarding policy and the Individual offered medical help.

2687 **Teenage relationship abuse**

2688 9.101. Research has shown that teenagers don't readily understand what constitutes abusive behaviour such
2689 as controlling behaviours, which can escalate to physical abuse, e.g. checking someone's phone,
2690 telling them what to wear, who they can/can't see or speak to and that this abuse is prevalent within
2691 teen relationships.

2692 9.102. Further research shows that teenagers don't understand what consent means within their
2693 relationships. They often hold the common misconception that rape can only be committed by a
2694 stranger down a dark alley and don't understand that it could happen within their own relationships.
2695 This can lead to these abusive behaviours feeling 'normal' and therefore unchallenged, as they are not
2696 recognised as being 'abusive'.

2697 9.103. Vulnerable Individuals may struggle to understand such concepts and the potential consequences of
2698 their own, their peers or others behaviour towards them. Therefore, significant effort will be made to
2699 raise awareness of it and respond effectively to such situations.

2700 9.104. In response to this Cambian Group will provide education and guidance to prevent teenagers from
2701 becoming victims and perpetrators of abusive relationships - encouraging them to rethink their views
2702 of violence, abuse and controlling behaviours, and understand what consent means within
2703 relationships.

2704 Honour-based violence

2705 9.105. It is often linked to family members or acquaintances who mistakenly believe someone has brought
2706 shame to their family or community by doing something that is not in keeping with the traditional beliefs
2707 of their culture. However, abuse committed in the context of preserving "honour" often involves a wider
2708 network of family or community pressure and can include multiple perpetrators. It is important to be
2709 aware of this dynamic and additional risk factors when deciding what form of safeguarding action to
2710 take" for example, honour-based violence might be committed against individuals who:

- 2711 • become involved with a boyfriend or girlfriend from a different culture or religion
- 2712 • want to get out of an arranged marriage
- 2713 • want to get out of a forced marriage
- 2714 • wear clothes or take part in activities that might not be considered traditional within a particular
- 2715 culture.

2716 9.106. Girls and women are the most common victims of honour-based violence however; it can also affect
2717 men and boys. Crimes of 'honour' do not always include violence. Crimes committed in the name of
2718 'honour' might include: domestic abuse, threats of violence, assault, sexual or psychological abuse,
2719 forced marriage, being held against their will or taken somewhere they don't want to go.

2720 9.107. If staff believe that the Individual is at risk from honour-based violence, the DSL will follow the usual
2721 safeguarding referral process. However, if it is clear that a crime has been committed or the Individual
2722 is at immediate risk the police will be contacted in the first place, this is a mandatory duty placed on
2723 teachers. It is important that if honour-based violence is known or suspected, communities and family
2724 members must NOT be contacted prior to referral to the police or social care as this could increase the
2725 risk to the individual.

2726 Preventing extremism and radicalisation

2727 9.108. All staff are fully aware of their duty in assessing the risk of Individuals being drawn into terrorism
2728 including support for terrorism ideology and extremist ideas. In accordance with our **026. Preventing**
2729 **Extremism and Radicalisation policy** and **0.27 E-safety policy**, we all need to be vigilant in ensuring the
2730 safety from extremist and terrorist material when accessing the internet. We consider Somerset Local
2731 Authority Safeguarding Children's Board arrangements to fulfil its Prevent duties.

2732 9.109. Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from
2733 other forms of harms and abuse, protecting children from this risk should be a part of a schools or
2734 colleges' safeguarding approach.

- 2735 • **Extremism** is the vocal or active opposition to our fundamental values, including democracy,
- 2736 the rule of law, individual liberty and the mutual respect and tolerance of different faiths and
- 2737 beliefs. This also includes calling for the death of members of the armed forces.

- 2738 • **Radicalisation** refers to the process by which a person comes to support terrorism and
2739 extremist ideologies associated with terrorist groups.
- 2740 • **Terrorism** is an action that endangers or causes serious violence to a person/people; causes
2741 serious damage to property; or seriously interferes or disrupts an electronic system. The use
2742 or threat **must** be designed to influence the government or to intimidate the public and is
2743 made for the purpose of advancing a political, religious or ideological cause.
- 2744 9.110. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology.
2745 Background factors combined with specific influences such as family and friends may contribute to a
2746 child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social
2747 media or the internet) and settings (such as within the home).
- 2748 9.111. However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent
2749 those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert
2750 to changes in children's behaviour, which could indicate that they may be in need of help or protection.
2751 Staff should use their judgement in identifying children who might be at risk of radicalisation and act
2752 proportionately which may include making a Prevent referral.
- 2753 9.112. The school's or college's DSL (and any deputies) should be aware of local procedures for making a
2754 Prevent referral
- 2755 9.113. All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security
2756 Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent
2757 people from being drawn into terrorism". This duty is known as **the Prevent duty**.
- 2758 9.114. [An online general awareness-training module on Channel is available](#). The module is suitable for
2759 school staff and other front-line workers. It introduces the topics covered by this advice, including how
2760 to identify factors that can make people vulnerable to radicalisation, and case studies illustrating the
2761 types of intervention that may be appropriate, in addition to Channel.

