

## Safeguarding and Prevent Policy

CT Skills provides opportunities for young people and adults to learn new skills gain confidence and maximise their potential. The learning programmes we deliver help young people and adults prepare for the world of work and often support people to achieve their first formal qualifications. Promoting safe working practices and an understanding of rights and responsibilities at work are key components of all learning programmes.

Working Together to Safeguard Children (2018) defines safeguarding as;

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

*Prevent* is part of CONTEST, the Government's Counter Terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism. The Prevent strategy has three main objectives;

- to respond to the ideological challenge faced from terrorism and aspects of extremism, and the threat faced from those who promote these views
- to provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- to work with a wide range of sectors where there are risks of radicalisation that needs to be dealt with

As part of the Prevent Strategy, CT Skills has a duty to have "due regard to the need to prevent people from being drawn into terrorism".

The Prevent Duty: Guidance for further education institutions in England and Wales (2015) defines our role as helping prevent people being drawn into terrorism (violent and non violent extremism), which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Extremism is defined in the Prevent Strategy as: "vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs." This also includes calls for the death of members of the British armed forces.

Prevent also encourages promotion of the nine protected characteristics under the Equality Act 2010 (age; disability; gender reassignment; marriage and civil partnership, pregnancy and maternity, race, religion and belief, sexual orientation).

If an individual is identified as vulnerable to extremism they would be referred through the **Channel** process. This process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism.

CT Skills understands there are two main aspects to Safeguarding and promoting welfare of learners in the context of their work;

- minimising risks, and
- having arrangements in place to address concerns.

The aim of this policy is to define actions and behaviours expected by CT Skills employees and volunteers to ensure all learners are safeguarded against harm and abuse.

This policy should be read in conjunction with the following, all of which are accessible on the document CLOUD;

- CT Skills Employee Handbook
- On Line Safety & ICT Systems Acceptable Use Policy
- Anti-bullying Policy

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- Health, Safety and Environment
- Whistleblowing Policy
- Allegation Management Policy
- Learner Handbook
- Safer Recruitment Policy
- Safeguarding Disclosure Process
- Statutory Framework

CT Skills recognises its duty to work with other agencies to protect vulnerable young people from harm and to respond to safeguarding concerns.

In the management of its programmes, the discharge of its functions and in implementing this Policy and Procedure, CT Skills will remain mindful of its duty of care and other legal obligations such as those it owes under the Health and Safety at Work Act 1974, the Data Protection Act 2018, the Safeguarding Vulnerable Groups Act 2006, the Equality Act 2010, the Protection of Freedoms Act 2012 and the Counter Terrorism and Security Act 2015. In the case of learners under 18, the following legislation and guidance is also relevant: Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2021).

CT Skills is committed to providing a learning environment where young people and adults have the right to be safe, secure and free from threat and protected from abuse. CT Skills has zero tolerance of abuse and other harmful behaviours and recognises that safeguarding and the promotion of safe behaviour is part of our core business. We will:

- Define roles and responsibilities with regards to Safeguarding
- Ensure we practice safe recruitment in checking the suitability of staff and volunteers who have access to children or vulnerable adults by means of an enhanced Disclosure & Barring Service (DBS) check
- Ensure staff and volunteers receive appropriate training and abide by our codes of conduct
- Provide clear, comprehensive, easily understood procedures for dealing with allegations of abuse and requests for confidential help
- Respond swiftly and appropriately to suspicions or allegations of abuse, including following standard reporting processes
- Raise employee awareness of Safeguarding and Prevent issues eg; minimising risk, recognising abuse, treating all learners with respect and having an understanding of the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups
- Establish a safe environment for employees and learners and provide opportunities to voice any concerns they may have
- Promote the concept of the Safe Learner and equip learners with the skills needed to keep themselves safe in the workplace
- Annually reviewing policies and procedures regarding safeguarding and prevent
- Review the effectiveness of policy and procedures where there has been a safeguarding or prevent concern
- Work in partnership with Local Safeguarding Boards and other Child Protection Agencies, where applicable

The welfare of children and vulnerable adults is everyone's responsibility. CT Skills does not investigate individual child protection or vulnerable adult cases or referrals. CT Skills' employees are expected to follow the procedures in this policy to ensure that all allegations or suspicions of abuse or significant harm to a child or vulnerable adult are reported to the relevant statutory agency. We will share all relevant information with the respective statutory agencies (Social Care Teams, Police and / or Channel).

