



TYPES OF SAFEGUARDING Themes – GUIDANCE



Policy Group: Health and Safety

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GUIDANCE

Values | Vision | Tone of Voice

Values



Vision

Transforming lives through learning

Tone of voice

Our tone of voice takes its direct influence from our core values.

We are passionate about people and learners and are driven to get the best out of everyone by getting to understand them. We are caring and supportive, as well as being determined and strive for growth. We talk with purpose and enthusiasm in a way that connects and empowers people.

Innovation is at the heart of Learning Curve Group and we're always thinking about what's next!

SUMMARY CHANGES

Date	Page	Details of amendments
August 2021	Whole document	Extracted information from our previous safeguarding policy to form a standalone procedure to streamline information and make them more user friendly. Reflect 2021 KCSE

I. INTRODUCTION

This guidance document should be used by anybody who needs further advice on the types of abuse and threats that you may encounter as part of a possible safeguarding referral. The advice covers young person of all ages.

Learning Curve Group (LCG) is one of the largest national training providers in the UK, providing education and training nationally. All companies within the LCG family uphold the same company Vision, Mission and Core Values and follow our group policies and procedures.

Applies to:

Staff, Associates, Volunteers, Delivery Partners (for the purpose of this procedure we will use the term staff) across the company where staff have a possible safeguarding concern or where there is a requirement to make a safeguarding referral

Reason for guidance:

Everyone has the right to be protected against risk to their safety, health and well-being and everyone has the responsibility to safeguard others against such risks. The following guidance can be referenced when safeguarding referrals are being made.

II. Guidance

Keeping Young person Safe in Education (2021) and other government guidance identifies several categories of abuse. Safeguarding themes of concern that are specific to our age group include:

- Child Abduction and community safety incidents
- Young person missing from education
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County Lines
- Gangs
- Serious Violence
- Gun and Knife Crime
- Initiation Modern Slavery
- Cybercrime
- Domestic Abuse
- Controlling and Coercive behaviour
- Neglect
- Physical Abuse
- Emotional Abuse
- Financial Abuse
- Institutional Abuse
- Eating Disorders
- Suicide and Mental Health Matters
- Hidden Disabilities
- Adult/s at risk
- Homelessness
- So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)
- Radicalisation
- Channel
- Hate Crime
- Peer on Peer child abuse
- Bullying and Cyber Bullying
- Mate Crime
- Self-Harm
- Sexual violence and sexual harassment between young person in schools and colleges
- Sexual Violence
- Sexual Abuse
- Grooming
- Sexual Harassment
- Upskirting
- Sexting
- Grooming

All staff responsible for the management of safeguarding have undertaken various specialist training and learning workshops on the above and can provide support, together with contacts in specialist support agencies. These and other types of abuse can relate to either a child under the age 18 years or to an adult at risk of harm, abuse, or neglect. Abuse, including neglect, is a form of maltreatment of a child or vulnerable adult. In relation to adults, the terminology 'serious harm' is frequently used within the guidance rather than 'significant harm', which is a term from the Young Person Act 1989. Someone may abuse a child or an adult at risk by inflicting harm, or by failing to act to prevent harm. Young person and adults at risk may be abused in a family or in an institutional or community setting by those known to them, or, more rarely, a stranger, for example via the Internet. They may also be abused by an adult or adults, or by another child or young person. It is also recognised that domestic abuse can impact on young person when they witness it at home and/or suffer it in an intimate personal relationship.

Child Abduction and community safety incidents

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

As young people get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building young people's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org
www.clevernevergoes.org.

Young person's or vulnerable adults missing from education

All staff should be aware that a young person or adult at risk going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of LCG's unauthorised absence procedures.

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

Criminal exploitation is child abuse where young person and young people are manipulated and coerced into committing crimes.

What is a gang? - The word 'gang' means different things in different contexts, the government in their paper 'Safeguarding children and young people who may be affected by gang activity' distinguishes between peer groups, street gangs and organised criminal gangs.

Peer group - A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context.

Street gang - Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.

Organised criminal gangs - A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their 'occupation'.

It's not illegal for a young person to be in a gang – there are different types of 'gang' and not every 'gang' is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.

Child sex exploitation (CSE) is a type of sexual abuse in which young person are sexually exploited for money, power, or status. When a child or young person is exploited, they're given things, like gifts, drugs, money, status, and affection, in exchange for performing sexual activities. Young people and adults at risk are often tricked into believing they're in a loving and consensual relationship. This is called grooming. They may trust their abuser and not understand that they're being abused.