2762 Prevent Duty

- 2763 9.115. The Prevent duty should be seen as part of schools and colleges' wider safeguarding obligations. DSLs
2764 and other senior leaders in schools should familiarise themselves with the revised [Prevent duty
2765 guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with
2766 schools (and also covers childcare). DSLs and other senior leaders in colleges should familiarise
2767 themselves with the [Prevent duty guidance: for further education institutions in England and Wales](#). The
2768 guidance is set out in terms of four general themes: risk assessment, working in partnership, staff
2769 training, and IT policies.
- 2770 9.116. Local authorities will be expected to ensure appropriate frontline staff, including those of its contractors,
2771 have a good understanding of Prevent are trained to recognise vulnerability to being drawn into
2772 terrorism and are aware of available programmes to deal with this issue.
- 2773 9.117. As the independent body responsible for standards and quality improvement for further education, the
2774 Education and Training Foundation will work with the sector to ensure that appropriate training is
2775 available. This will include and draw from training provided through the network of Prevent co-
2776 ordinators.

2777 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

- 2778 9.118. This section of the policy must be read in conjunction with our 0.29 Child Sexual Exploitation policy.
- 2779 9.119. Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an
2780 imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal
2781 activity, in exchange for something the victim needs or wants, and/or for the financial advantage or
2782 increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE
2783 and CCE can affect children, both male and female and can include children who have been moved
2784 (commonly referred to as trafficking) for the purpose of exploitation.

2785

Child Criminal Exploitation (CCE)

2786 9.120. Some specific forms of CCE can include children being forced or manipulated into transporting drugs
 2787 or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can
 2788 also be forced or manipulated into committing vehicle crime or threatening/committing serious
 2789 violence to others. Children can become trapped by this type of exploitation as perpetrators can
 2790 threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be
 2791 coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from
 2792 harm from others. As children involved in criminal exploitation often commit crimes themselves, their
 2793 vulnerability as victims is not always recognised by adults and professionals, (particularly older
 2794 children), and they are not treated as victims despite the harm they have experienced. They may still
 2795 have been criminally exploited even if the activity appears to be something they have agreed or
 2796 consented to.

2797 9.121. It is important to note that the experience of girls who are criminally exploited can be very different to
 2798 that of boys. The indicators may not be the same; however, professionals should be aware that girls
 2799 are at risk of criminal exploitation too. It is also important to note that both boys and girls being
 2800 criminally exploited may be at higher risk of sexual exploitation.

2801

Child Sexual Exploitation (CSE)

2802 9.122. CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by
 2803 penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing,
 2804 rubbing, and touching outside clothing. It may include noncontact activities, such as involving children
 2805 in the production of sexual images, forcing children to look at sexual images or watch sexual activities,
 2806 encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for
 2807 abuse including via the internet.

2808 9.123. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate
 2809 knowledge e.g. through others sharing videos or images of them on social media.

2810 9.124. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and
 2811 17 year olds who can legally consent to have sex. Some children may not realise they are being
 2812 exploited e.g. they believe they are in a genuine romantic relationship.

2813 9.125. Children with learning difficulties can be particularly vulnerable to exploitation as can children from
 2814 particular groups, e.g. looked after children, young carers, children who have a history of physical,
 2815 sexual emotional abuse or neglect or mental health problems; children who use drugs or alcohol,
 2816 children who go missing from home or school, children involved in crime, children with parents/carers
 2817 who have mental health problems, learning difficulties/other issues, children who associate with other
 2818 children involved in exploitation. However, it is important to recognise that any child can be targeted.

2819 9.126. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors
 2820 including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or
 2821 other resources. In some cases, the abuse will be in exchange for something the victim needs or wants
 2822 and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator
 2823 or facilitator.

2824 9.127. The abuse can be perpetrated by individuals or groups, males or females, and children (under the age
 2825 of 18 years, including 16- and 17-year olds who can legally consent to have sex) or adults. It is critical
 2826 to know that children/young people may also be exploited by other children/young people, who
 2827 themselves may be experiencing exploitation – where this is the case, it is important that the
 2828 child/young person perpetrator is also recognised as a victim.