## Children and Vulnerable Adults

As a Further Education provider CT Skills is legally required to safeguard and promote the welfare of children and vulnerable adults. A child is legally defined as any person who is under the age of 18 years. A vulnerable adult is a



person who is 18 years or over and who is or may be in need of community care services. The main categories of adults covered by this definition are:

- Adults with a learning disability
- Adults who have physical or sensory impairments
- Adults who have mental illness including dementia
- Adults who are old and frail
- Adults detained in custody or under a probation order
- Adults who are considered vulnerable and who may experience abuse due to problems with alcohol or drugs (or be vulnerable due to other circumstances such as being an asylum seeker).

The Prevent Duty relates to all staff, volunteers, contractors and learners.

As a provider of training programmes for unemployed and employed learners, CT Skills employees and learners may come into contact with vulnerable adults and children. All employees should be aware that a proportion of our learners may be recent immigrants and therefore vulnerable because of language difficulties, potential discrimination and racial abuse or have a poor understanding of their rights and responsibilities at work.

### **Specific roles and responsibilities concerning Safeguarding**

Our Designated Safeguarding Governance Lead is:

**Debbie Harris, Chief Operating Officer: Mobile Number: 07827 289142**

Our Designated Safeguarding Lead is:

**Stevie Wray-Marriott, Partnership Manager: Telephone: 0115 9517279 Mobile: 07780 459844**

The Designated Safeguarding Lead will:

- Report recommendations for changes to the Company Safeguarding Policy and Procedures taking into account legislative changes to the Board of Directors
- Undertake regular and appropriate training for this role
- Make the decision to investigate any allegations or concerns about abuse
- Address any immediate protection issues
- Carry out any internal investigations regarding Safeguarding
- Make the decision to refer to an appropriate statutory agency (Police, Social Care Teams and / or Channel)
- Liaise with Local Safeguarding Board
- Ensure employees are trained on Company Safeguarding procedures
- Source appropriate external training for Safeguarding
- Report on best practice and recommendations for improvements to the Company Safeguarding/Prevent Policy and Procedures to the Safeguarding Lead
- Undertake regular and appropriate training for this role
- Make the decision to investigate any allegations or concerns about abuse
- Address any immediate protection issues
- Carry out any internal investigations regarding Safeguarding
- Make the decision to refer to an appropriate statutory agency (Police, Social Care Teams and /or Channel)
- Liaise with Local Safeguarding Boards

Our Deputy Designated Safeguarding Lead is:

**Emma Gundel: Apprenticeship Delivery Manager: 07553 240190**

Our Safeguarding and Wellbeing Champions will;

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- Act as the Safeguarding Ambassador within a key area of the business
- Work closely with staff to respond to any immediate welfare, Safeguarding & Prevent concerns
- Work closely with the Designated Safeguarding Lead to escalate immediate protection issues
- Work with staff and support teams to develop the confidence of all when speaking with learners regarding welfare, safeguarding and prevent discussions.
- Undertake regular and appropriate training for this role
- Keep up to date with safeguarding and prevent policy changes
- Work to promote safeguarding and prevent best practice

The Chief Operating Officer will;

- Ensure the current Safeguarding and Prevent Policy is available to all employees and learners
- Ensure Safeguarding is included in Self Assessment activities and the Self Assessment Report
- Ensure subcontracted provision has adequate Safeguarding and Prevent procedures

Managers will:

- Ensure that this Policy is brought to the attention of all their employees
- Ensure that the Policy and associated procedures are implemented effectively
- Ensure that risks are assessed and that appropriate risk reduction measures are developed for all work tasks and activities
- Ensure their employees have appropriate instruction, training and development to enable them to fulfil their safeguarding and prevent responsibilities and to work safely
- Monitor the performance of their own employees to ensure Policy requirements and company standards are being met
- Ensure that all incidents of suspected or alleged abuse are reported
- Set a good example and promote responsible attitudes among employees and learners

All employees, contractors and volunteers will;

- Be alert to signs of abuse and extremism and take responsibility for referring concerns to the Safeguarding & Wellbeing Champion
- Be prepared to listen to and take seriously the concerns of learners
- Abide by the codes of conduct for CT Skills employees and volunteers
- Promote the health, safety and welfare of learners
- Maintain records as necessary
- Set a good example to learners by their own behaviour

## **Recruitment**

CT Skills adhere to the company Safer Recruitment Policy which is designed with the aim of safer selection and recruitment of employees to provide a safe environment for children/young people and vulnerable adults to learn in.