Young people and adults at risk can be trafficked into or within the UK to be sexually exploited. They're moved around the country and abused by being forced to take part in sexual activities, often with more than one person. Young people in gangs can also be sexually exploited. Sometimes abusers use violence and intimidation to frighten or force a child or young person, making them feel as if they've no choice. They may lend them large sums of money they know can't be repaid or use financial abuse to control them.

Anybody can be a perpetrator of CSE, no matter their age, gender or race. The relationship could be framed as friendship, someone to look up to or romantic. Young people and adults at risk who are exploited may also be used to 'find' or coerce others to join groups. CSE can happen in person or online. An abuser will gain a child's trust or control them through violence or blackmail before moving onto sexually abusing them. This can happen in a short period of time. You need to be aware that different forms of harm often overlap, and that perpetrators may subject young person and young people to multiple forms of abuse, such as criminal exploitation (Including county lines) and sexual exploitation.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts, or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Young person can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other young person, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where a young person may:

- appear with unexplained gifts, money, or new possessions.
- associate with other young person involved in exploitation.
- suffer from changes in emotional well-being.
- misuse drugs and alcohol.
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

Young people and adults at risk who have been exploited will need additional support to help maintain them in education. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied

by violence or threats of violence. Some additional specific indicators that may be present in CSE are young person who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a young person's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Young person and vulnerable adults are exploited to move, store, and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Young people and adults at risk can be targeted and recruited into county lines in several locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, young person's homes, and care homes.

Young people and adults at risk are also increasingly being targeted and recruited online using social media. Young people and adults at risk can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Several of the indicators for CSE and CCE as detailed above may be applicable to where young people are involved in county lines. Some additional specific indicators that may be present where they are criminally exploited through involvement in county lines are young people who:

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

Gangs

Being in a gang can make a person feel part of something or that they belong but being part of a gang like this can be dangerous. Sometimes a person can be forced to commit a crime or do things that are unsafe. If a gang carries knives or other weapons, they might get them out to show off or intimidate people. This can be very scary for other people, especially if they think the gang will use them.

Why do people join Gangs?

Young people join gangs for lots of different reasons. Some of these include:

- fitting in with friends and other gang members

- having the same interests as other people, like sports or music
- feeling respected and important
- to be protected from bullying or from other gangs
- making money from crime or drugs
- gaining status and feeling powerful.

Being in a gang is not against the law but being involved with illegal activities (that some gangs do) could be an offence. A person could go to prison or end up with a criminal record if involved with:

- gun and knife crime
- violence or harassment
- turf wars or postcode wars
- carrying, using, or selling drugs
- theft or other illegal activities
- rape and sexual assault.

If a learner has a criminal record, they might not be:

- accepted into a university, college, or higher education.
- able to get a job, internship or do work experience.
- allowed to travel to some countries, like the USA

Serious Violence

Serious Youth Violence is defined as 'any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' e.g., murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.

Gun and Knife Crime

Gun and knife crime is not as common as some people think, but it does happen. Guns and knives can affect everyone, not just people in gangs. Gun and knife crime include stabbing or shooting someone. But it is also illegal to:

- carry a knife.
- threaten someone with a knife or gun.
- commit a crime with the use of a weapon - like a robbery.
- commit a crime by pretending you have a real knife or gun.

Some people carry weapons like knives and guns to feel protected, because of peer pressure or to feel powerful. If a person has a weapon, they might not always plan to use it – whether it is used as a weapon or not, it is still illegal. Police have the power to stop and search if they think someone has a weapon. This could result with an arrest or the person going to prison for carrying, buying, or selling a weapon. Situations involving weapons can get out of control very easily and there might not have time to think about actions.

If carrying a weapon, a person is more likely to:

- be attacked or threatened by other gangs who use weapons.
- be arrested by the police.
- kill or injure yourself badly with your weapon.
- hurt or kill others with your weapon.

- hurt innocent people if a fight happens.
- be charged with murder through joint enterprise if you are at a place where someone is killed, even if you weren't carrying the weapon.

Initiation rites or Hazing

Hazing is a ritual that involves risk, pain, or harm, typically as part of initiation into a group. College hazing often entails excessive alcohol consumption and ritualised pain endurance and can include the following willful acts, with or without the consent of the individual involved: physical injury; assault or battery; kidnapping or imprisonment; physical activity that knowingly or recklessly subjects a person or persons to an unreasonable risk of physical harm or to severe mental or emotional harm; degradation, humiliation, or placing an individual in physical danger, which includes abandonment.