2829 9.128. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic
 2830 to complex organised abuse. It can involve force and/or enticement-based methods of compliance
 2831 and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even
 2832 when activity appears consensual and it should be noted exploitation as well as being physical can be
 2833 facilitated and/or take place online. More information include definitions and indicators are included
 2834 in - [KCSIE2022 - Part One](#). Some of the following can be indicators of both child criminal and sexual
 2835 exploitation where children:

- 2836 • appear with unexplained gifts or new professions;
- 2837 • associate with other young people involved in exploitation;
- 2838 • suffer from changes in emotional well-being;
- 2839 • misuse drugs and alcohol;
- 2840 • go missing for periods of time or regularly or come home late; and
- 2841 • regularly miss school or education or do not take part in education.

2842 9.129. Some additional specific indicators that may be present in CSE and children who:

- 2843 • Children who have older boyfriends or girlfriends; and
- 2844 • Children who suffer from sexually transmitted infections, display sexual behaviours
 2845 beyond expected sexual development or become pregnant.

2846 9.130. Further information on signs of a child's involvement in sexual exploitation is available in Home Office
 2847 guidance: Child sexual exploitation: guide for practitioners.

2848 9.131. As an organisation we do recognise that the same level of exploitation may take place involving
 2849 vulnerable young people/adults at risk above the age of 18. An adult at risk is any person who is aged
 2850 18 years or over and at risk of abuse or neglect because of their needs for care and/or support (The
 2851 Care Act 2014). As we do provide services for vulnerable young people/adults at risk, therefore it is
 2852 expected that the above statement will equally apply to those who are 18+ across England and Wales.

2853 9.132. Children under the age of criminal responsibility (under the age of 10), or young people who have
 2854 increased vulnerability due to push and pull factors who are manipulated, coerced or forced into
 2855 criminal activity provide opportunity for criminals to distance themselves from crime.

2856 County Lines

2857 9.133. County lines is a term used to describe gangs and organised criminal networks involved in exporting
 2858 illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen
 2859 locally as well as across the UK - no specified distance of travel is required. Children and vulnerable
 2860 adults are exploited to move, store and sell drugs and money. Offenders will often use coercion,
 2861 intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.
 2862 Children can be targeted and recruited. Exploitation is an integral part of the county lines, children may
 2863 become victims through: coercion, intimidation, violence (including sexual) and weapons.

2864 9.134. Children can be targeted and recruited into county lines in a number of locations including schools,
 2865 further and higher educational institutions, pupil referral units, special educational needs schools,
 2866 children's homes and care homes. Children are often recruited to move drugs and money between
 2867 locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed
 2868 internally to avoid detection. Children can easily become trapped by this type of exploitation as county
 2869 lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their
 2870 families) if they attempt to leave the county lines network.

2871 9.135. Children are also increasingly being targeted and recruited online using social media. Children can
2872 easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts
2873 which need to be worked off or threaten serious violence and kidnap towards victims (and their
2874 families) if they attempt to leave the county lines network. These children and young people are at
2875 serious risk of criminalisation, sexual exploitation and exposure to violence. This is facilitated by a group
2876 who may not necessarily be affiliated to a gang, but who have developed networks across
2877 geographical boundaries to access and exploit existing drugs markets in these areas.

2878 9.136. The group, or individuals exploited by them, travel regularly between the urban hub and the rural
2879 marketplace, to replenish stock and deliver cash. This movement is not unique to county lines drug
2880 supply but is generally more frequent and in smaller deal amounts compared to most other drug
2881 supply methods.

2882 9.137. A number of the indicators for CSE and CCE as detailed above may be applicable to where children
2883 are involved in county lines. Some additional specific indicators that may be present where a child is
2884 criminally exploited through involvement in county lines are children who:

- 2885 • go missing and are subsequently found in areas away from their home;
- 2886 • have been the victim or perpetrator of serious violence (e.g. knife crime);
- 2887 • are involved in receiving requests for drugs via a phone line, moving drugs, handing over and
2888 collecting money for drugs;
- 2889 • are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid
2890 detection;
- 2891 • are found in accommodation that they have no connection with, often called a 'trap house or
2892 cuckooing' or hotel room where there is drug activity;
- 2893 • owe a 'debt bond' to their exploiters;
- 2894 • have their bank accounts used to facilitate drug dealing.

2895 9.138. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be
2896 considered alongside consideration of availability of local services/third sector providers who offer
2897 support to victims of county lines exploitation.

2898 9.139. Further information on the signs of a child's involvement in county lines is available in guidance
2899 published by the [Home Office and The Children's Society County Lines Toolkit for Professional](#).