## **Training**

Training on Safeguarding Essentials and the Prevent Strategy will be provided so that, as a minimum, all employees have knowledge and understanding of the following:

- Definitions of abuse
- Main forms of abuse
- Recognising abuse



- Responding to allegations of abuse
- Exemplifying British Values
- Encouraging learners to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010
- Recognising factors that make people vulnerable to being drawn into terrorism
- To challenge extremist ideas and be aware of what action to take in response
- Understanding when to make referrals to the Channel programme and where to get additional advice and support
- Codes of conduct expected by employees

### Safeguarding and Wellbeing Champions

In addition, Champions will;

- Attend Working together to safeguard children training provided by the Local Safeguarding Boards and refresher CPD training

### Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead

In addition, Designated Safeguarding Lead will;

- Attend Level 3 Safeguarding training provided by the Local Safeguarding Boards.
- Attend refresher training every 3 years as appropriate
- Complete training, and subsequent refresher training on the Prevent Strategy
- Update Continuous Professional Development (CPD) with a minimum of 8 hours per annum

### Subcontracted provision

All organisations delivering training on behalf of CT Skills (subcontractors) will be made aware of this policy. If the organisation has its own safeguarding & prevent procedures these will be reviewed by the Partnership Manager for appropriateness. If they do not meet the required standard, subcontractors will need to abide by CT Skills policies and procedures for Safeguarding & Prevent.

### Safeguarding in the Learning Centre

Each centre has a nominated employee to whom Safeguarding concerns are initially reported (Safeguarding & Wellbeing Champion). The Safeguarding & Wellbeing Champion should seek additional help when required from the Safeguarding Lead. A safeguarding policy statement should be displayed in all centres along with a notice of Safeguarding & Wellbeing Champions and Designated Safeguarding Lead.

CT Skills staff should be aware of and adhere to the Health & Safety Management Standards in place for their area of work, including the following;

- risk assessments should be in place for all activities taking part in centres
- centres should be kept tidy and free from hazards
- fire exits should be kept clear at all times and never locked when the building is occupied
- learners should be trained to use all equipment safely
- a written record of any violent incidents should be kept using the Disclosure Form on CLOUD. These must be forwarded to the Designated Safeguarding Lead
- tutors should avoid being alone with an under-18. However, there are times when this is not possible, so your line manager must be informed in these cases as soon as possible after the meeting has occurred, but always within 24 hours. If a confidential conversation is necessary it should occur out of hearing of others, but preferably within sight
- conduct meetings with the learner either with another staff member present or in an open environment (e.g. leave the office door open and do not hold meetings when lone working)
- if physical contact is necessary, e.g. for demonstration purposes, ensure it takes place only with the full consent of the learner and that its purpose is clear



- do not use touch as a form of communication, even to comfort a student who is distressed
- do not transport students in your own vehicle
- consider your expected behaviour in certain situations and what might be considered unacceptable, e.g. sexually suggestive comments, inappropriate language
- it is illegal for learners who are under 18 to buy alcohol, and that it would not be appropriate to offer them alcohol. As such, planning and organisation of events involving learners should take this into account
- employees, contractors, and volunteers at CT Skills should not engage in social events with students except those organised by CT Skills

### **Vetting of Visiting Speakers**

CT Skills will invite speakers in from the wider community to help and support learners to widen their understanding of career opportunities, and to provide motivation through sharing of speakers' experiences. As part of our duty of care under Safeguarding and "Prevent" statutory guidance (DFE June 2015), we are required to have clear procedures in place to ensure that any visiting speakers invited by CT Skills are suitable and appropriately supervised.

CT Skills will;

- Ensure all visiting speakers to have a nominated point of contact
- Conduct proportionate searches of the person/organisation to establish whether they have demonstrated extreme views or actions
- Ensure visiting speakers are accompanied at all times and are not left unsupervised with learners at any point
- CT Skills to view speakers material prior to delivery to vet and agree content

CT Skills will ensure that speakers do not advocate or incite hatred, violence, or call for the breaking of law. We will be mindful of the risk of causing offence to or seek to avoid insulting other faiths or groups, within a framework of positive debate or challenge.