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Human trafficking consists of three basic components: action, means and purpose of exploitation. All three components must be present in an adult trafficking case; for child trafficking the 'means' component is not required.

- In human trafficking cases, exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and removal of organs.
- Some people may not be victims of human trafficking but still victims of modern slavery if they have been subject to slavery, servitude and forced or compulsory labour.

Human trafficking is not the same as human smuggling. There are common myths about modern slavery, such as misconceptions that UK nationals cannot be victims and that a person cannot be a victim if they reject offers of help. Trafficked young people experience many types of abuse and neglect. Traffickers use physical, sexual, and emotional abuse as a form of control. Young people and adults at risk are also likely to be physically and emotionally neglected and may be sexually exploited.

Signs of child trafficking include:

- Spend a lot of time doing household chores
- Have no access to their parents or guardians
- Live in low standard accommodation
- Have injuries from workplace accidents
- Have money or things you wouldn't expect them to have
- Can't or are reluctant to share personal information or where they live

Cybercrime

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

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

- Denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- Making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above

Young people with a particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a young person or adult at risk in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Additional advice can be found at:

- Cyber Choices,
- NPCC- When to call the Police
- National Cyber Security Centre - NCSC.GOV.UK

Domestic Abuse

The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Young people can also experience domestic abuse within their own intimate relationships. This form of peer-on-peer abuse is sometimes referred to as '*teenage relationship abuse*'. Depending on the age of the young person, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. It is very common and in the vast majority of cases it is experienced by women and is perpetrated by men. Domestic abuse can include, but is not limited to, the following:

- Coercive control (a pattern of intimidation, degradation, isolation and control with the use or threat of physical or sexual violence)
- Psychological and/or emotional abuse
- Physical or sexual abuse
- Financial or economic abuse
- Harassment and stalking
- Online or digital abuse

Living in an abusive home or with parents who are in an abusive relationship can have a serious impact on a child's wellbeing. Some of the indicators of young person witnessing or experiencing domestic violence can include:

- aggressive or angry behaviour
- becoming withdrawn
- getting into trouble or difficulty settling at school
- anxiety, depression or eating disorders
- taking drugs or excessively drinking alcohol
- problems sleeping, including nightmares, or wetting the bed.

Controlling or Coercive Behaviour

This type of behaviour is defined as an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten a victim.

"Controlling or coercive behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour. The controlling behaviour may start in a way where the victim doesn't really realise they are being abused.

It may start as questioning where the victim has been or checking their social media accounts to sending a barrage of text messages wanting to know where they are or who they are with.

The abuse may escalate to making negative comments about their appearance, or what they are wearing with the underlying plan and motivation of the abuser to sap their self-esteem, isolate them and make them wholly dependent upon the abuser.

Neglect

Neglect is found to be a factor in 60 per cent of child deaths that are investigated through Serious Case Reviews. However, even though it is often suspected by those who work with young person, it is under-reported. Neglect is a persistent failure to meet basic needs (physical or emotional) and it leads to serious harm to the health or development of a child. Some examples of neglect include:

- Failing to provide adequate shelter, clothing, or food
- Failing to protect a child from harm or danger
- Failing to ensure that a child is supervised appropriately
- Failing to access medical care or treatment for a child when it is needed.

Possible indicators of neglect

- Excessive hunger
- Inadequate or insufficient clothing
- Poor personal or dental hygiene
- Untreated medical issues
- Changes in weight or being excessively under or overweight

- Low self-esteem, attachment issues, depression, or self-harm
- Poor relationships with peers
- Self-soothing behaviours that may not be age-appropriate (e.g., rocking, hair-twisting, thumb-sucking)
- Changes to school performance or attendance

Physical Abuse

Physical abuse is when someone hurts or harms a child on purpose. Types of physical abuse include:

- Hitting, slapping, punching, kicking, hair-pulling, biting, pushing
- Rough handling
- Scalding and burning
- Physical punishments
- Inappropriate or unlawful use of restraint
- Physical harm caused by a parent or carer fabricating the symptoms of, or inducing, illness

It's important to remember that physical abuse is any way of intentionally causing physical harm to a child or young person. It also includes making up the symptoms of an illness or causing a child to become unwell.