2900 Cuckooing

2901 9.140. This is the exploitation of young people that might be vulnerable is a common feature in the facilitation
2902 of county lines drugs supply, whether for the storage or supply of drugs, the movement of cash, or to
2903 secure the use of dwellings held by vulnerable people in the rural marketplace - commonly referred to
2904 as cuckooing.

2905 9.141. Cuckooing is a form of crime in which drug dealers take over the home of a vulnerable person in order
2906 to use it as a base for drug dealing. As of the 2010s, cuckooing is becoming an increasingly common
2907 problem in the South of England. The crime is named for the cuckoo's practice of taking over other
2908 birds' nests for its young.

2909 9.142. The group is inclined to use intimidation, violence and weapons, including knives, corrosives and
2910 firearms.

2911 9.143. Additional to the list under Serious Violent Crime section, other indicators that a child may be criminally
2912 exploited include:

- 2913 • Increase in missing episodes (Education and/or Care) – particular key as
2914 children/young people can be missing for days and drug run in other counties

- 2915
2916
- Having unexplained amounts of money, new high cost items and multiple mobile phones
- 2917
- Increased social media and phone/text use, almost always secretly
- 2918
- Older males in particular seen to be hanging around and driving
- 2919
- Having injuries that are unexplained and unwilling to be looked at
- 2920
- Increase in aggression, violence and fighting
- 2921
- Carrying weapons – knives, baseball bats, hammers, acid
- 2922
- Travel receipts that are unexplained
- 2923
2924
- Significant missing cases from education and disengaging from previous positive peer groups
- 2925
2926
- Parents/carers concerns and significant changes in behaviour that affect emotional wellbeing
- 2927 9.144. We will treat any child/young person who may be criminally exploited as a victim in the first instance
2928 and refer to the Local Safeguarding Authority in the first instance. If a referral to the police is also
2929 required as crimes have been committed on the school premises, these will also be made.
- 2930 **Knife crime**
- 2931 9.145. Ofsted report [Knife crime safeguarding children and young people \(Lessons from London\)](#) makes
2932 references to both; to the use of knives against children either to threaten or to wound them and to
2933 instances when children may have been carrying or using knives for a range of purposes.
- 2934 9.146. Knife crime is a term used commonly in the media to refer, primarily, to street-based knife assaults
2935 and knife-carrying. However, there are many different criminal offences relating to knives. For example:
- 2936
- it is an offence to threaten or cause harm to a person with a bladed weapon
- 2937
- some bladed weapons are prohibited from being sold or purchased, including to anyone
2938 under the age of 18
- 2939
- offences such as robbery or assault can be aggravated if a knife is involved
- 2940
- it is also an offence to carry a knife in a public place without good reason.
- 2941
- It is clear that knife crime is an increasing safeguarding risk to children and young people,
2942 both at school and in their local communities. While Ofsted have not sought to answer
2943 the question of the causes of knife crime, leaders told Ofsted that, in their experience,
2944 children are in three categories of risk of knife carrying.
- 2945 9.147. The highest level of risk is for those children who have been groomed into gangs, for the purposes of
2946 criminal exploitation.
- 2947 9.148. Underneath this lies a group of children who have witnessed other children carrying knives, have been
2948 the victim of knife crime or know someone who has carried a knife for protection or status-acquisition
2949 or who are encouraged to believe knife-carrying is normal through the glamorisation of gangs and
2950 knives on social media.
- 2951 9.149. Then there are children who carry knives to school as an isolated incident. For example, they may carry
2952 a penknife that a grandparent has gifted them
- 2953 9.150. It is important to remember that knife crime does not exist in a vacuum and children who are victims
2954 or perpetrators may also be experiencing multiple vulnerabilities.

2955 9.151. Some children and young people can be more at risk of being drawn into criminality; multiple studies
2956 demonstrate a clear link between inequality and high rates of violence for example. There is a need to
2957 both understand and address individual risk factors as well as address the social challenges that
2958 underpin criminal exploitation and serious violence in our communities, from poor mental health,
2959 addiction, poverty, unemployment and poor-quality housing.

2960 **Missing young people and the link between missing and county lines**

2961 9.152. Every precaution is taken through the use of risk assessments and thorough planning and supervision
2962 to ensure that children, young people and young adults are safe both at school, college, home, and
2963 on outings. If a child, young person or young adult goes missing from our Location, it is considered a
2964 potential indicator of abuse or neglect.

2965 9.153. Our staff members must follow our **0.23. Missing from Care and Education policy** in the event of
2966 someone going missing. All homes/schools/colleges must inform the LA of any student who fails to
2967 attend school regularly or has been absent without the school's permission for a continuous period of
2968 10 days or more or as such intervals agreed with the Local Authority. It is essential that all staff are
2969 alert to signs such as travelling to conflict zones, FGM and forced marriage.