If in doubt of the suitability of a speaker, the decision will be referred to the CT Skills Safeguarding Governance Board.

### **Safeguarding out of centre activities**

In addition to the Health and Safety Management standards, the following should also be adhered to;

- Safeguarding & Wellbeing Champions are responsible for the initial reporting of a disclosure for all off site and Apprenticeship provision.
- A person must be nominated to hold all information relevant to the activity, including the risk assessment, consent forms and health forms for the learners taking part
- Adequate supervision must be provided as outlined above but with thought given in the risk assessment to the need for additional adult help

### **Relationships with Young People Aged 16-17**

It should be noted that, whilst a young person can consent to sexual activity once they reach the age of 16, the Sexual Offences (Amendment) Act 2003 makes it a criminal offence for a person to engage in any kind of sexual activity with a person under 18 where the adult is in a position of trust. This applies to employees and learners even if they do not work together directly.

### **Coronavirus (COVID19)**

The outbreak of COVID-19 in 2020 and the necessary measures taken to tackle the spread of the virus caused significant disruption to the provision of education, training and mobility opportunities for learners and staff. In response, CT Skills successfully switched to an online and blended learning delivery model.

To help ensure continuity in education and training activities, CT Skills developed a wide range of online learning materials together with ongoing Safeguarding and Wellbeing updates.



## **Internet Safety (Employees should also refer to the relevant section of the Employee Handbook)**

When using the internet for learning activities staff should:

- Ensure all learners have read and understand the Online Safety & Acceptable Use Policy
- Restrict access to illegal, harmful or inappropriate images and other content
- Agree a usage policy with the group, e.g. use of Facebook, chat rooms etc.
- Educate learners in staying safe online, e.g. not sharing personal information or inappropriate communication with strangers through various methods
- Ensure that learners know how and to whom online safety incidents should be reported
- Undertake only professional related communication directly with learners
- CT Skills staff should not use personal mobile phones or email accounts to communicate with learners. Staff should not 'follow' or 'friend' learners on social media sites other than through the CT Skills Facebook page and Twitter account.

### **Safeguarding concerns**

CT Skills employees may become aware of possible abuse in a number of ways. A learner may tell an employee directly about abuse that has taken place. This is known as a disclosure. Concerns may be reported by a third party or the employee themselves may notice something relating to the safety of a learner which is causing concern.

CT Skills employees may encounter Safeguarding concerns for children or vulnerable adults on CT Skills premises, whilst undertaking their duties on employers' premises or on the premises of an organisation subcontracted by CT Skills to deliver services on their behalf. The concern may relate to what is (or may be) happening within the organisation or what is (or may be) happening outside that organisation (for instance in their own home).

The concern may be brought to our attention by the learner themselves, alleged by others or through direct observation.

CT Skills employees who are aware of a safeguarding concern will access CT Skills document CLOUD and follow the clear disclosure process. Document number 10.6

The concerns may be about the behaviour of a;

- member of another organisation
- peer
- person from the community (for instance relative or friend)
- member of CT Skills

The concern may be about a current situation or past events and may be about allegations or disclosures of physical abuse, sexual abuse, radicalisation, emotional abuse or neglect, or a combination of any of these.

Further definitions of types of abuse can be found in Appendix 1.

Any of CT Skills employees, volunteers or contractors could receive such information. In all circumstances they must respond in accordance with the procedures laid out below.

If the learner requires medical attention or police presence is needed staff must contact emergency services before continuing this process.

### **Reporting concerns ONLINE LEARNING**

It is essential to have and communicate clear reporting routes so that learners and staff can raise any safeguarding concerns in relation to remote online learning. This is promoted within the learner handbook.

Further support is available for reporting harmful or upsetting content as well as bullying and online abuse in addition to current CT Skills Safeguarding practices, they are:

### **Observation of signs of abuse**

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CT Skills employees may observe signs that lead them to suspect that a learner may have been physically, emotionally, or sexually abused, or suffer severe neglect, or are becoming radicalised; or in addition in the case of a vulnerable adult, they may be experiencing financial, discriminatory or institutional abuse. Lists of **possible** signs of abuse are included in Appendix 2 for information. In addition to these a person may be being abused by virtue of their race, gender, age, disability or sexual orientation which would indicate discriminatory abuse. Similarly, any of the examples listed may be an indication of institutional abuse if the individual is in receipt of organised care.