Possible indicators of physical abuse - Injuries caused by accidents are not uncommon in young person, becoming less common as the child develops and grows. This means that recognising the signs of physical abuse in young person can be especially difficult and leave practitioners unsure of what may be abusive. Accidental injuries typically involve bony prominences – the bones that are close to the surface and so more likely to become injured through falls, slips and trips. This can include areas such as forehead, knees, elbows, palms of hands, nose. The injuries will match the account given by the child and parent/carer and be in-keeping with the child's level of development and activity.

Abusive injuries, however, tend to involve softer tissue and be in areas that are harder to damage through slips, trips, falls and other accidents. This may include areas such as upper arm, forearm (defensive injuries), chest and abdomen, thighs or genitals, facial injuries (cheeks, black eyes, mouth) ears, side of face or neck and top of shoulders ('triangle of safety'), back and side of trunk. Abusive injuries may be seen on both sides of the body and match other patterns of activity. They may not match the explanation given by the child or parent/carer and there may also be signs that injuries are being untreated, or at least a delay in seeking treatment.

Physical abuse can have long lasting effects on young person or adult at risk. It can lead to poor physical or mental health later in life, including anxiety, behaviour issues, criminal behaviour, depression, drug, and alcohol problems and eating disorders.

Emotional Abuse

Emotional abuse is a way to control another person by using emotions to criticise, embarrass, shame, blame, or otherwise manipulate another person. In general, a relationship is emotionally abusive when there is a consistent pattern of abusive words and bullying behaviors that wear down a person's self-esteem and undermine their mental health. Emotional abuse of a child or adult at risk can cause severe and persistent adverse effects on the child or vulnerable adult's emotional development. Some level of

emotional abuse is present in all types of abuse or neglect, though it may also appear alone. It is the persistent mistreatment of the person that has a severe and negative impact on their emotional development. Emotional abuse may also be perpetrated by other young people through serious bullying and cyber-bullying.

- Overprotection – preventing someone accessing educational and social opportunities and seeing friends
- Intimidation, coercion, harassment, use of threats, humiliation, bullying, swearing or verbal abuse
- Conveying feeling of worthlessness, inadequacy or that a child is unloved
- Threats of harm or abandonment
- Placing inappropriate expectations on young person
- Witnessing or hearing the abuse or ill-treatment of others (including domestic violence)

Possible indicators of emotional abuse

- Concerning interactions between parents or carers and the child (e.g., overly critical or lack of affection)
- Lack of self-confidence or self-esteem
- Sudden speech disorders
- Self-harm or eating disorders
- Lack of empathy shown to others (including cruelty to animals)
- Drug, alcohol, or other substance misuse
- Change of appetite, weight loss/gain
- Signs of distress: tearfulness or anger.

Financial Abuse

Financial abuse is a type of abuse which includes having money or other property stolen, being defrauded, being put under pressure in relation to money or other property and having money or other property misused. It may involve being overcharged for services, being tricked into receiving goods or services that they do not want or need, inappropriate use, exploitation, or misappropriation of property and/or utilities, theft, deception, fraud or explanation or pressure in connection with wills. Signs of financial abuse may include:

- Lack of basic requirements, e.g., food, clothes, or shelter
- Inability to pay bills.
- Unexplained withdrawals from accounts
- Inconsistency between standard of living and income
- Reluctance to take up assistance which is needed.
- Unusual interest by family or other people in the person's assets
- Recent changes in deeds
- Power of Attorney obtained when the person lacks capability to make the decision.

Institutional Abuse

Institutional abuse includes neglect and poor care practice within a specific care setting. This could be a hospital or a care home, but also the care you receive in your own home. It may involve service users being required to fit in excessively to the routine of the

service, more than one individual being neglected and other forms of an abuse on an institutional scale. Signs of institutional abuse include:

- Inflexible daily routines, e.g., set bedtimes and / or deliberate waking
- Dirty clothing and bed linen
- Lack of personal clothing and possessions
- Inappropriate use of nursing and medical procedures
- Lack of individualised care plans and failure to comply with care plans.
- Inappropriate use of power, control, restriction, and confinement
- Failure to access health care, dentistry services etc.
- Inappropriate use of medication
- Misuse of resident's finances or communal finances
- Dangerous moving or handling practices
- Failure to record incidents or concerns

Eating Disorders

Characterised by an abnormal attitude towards food that causes someone to change their eating habits and behaviour.