2970 9.154. Coercion and manipulation often increase a young person's vulnerability to exploitation, pushing them
2971 towards going missing and becoming involved in criminal activities. Some individuals may be pulled
2972 towards exploitation through the promise of money, gifts, affection and status. However, they may be
2973 then be forced to work for these people as they are coerced into believing that they are indebted to
2974 them.

2975 **Domestic abuse**

2976 9.155. The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever
2977 statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as
2978 victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of
2979 domestic abuse, based on the previous cross-government definition, ensures that different types of
2980 relationships are captured, including ex-partners and family members. The definition captures a range
2981 of different abusive behaviours, including physical, emotional and economic abuse and coercive and
2982 controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the
2983 behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as
2984 defined in section 2 of the 2021 Act).

2985 9.156. Types of domestic abuse include intimate partner violence, abuse by family members, teenage
2986 relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of
2987 domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background
2988 and domestic abuse can take place inside or outside of the home.

2989 9.157. All children can witness and be adversely affected by domestic abuse in the context of their home life
2990 where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence
2991 can have a serious, long lasting emotional and psychological impact on children. In some cases, a
2992 child may blame themselves for the abuse or may have had to leave the family home as a result.

2993 9.158. Young people can also experience domestic abuse within their own intimate relationships. This form
2994 of abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young
2995 people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or
2996 both parties are under 16). However, as with any child under 18, where there are concerns about safety
2997 or welfare, child safeguarding procedures should be followed and both young victims and young
2998 perpetrators should be offered support.

2999 9.159. KCSIE2022 introduces additional information about domestic abuse which can encompass a wide
3000 range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is
3001 not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of
3002 domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer
3003 domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have
3004 a detrimental and long-term impact on their health, well-being, development, and ability to learn.

3005 9.160. [Operation Encompass](#) operates in all police forces across England. It helps police and schools work
 3006 together to provide emotional and practical help to children. The system ensures that when police are
 3007 called to an incident of domestic abuse, where there are children in the household who have
 3008 experienced the domestic incident, the police will inform the key adult (usually the DSL) in school before
 3009 the child or children arrive at school the following day. This ensures that the school has up to date
 3010 relevant information about the child's circumstances and can enable immediate support to be put in
 3011 place, according to the child's needs. Operation Encompass does not replace statutory safeguarding
 3012 procedures. Where appropriate, the police and/or schools should make a referral to children's social
 3013 care if they are concerned about a child's welfare. More information about the scheme and how
 3014 schools can become involved is available on the Operation Encompass website.

3015 9.161. Operation Encompass provides an advice and helpline service for all staff members from educational
 3016 settings who may be concerned about children who have experienced domestic abuse. The helpline
 3017 is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

3018 9.162. Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in
 3019 confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential
 3020 victims, as well as those who are worried about friends and loved ones. It also has a form through
 3021 which a safe time from the team for a call can be booked. Additional advice on identifying children
 3022 who are affected by domestic abuse and how they can be helped is available at:

- 3023 • [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- 3024 • [Refuge what is domestic violence/effects of domestic violence on children](#)
- 3025 • [Saflives: young people and domestic abuse.](#)
- 3026 • [Domestic abuse: specialist sources of support - GOV.UK](#) (www.gov.uk) (includes
 3027 information for adult victims, young people facing abuse in their own relationships and
 3028 parents experiencing child to parent violence/abuse)
- 3029 • Home : [Operation Encompass](#) (includes information for schools on the impact of
 3030 domestic abuse on children)

3031 **Serious Violent Crime**

3032 9.163. All staff should be aware of indicators, which may signal that children are at risk from, or are involved
 3033 with serious violent crime. These may include:

- 3034 • increased absence from school with a significant decline in performance,
- 3035 • a change in friendships or relationships with older individuals or group,
- 3036 • signs of self-harm or a significant change in well-being, or signs of assault or
 3037 unexplained injuries,
- 3038 • unexplained gifts or new possessions could also indicate that children have been
 3039 approached by, or are involved with individuals associated with criminal networks
 3040 or gangs.

3041 9.164. All staff should be aware of the associated risks and understand the measures in place to measure
 3042 these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and
 3043 gang involvement and its [criminal exploitation of children and vulnerable adults: County Lines guidance](#)
 3044 [- September 2018](#).