It is **not** their responsibility to investigate what has happened or to establish whether or not abuse has taken place.

CT Skills employee responsibilities are to;

- Seek advice and support from the Designated Safeguarding and wellbeing champion regarding the concerns
- The Designated Safeguarding and wellbeing champion will advise on the most appropriate next steps
- The Safeguarding and Wellbeing Champion will report to the Designated Safeguarding Lead before any decisions are taken regarding referring to the Police, Social Care Teams or any other external agency.

### **Disclosures**

If a learner or employee discloses that they (or indeed another child/young person or vulnerable adult) have been, or are being abused/radicalised CT Skills employees should take the following action immediately.

- Be supportive
- Take what the child or vulnerable adult says seriously
- Remain calm
- Reassure them that it was right to tell someone and acknowledge it was brave of them to do so
- Use language they understand
- Explain what will happen next, i.e. that disclosure of relevant information may need to be made to the Designated Safeguarding Lead
- Write down verbatim immediately afterwards what was said, including the time, place and any other observations
- This information must be submitted via the Safeguarding Disclosure Form within 24 hours to the Designated Safeguarding Lead. You must also sign and date the form
- Keep all records confidential.

CT Skills employees should not;

- Panic
- Delay
- Promise to keep secrets
- Ask leading questions
- Ask them to repeat the story unnecessarily
- Express any opinions about what you are told
- Discuss the disclosure with anyone other than the Safeguarding & Wellbeing Champion or Designated Safeguarding Lead
- Start to investigate
- Contact the alleged abuser

### **Record Keeping**

A confidential record will be kept of all cases referred to the Designated Safeguarding Team, including details of cases referred to the Local Authority or the police. These written records will be kept securely for a period of six years via a restricted site on CT Skills Staff Portal system, with any paper information held securely by the HR Department..

### **Information Sharing**



Personal information about learners is treated with respect and confidentiality. Consent will be sought to share personal information. However, information can be shared without consent when:

- Asking for consent will increase the risk of harm to a child or vulnerable adult or;
- A delay in sharing information may increase the risk of harm to a child or vulnerable adult

More information can be found at: HM Government (2015) Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers.

### Concerns about the behaviour of a colleague

The welfare of a child or vulnerable adult is paramount and employees should not allow feelings of loyalty to colleagues to interfere with their judgement when there are concerns about a colleague's behaviour. If an employee has concerns about the behavior of a colleague they should;

- Complete the Safeguarding Disclosure Form 10.2 available on CLOUD
- Report the concerns to the Designated Safeguarding Lead as soon as possible but within 24 hours

The person concerned will be asked to stay away from activities pending the conclusion of an investigation.

The Designated Safeguarding Lead will decide whether to contact Social Care Teams the police and / or Channel.

The person concerned will be kept informed of the timescales and progress of the investigation.

### Appendix 1

#### Types of Abuse (Children)

The following definitions are taken from Working Together to Safeguard Children and all staff have a duty

#### Abuse and neglect

Abuse and neglect are forms 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 a stranger. They may be abused by an adult or adults or another child or children.

#### Physical abuse

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

#### Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

#### Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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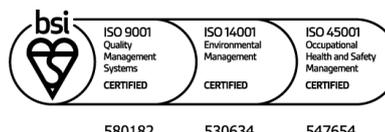
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## Sexual violence

sexual assault covers a wide range of behaviour, and adds to the list of examples: a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault, causing someone to engage in sexual activity without consent could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party this may include an online element which facilitates, threatens and/or encourages sexual violence.

## Sexual harassment

Sexual harassment it is referring to 'unwanted conduct of a sexual nature' that can occur online and offline. Examples have been updated to include consensual as well as non-consensual sharing of nude and semi-nude images, sharing of unwanted explicit content, 'up skirting' (a criminal offence) meaning, taking pictures under someone's clothing without them knowing

## Harmful sexual behaviour

CT Skills are continuing to improve the knowledge and support in line the government guidance and will use the CASPAR briefing on Sexual violence and sexual harassment between children in schools and colleges. The advice and support section for Harmful Sexual Behaviour has been updated to include information on sources of confidential, specialist support and advice from the specialist sexual violence sector and this will be monitored by the DSL on a regular basis in line with all UK government publications released into education to ensure all changes and processes are implemented appropriately.

## Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of sexual abuse where young people are exploited for money, power or status. It can occur directly or through the use of technology. Young people may be groomed online through social media sites and apps including dating apps.

## Child Criminal Exploitation (CCE)

County lines Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns

## Peer on Peer and relationship abuse

An awareness of peer-on peer-abuse. It is important to recognise that abuse can be learners abusing other learners, even if there are no reports of peer on peer abuse it should be recognised that this does not mean it is not happening, and staff should report any concerns. This type of abuse can take many different forms including:

- Bullying, cyber-bullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships
- Sexual violence, this may include an online element which facilitates, threatens and/or encourages sexual violence.
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Sexting - consensual and non-consensual sharing of nude or semi-nude images and or videos

• Up-skirting – taking pictures under someone’s clothing without them knowing. Up-skirting is a criminal offence and anyone of any gender can be a victim, Initiation/hazing type violence and rituals.

**Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) is illegal in the UK. Cases of where FGM is reported to have taken place or concerns that it might take place should be treated as a safeguarding issue. Although most cases of FGM are thought to take places between the ages of 5 and 8 years, it should be recognised that FGM can occur at any time, for example on reaching adulthood or before marriage.

**Radicalisation**

Radicalisation is the process by which individuals come to support terrorism or violent extremism. Young people may express extremist ideas, be in possession of extremist literature or express extremist views. They may associate with known extremists or seek to recruit others to an extremist ideology. Concerns that a learner’s behaviour indicates involvement with extremist ideas should be considered a safeguarding issue and reported as such.

**Forced marriage**

Forced marriage is a marriage in which one or both partners do not consent to the marriage and are coerced into it. Coercion can be physical, emotional or financial. It also applies to vulnerable adults who may not have the capacity to consent to the marriage. People who are forced to marry or fear they might be forced to marry can go missing from education.

**The concept of significant harm**

Some children are in need because they are suffering, or likely to suffer, significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm. A court may make a care order (committing the child to the care of the local authority) or supervision order (putting the child under the supervision of a social worker or a probation officer) in respect of a child if it is satisfied that:

- the child is suffering, or is likely to suffer, significant harm; and
- the harm, or likelihood of harm, is attributable to a lack of adequate parental care or control.

There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements. Each of these elements has been associated with more severe effects on the child, and/or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes, a single traumatic event may constitute significant harm, for example, a violent assault, suffocation or poisoning. More often, significant harm is a compilation of significant events, both acute and long-standing, which interrupt, change or damage the child’s physical and psychological development. Some children live in family and social circumstances where their health and development are neglected.

For them, it is the corrosiveness of long-term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm. In each case, it is necessary to consider any maltreatment alongside the child’s own assessment of his or her safety and welfare, the family’s strengths and supports, as well as an assessment of the likelihood and capacity for change and improvements in parenting and the care of children and young people.

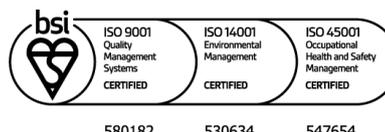
**Types of abuse of Vulnerable Adults**

In addition to definitions provided above, in the context of vulnerable adults the following outlines the main forms of abuse:

**Physical abuse**

Includes hitting, slapping, pushing, kicking, misuse of medication, restraint, or inappropriate sanctions

**Sexual abuse/Sexual Harassment and Sexual Violence**



Includes rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent or was pressure into consenting

### Psychological abuse

Includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation, or withdrawal from services or supportive networks

### Financial or material abuse

Includes theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits

### Neglect and acts of omission

Includes ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating

### Discriminatory abuse

Includes racist, sexist, that based on a person's disability, and other forms of harassment, slurs or similar treatment

### Online Abuse

The use of modern communication technologies (e.g. internet, text or video messaging, e-mail, chatrooms, social media networking sites) to embarrass, humiliate, threaten, intimidate or bully an individual in an attempt to gain power and control over them.