- Anorexia nervosa, when a person tries to keep their weight as low as possible e.g., by starving themselves or exercising excessively.
- Bulimia: when a person goes through periods of binge eating and is then deliberately sick or uses laxatives to try to control their weight.
- Binge eating disorder: When a person feels compelled to overeat large amounts of food in a short period of time.

Suicide and Mental Health Matters

Mental health and mental ill health can be defined in very different ways. Mental health influences how we think and feel about ourselves and other and how we interpret life events. Whereas mental ill health is a term that is used for a person whose thinking, emotions and behaviours negatively affect their ability to go about day-to-day activities such as work, and home life and it disrupts their abilities. This can be particularly prevalent during times of isolation from others. There are several different types of mental illnesses including:

- Depression
- Anxiety disorders
- Self-harm
- Suicide

Suicide is a major public health issue in England. Suicide and suicidal thoughts need to be given the highest priority when dealing with an individual presenting these feelings. That said, not all people expressing suicidal thoughts want to die, they often do not want to feel the way they currently are which results in the thoughts turning to suicidal. The most important action to take when speaking to a person showing signs of suicide is to ask them directly 'are you having thoughts of suicide?' This will be able to guide the best possible action depending upon the answer you receive.

Hidden Disabilities

Young people or adults with disabilities are known to be more vulnerable to neglect and abuse than their peers and are more likely to experience multiple

forms of abuse. There are several factors that can increase the risk of harm to CYP with disabilities and several barriers that can make it difficult for them to seek help or for professionals to recognise the indicators of abuse and neglect.

People with disabilities will have additional and sometimes complex needs arising from their disability or condition and the professional network will of course be vigilant that parents are meeting these needs. Possible issues that can act as a barrier to identifying abuse are:

- over-identification with parents
- lack of knowledge about the child's disability
- not being able to understand the child's form of communication
- confusing behaviours linked to abuse with the impact of the child's disability

Regarding parental behaviours, professionals should be aware of parents:

- being unable or unwilling to accept the child's diagnosis
- not understanding the consequences of the child's condition
- having their own complex needs to deal with
- having difficulty with attending medical appointments
- having to deal with other issues arising in the family for example the birth of another child
- not learning the child's means of communication.

Adult/s at Risk

An adult at risk is a person who is over the age of 18 years who is, or may be, in need of advisory services by reason of mental or other disability, age or illness, and may be unable to take care of him or herself or unable to protect him or herself from significant harm or serious exploitation. An adult at risk may be a person who:

- Has a physical or sensory disability.
- Is physically frail or has a chronic illness.
- Has a mental illness or dementia.
- Has a learning difficulty.
- Misuses drugs and / or alcohol
- Has social and / or emotional issues.
- Exhibits challenging behaviours.

Statutory guidance and legislation differ in relation to working with these two groups (young person and adults at risk). Practitioners are familiar with the differences if they are working across the age groups and take advice from the DSPO, when appropriate. Under the Care Act 2014, local authorities have new functions. This is to make sure that people who live in their areas:

- receive services that prevent their care needs from becoming more serious or delay the impact of their needs.
- can get the information and advice they need to make good decisions about care and support.
- have a range of provision of high quality, appropriate services to choose from

The Care Act helps to improve people's independence and wellbeing. It makes clear that local authorities must provide or arrange services that help prevent people developing

needs for care and support or delay people deteriorating such that they would need ongoing care and support. Local authorities must consider various factors:

- what services, facilities and resources are already available in the area (for example local voluntary and community groups), and how these might help local people
- identifying people in the local area who might have care and support needs that are not being met.
- identifying carers in the area who might have support needs that are not being met.

Local authorities should also provide or arrange a range of services which are aimed at reducing needs and helping people regain skills, for instance after a spell in hospital. They should work with other partners, like the NHS, to think about what types of service local people may need now and in the future. The Act says clearly that a person will be entitled to have their needs met when:

- the adult has 'eligible' needs.
- the adult is 'ordinarily resident' in the local area (which means their established home is there)
- any of 5 situations apply to them.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a person's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into young person's social care where a child has been harmed or is at risk of harm.

'Honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

'Honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or 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 of the motivation) and should be handled and escalated as such.

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for staff - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon tutors, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Forced marriage is not the same as an arranged marriage where both parties fully consent to the marriage.