3045 **Mental Health**

3046 9.165. Schools, colleges and homes have an important role to play in supporting the mental health and
 3047 wellbeing of young people. All staff should be aware that mental health problems can, in some cases,
 3048 be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- 3049 9.166. Schools/colleges and homes need to ensure they have clear systems and processes in place for
3050 identifying possible mental health problems, including routes to escalate and clear referral and
3051 accountability systems.
- 3052 9.167. The Department is providing funding to support costs of a significant training program for senior mental
3053 health leads and the national rollout of the [Link Program](#). Training for senior mental health leads, will
3054 be available to all state-funded schools and colleges by 2025, to help introduce or develop their whole
3055 school or college approach to mental health.
- 3056 9.168. Only appropriately, trained professionals should attempt to make a diagnosis of a mental health
3057 problem. Staff however, are well placed to observe children day-to-day and identify those whose
3058 behaviour suggests that they may be experiencing a mental health problem or be at risk of developing
3059 one. If staff suspect this might be the case they should report their concerns to a senior leader within
3060 the school and if possible bring their concerns to a member of the clinical team.
- 3061 9.169. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood
3062 experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It
3063 is key that staff receive appropriate education and training so that they are aware of how these
3064 children's experiences, can impact on their mental health, behaviour and education.
- 3065 9.170. If staff have a mental health concern about a child that is also a safeguarding concern, immediate
3066 action should be taken. Staff should follow their child protection policy and speak immediately to the
3067 DSL or a deputy.
- 3068 9.171. Schools and colleges can access a range of advice to help them identify children in need of extra
3069 mental health support; this includes working with external agencies. More information can be found
3070 in the [mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance
3071 as best practice. Public Health England has produced a range of resources to support secondary school
3072 teachers to promote positive health, wellbeing and resilience among children.
- 3073 9.172. The DfE has published advice and guidance on [Preventing and Tackling Bullying](#) (which may also be
3074 useful for colleges). The [Promoting and supporting mental health and wellbeing in Schools](#) sets out
3075 how schools and colleges can help prevent mental health problems by promoting resilience as part of
3076 an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to
3077 the needs of their pupils.
- 3078 9.173. In addition, Public Health England has produced a range of resources to support secondary schools to
3079 promote positive health, wellbeing and resilience among children including its guidance Promoting
3080 children and young people's emotional health and wellbeing. Its resources include social media,
3081 forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson
3082 plans. The Department has also published, '[Every interaction matters](#)', a pre-recorded webinar which
3083 provides staff with a simple framework for promoting wellbeing, resilience, and mental health. This sits
3084 alongside our [Wellbeing for education recovery program](#) content, which covers issues such as
3085 bereavement, loss, anxiety, stress and trauma.
- 3086 **Human trafficking**
- 3087 9.174. Human trafficking is defined by the UNHCR in respect of children/young people/young adults as a
3088 process that is a combination of:
- 3089 - Movement (including within the UK);
 - 3090 - Control, through harm / threat of harm or fraud
 - 3091 - For the purpose of exploitation
- 3092 9.175. Traffickers and slave drivers trick, force and/or persuade individuals to leave their homes. Grooming
3093 methods are used to gain the trust of a person first, e.g. the promise of a better life, which results in a
3094 life of abuse, servitude and inhumane treatment.

- 3095 9.176. Any individual transported for exploitative reasons is considered to be a trafficking victim. There is
3096 significant evidence that children/young people/young adults (both of UK and other citizenship) are
3097 being trafficked internally within the UK and this is regarded as a more common form of trafficking in
3098 the UK.
- 3099 9.177. There are a number of indicators which suggest that a child/young person/young adult may have
3100 been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are
3101 as follows:
- 3102 - Shows signs of physical or sexual abuse, and/or has contracted a sexually
3103 transmitted infection or has an unwanted pregnancy
 - 3104 - Has a history with missing links and unexplained moves
 - 3105 - Is required to earn a minimum amount of money every day
 - 3106 - Works in various locations
 - 3107 - Has limited freedom of movement
 - 3108 - Appears to be missing for periods
 - 3109 - Is known to beg for money
 - 3110 - Is being cared for by adult/s who are not their parents and the quality of the
3111 relationship between the child and their adult carers is not good
 - 3112 - Is one among a number of unrelated children found at one address
 - 3113 - Has not been registered with or attended a GP practice
 - 3114 - Is excessively afraid of being deported.
- 3115 9.178. For those children/young people/young adults who are internally trafficked within the UK indicators
3116 include:
- 3117 - Physical symptoms (bruising indicating either physical or sexual assault)
 - 3118 - Prevalence of a sexually transmitted infection or unwanted pregnancy
 - 3119 - Reports from reliable sources suggesting the likelihood of involvement in
 - 3120 - Sexual exploitation / the child has been seen in places known to be used for sexual
3121 exploitation
 - 3122 - Evidence of drug, alcohol or substance misuse
 - 3123 - Being in the community in clothing unusual for a child i.e. inappropriate for age, or
3124 borrowing clothing from older people
 - 3125 - Relationship with a significantly older partner
 - 3126 - Accounts of social activities, expensive clothes, mobile phones or other possessions
3127 with no plausible explanation of the source of necessary funding
 - 3128 - Persistently missing, staying out overnight or returning late with no plausible
3129 explanation
 - 3130 - Returning after having been missing, looking well cared for despite having not been
3131 at home
 - 3132 - Having keys to premises other than those known about