## Appendix 2

### Signs and indicators of abuse and extremism

It is important to note that abuse can:

- Consist of a single act or repeated acts;
- Be intentional or unintentional or result from a lack of knowledge;
- Be an act of neglect, an omission or a failure to act;
- Cause harm temporarily or over a period of time;
- Occur in any relationship;
- Be perpetrated by anyone, individually or as part of a group or organisation;
- Often constitute a crime, i.e. physical, sexual abuse, e.g. downloading or using pornographic images of children and/or storing them on Company computers or equipment.

There are a number of possible factors that make individuals more likely to be vulnerable to exploitation by extremist, sexual exploitation or other forms of exploitation. Factors that may contribute to vulnerability include:

- Being rejected by peer, faith or social group/family
- Pressure from persons linked to extremism
- Victim or witness to race or religious hate crime
- Conflict with family over religious beliefs/lifestyle/politics
- Identity confusion
- Recent religious conversion
- Under-achievement
- May possess literature related to extreme views
- Experience poverty, disadvantage or social exclusion
- Extremist influences
- A series of traumatic events - global, national or personal.

**Possible signs of physical abuse include:**

- Unexplained injuries or burns, particularly if they are recurrent
- Refusal to discuss injuries
- Improbable explanations for injuries
- Untreated injuries or lingering illness not attended to
- Admission of punishment which appears excessive
- Shrinking from physical contact
- Fear of returning home or of parents being contacted
- Fear of Undressing
- Fear of medical help
- Aggression/bullying
- Over compliant behaviour or a 'watchful' attitude
- Running away
- Significant change in behaviour without explanation
- Deterioration of work
- Unexplained pattern of absence which may serve to hide bruises or other physical injuries

**Possible signs of emotional abuse include:**

- Continual self-deprecation
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Self-harm or mutilation
- Compulsive stealing/scrounging
- Drug/solvent abuse
- 'Neurotic' behaviour – obsessive rocking, thumb-sucking, and so on
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends
- Desperate attention-needing behavior
- Eating problems, including overeating and lack of appetite
- Depression, withdrawal

**Possible signs of sexual abuse include:**

- Bruises, scratches, burns or bite marks on the body
- Scratches, abrasions or persistent infections in the anal or genital regions
- Sexual awareness inappropriate to the person's age – shown, for example, in drawings, vocabulary, games and so on
- Frequent public masturbation
- Attempts to teach others about sexual activity
- Refusing to stay with certain people or to go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends
- Promiscuity, prostitution, provocative sexual behavior
- Self-injury, self-destructive behaviour, suicide attempts
- Pregnancy – particularly in the case of young adolescents who are evasive concerning the identity of the father
- Recoiling from physical contact
- Eating disorders
- Tiredness, lethargy, listlessness
- Over-compliant behaviour
- Genital discharge/irritation
- Sleep disturbance
- Unexplained gifts of money
- Depression
- Changes in behaviour

**Possible signs of neglect include:**

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at College
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness

**Possible signs of financial abuse include:**

- Loss of jewellery and personal property
- A bill not being paid when money is entrusted to a third party
- Unexplained withdrawal of cash
- Lack of money to purchase basic items
- Misuse of benefits
- Inadequate clothing
- Theft of property
- Over protection of money or property
- Loss of money from a wallet or purse

**Possible signs of radicalisation include:**

- The individual's views become increasingly extreme regarding another section of society or government policy
- The individual becomes increasingly intolerant of more moderate views
- The individual expresses a desire/intent to take part in or support extremist activity
- They are observed downloading, viewing or sharing extremist propaganda from the web
- They become withdrawn and focused on one ideology
- The individual may change their appearance, their health may suffer (including mental health) and they may become isolated from family, friends, peers or social groups.
- Evidence of homophobic; religious based or racist bullying.



**Sources of further information and advice:**

<http://www.legislation.gov.uk/ukpga/1974/37/contents>

<http://www.legislation.gov.uk/ukpga/1998/29/contents>

<http://www.legislation.gov.uk/ukpga/2006/47/section/2>

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

<http://www.legislation.gov.uk/ukpga/2012/9/contents/enacted>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

<http://www.legislation.gov.uk/ukpga/1989/41/contents>

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

<http://www.nhs.uk/conditions/social-care-and-support-guide/pages/vulnerable-people-abuse-safeguarding.aspx>

<http://forwarduk.org.uk/>

<https://ceop.police.uk/safety-centre/>

<http://www.karmanirvana.org.uk/>

<https://www.gov.uk/government/publications/prevent-duty-guidance>