- 3133 - Low self- image, low self-esteem, self-harming behaviour including cutting,
3134 overdosing, eating disorder, promiscuity
- 3135 - Truancy / disengagement with education
- 3136 - Entering or leaving vehicles driven by unknown adults
- 3137 - Going missing and being found in areas where the child/young person/young adult
3138 has no known links; and/or
- 3139 - Possible inappropriate use of the internet and forming on-line relationships,
3140 particularly with adults/other adults.

3141 9.179. These behaviours themselves do not indicate that an Individual is being trafficked, but should be
3142 considered as indicators that this may be the case.

3143 **Child abduction and community safety incidents**

3144 9.180. Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal
3145 responsibility for the child. Child abduction can be committed by parents or other family members; by
3146 people known but not related to the victim (such as neighbours, friends and acquaintances); and by
3147 strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst
3148 children and parents, for example, people loitering nearby or unknown adults engaging children in
3149 conversation.

3150 9.181. As children get older and are granted more independence (for example, as they start walking to school
3151 on their own), it is important they are given practical advice on how to keep themselves safe. Many
3152 schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that
3153 lessons focus on building children's confidence and abilities rather than simply warning them about all
3154 strangers. Further information is available at: <http://www.actionagainstabduction.org/> and
3155 <https://clevernevergoes.org/>

3156 **Modern slavery and the National Referral Mechanism**

3157 9.182. Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory
3158 labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery,
3159 servitude, forced criminality and the removal of organs.

3160 9.183. When considering modern slavery, there is a perception that this is taking place overseas. The
3161 government estimates that tens of thousands of slaves are in the UK today.

3162 9.184. Young people are being forced to work in restaurants, nail bars, car washes and harvesting fruit,
3163 vegetables or other foods have all been slaves 'hiding in plain sight' within the U.K and rescued from
3164 slavery. Other forms of slavery such as sex slaves or household slaves are more hidden but have also
3165 been rescued within the UK.

3166 9.185. If staff believe that a child/young person/young adult is being trafficked or is a slave, this must be
3167 reported to the DSL/RM/Head of College for referral to be considered to local Safeguarding Authority.

3168 9.186. Further information on the signs that someone may be a victim of modern slavery, the support available
3169 to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance.
3170 Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

3171 **Cybercrime**

3172 9.187. Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised
3173 as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-
3174 line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent
3175 crimes include:

- 3176 • unauthorised access to computers (illegal 'hacking'), for example accessing a school's
3177 computer network to look for test paper answers or change grades awarded;
- 3178 • denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer,
3179 network or website unavailable by overwhelming it with internet traffic from multiple sources;
3180 and
- 3181 • making, supplying or obtaining malware (malicious software) such as viruses, spyware,
3182 ransomware, botnets and Remote Access Trojans with the intent to commit further offence,
3183 including those above.

3184 9.188. Children with particular skill and interest in computing and technology may inadvertently or deliberately
3185 stray into cyber-dependent crime.

3186 9.189. If there are concerns about a child in this area, the DSL (or a deputy), should consider referring into the
3187 Cyber Choices programme. This is a nationwide police programme supported by the Home Office and
3188 led by the National Crime Agency, working with regional and local policing. It aims to intervene where
3189 young people are at risk of committing, or being drawn into, low level cyber-dependent offences and
3190 divert them to a more positive use of their skills and interests.

3191 9.190. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of
3192 illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-
3193 line bullying or general on-line safety. Additional advice can be found at: [Cyber Choices](#), '[NPCC- When](#)
3194 [to call the Police](#)' and [National Cyber Security Centre - NCSC.GOV.UK](#)

3195 Initiation/Hazing

3196 9.191. Hazing is a form of initiation ceremony, which is used to induct newcomers into an organisation such
3197 as a private school, sports team etc. There are a number of different forms, from relatively mild rituals
3198 to severe and sometimes violent ceremonies in gangs/criminal groups.

3199 9.192. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials,
3200 which promote a bond between them. After the hazing is over, the newcomers also have something
3201 in common with older members of the organisation, because they all experienced it as part of a rite of
3202 passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

3203 9.193. Cambian Group will provide education to prevent individuals from becoming victims of such behaviour
3204 and raise awareness of such within all services.
3205

3206 Safeguarding issues relating to Individual children and young people needs

3207 Homelessness

3208 9.194. As an organisation we recognise that being homeless or being at risk of becoming homeless presents
3209 a real risk to a child's/young person welfare. The impact of losing a place of safety and security can
3210 affect an Individual's behaviour and attachments. DSL will work with Local Authorities to raise/progress
3211 concerns at the earliest opportunity.

3212 9.195. In line with the Homelessness Reduction Act 2017 they will also promote links into the Local Housing
3213 Authority for the parent/guardians in order to raise/progress concerns.

3214 9.196. In most cases school and college, colleagues will be considering homelessness in the context of
3215 children who live with their families, and intervention will be on that basis. However, it should also be
3216 recognised in some cases 16 and 17 year olds could be living independently from their parents or
3217 guardians, for example through their exclusion from the family home, or other reasons. This will require
3218 a different level of intervention and support. Children's services will be the lead agency for these young
3219 people and the DSL (or a deputy) should ensure appropriate referrals are made based on the child's
3220 circumstances. The department and the Ministry of Housing, Communities and Local Government have
3221 published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may
3222 be homeless and/or require accommodation: [Homelessness Reduction Act: policy factsheets](#).

3223 9.197. Guidance on how local authorities should exercise their homelessness functions in accordance with
3224 the Homelessness Reduction Act 2017 from 3 April 2018- [Homelessness code of guidance for local](#)
3225 [authorities](#).

3226 9.198. Children's services (Adult's services where the person is 18 +) will be the lead agency for these young
3227 people and the DSL should ensure appropriate referrals are made based on the Individual's
3228 circumstances.

3229 9.199. It is recognised that whilst referrals and/or discussion with the Local Housing Authority should be
3230 progressed as appropriate, this does not, and should not, replace a referral into the Local Safeguarding
3231 Authority where an Individual has been harmed or is at risk of harm.

3232 **Private Fostering**

3233 9.200. Private fostering is an arrangement by a child's parents for their child (under 16 or 18 if disabled) to be
3234 cared for by another adult who is not closely related and is not a legal guardian with parental
3235 responsibility for 28 days or more.

3236 9.201. It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister,
3237 uncle or aunt.

3238 9.202. The Law requires that the carers and parents must notify the Children's Services Department of any
3239 private fostering arrangement.

3240 9.203. If the school/college/children's home/care homes (16-18) becomes aware that a child/young person
3241 is being privately fostered they will inform the Children's Services Department and inform both the
3242 parents and carers that they have done so.

3243 **Child and the Court System**

3244 9.204. As an organisation we recognise that children/young people are sometimes required to give evidence
3245 in criminal courts, either for crimes committed against them or for crimes, they have witnessed. We
3246 know that this can be a stressful experience and therefore services across the organisation will aim to
3247 support children through this process.

3248 9.205. Along with information, advice and guidance, services will use age-appropriate materials published
3249 by HM Courts and Tribunals Services (2017) [Going to court](#) explain to children/young people what it
3250 means to be a witness, how to give evidence and the special measures which are in place to assist
3251 such as using a live link/aids to communicate and video links.

3252 9.206. We recognise that making child arrangements via the family courts following separation can be
3253 stressful and entrench conflict in families. This can be very stressful for children. Services will support
3254 children/young people going through this process.

3255 9.207. Alongside information, advice and guidance services will use online materials published by The
3256 Ministry of Justice (2018) which offers children/young people information & advice on the dispute
3257 resolution service - [Get help with child arrangements](#). These materials will also be offered to parents
3258 and carers if appropriate.

3259 9.208. Ensure that children/young people are sufficiently supported where a parent has been sent to prison;
3260 adequate support includes protection from stigma, isolation and poor mental health.

3261 **Fabricated or induced illnesses (FI)**

3262 9.209. Fabricated or induced illness (FI) is a rare form of child abuse. It occurs when a parent or carer, usually
3263 the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

3264 9.210. FI is also known as "Munchausen's syndrome by proxy" (not to be confused with Munchausen's
3265 syndrome, where a person pretends to be ill or causes illness or injury to themselves).

3266 9.211. FI covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child.
3267 This ranges from extreme neglect (failing to seek medical care) to induced illness.

3268 9.212. Behaviours in FI include a parent/carer who:

- 3269 • persuades healthcare professionals that their child is ill when they're perfectly healthy,
- 3270 • exaggerates or lies about their child's symptoms,
- 3271 • manipulates test results to suggest the presence of illness – for example, by putting glucose in
- 3272 urine samples to suggest the child has diabetes,
- 3273 • deliberately induces symptoms of illness – for example, by poisoning her child with unnecessary
- 3274 medication or other substances.

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