Radicalisation

Young people are vulnerable to extremist ideology and radicalisation. Similar to protecting young people from other forms of harms and abuse, protecting them from this risk should be a part of our safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

There is no single way of identifying whether a young person or adult at risk is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute their vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alerted to changes in young person's behaviour, which could indicate that they may need help or protection. Staff should use their judgement in identifying any young person or adult at risk who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Hate Crime

A hate crime is defined as 'Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.'

There are 3 main types of hate crime:

- *Physical Assault* - act of inflicting physical harm or unwanted physical contact upon a person or, in some specific legal definitions, a threat or attempt to commit such an action
- *Verbal Abuse* - involves some sort of verbal interaction that causes a person emotional harm,
- *Incitement to hatred* - occurs when someone acts in a way that is threatening and intended to stir up hatred. That could be in words, pictures, videos, music, and includes information posted on websites.

Peer on peer/child on child abuse

Young people can abuse other young people (often referred to as peer-on-peer abuse) and it can take many forms. It can happen both inside and outside of LCG premises and online. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports. This can include (but is not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals.

Young people can experience peer-on-peer sexual abuse in a wide range of settings, including:

- at college
- at home or in someone else's home
- in public spaces
- online

It can take place in spaces which are supervised or unsupervised. Within an LCG context, for example, peer-on-peer sexual abuse might take place in spaces such as toilets, communal areas, corridors and when young people are walking home. Indicators that they may have experienced peer-on-peer sexual abuse may be physical or behavioural. They may appear withdrawn, frightened or begin to act differently from usual. They may also display physical signs such as noticeable discomfort in their genital or anal area.

Bullying and Cyber Bullying

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening, or undermining someone. It can happen anywhere including at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the young person or adult at risk wherever they go, via social networks, gaming, and mobile phone.

Signs of bullying - No single sign will indicate for certain that they are being bullied but watch out for things like belongings getting 'lost' or damaged, physical injuries, such as unexplained bruises, being afraid to come to classes or not turning up at all, asking for, or stealing, money (to give to whoever's bullying them), being nervous or losing confidence.

Mate Crime

Mate crime happens when the perpetrator befriends a vulnerable person with the intention of then exploiting the person financially, physically or sexually. 'Mate' crime perpetrators take advantage of the isolation and vulnerability of their victims to win their confidence

Self-Harm

Self-harm is when you hurt yourself as a way of dealing with very difficult feelings, painful memories or overwhelming situations and experiences. Some people have described self-harm as a way to:

- express something that is hard to put into words
- turn invisible thoughts or feelings into something visible
- change emotional pain into physical pain
- reduce overwhelming emotional feelings or thoughts
- have a sense of being in control
- escape traumatic memories
- have something in life that they can rely on
- punish themselves for their feelings and experiences
- stop feeling numb, disconnected, or dissociated (see dissociation and dissociative disorders)
- create a reason to physically care for themselves
- express suicidal feelings and thoughts without taking their own life.

Signs to look out for There are six main signs to look out for if you believe somebody is self-harming:

- Unexplained cuts, bruises or burns, often on their wrists, arms, thighs, and chest
- Wearing long sleeves, and trousers or tights, even in hot weather
- Refusing to get changed in front of other people, for example for PE or in changing rooms
- Signs they have been pulling their hair out
- Changes in eating habits - over-eating or under-eating
- Exercising excessively

Sexual violence and sexual harassment between young person in schools and colleges
Sexual violence and sexual harassment can occur between two young person of any age and

sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of young people sexually assaulting or sexually harassing a single person or group of people.

Anybody who is a victim of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, young people with special educational needs and disabilities (SEND) and LGBT are at greater risk. Staff should be aware of the importance of:

- challenging inappropriate behaviours
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Sexual violence

It is important that staff are aware of sexual violence and the fact that young people can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of our premises. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003/24 as described below:

Rape: person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus, or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (We should be aware that sexual assault covers a very wide range of behaviour so 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: person:

A person commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent? Consent is about having the freedom and capacity to choose.

Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom.

Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- A child under the age of 13 can never consent to any sexual activity.
- The age of consent is 16
- Sexual intercourse without consent is rape

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person taking part in sexual activities, not necessarily involving a high level of violence, whether they are aware of what is happening or not. It may take place either in person, online or offline and may be perpetrated by family or non-family members, males or females, older adults or by other young people. Examples of sexual abuse include

- Forcing or enticing a child or young person to take part in sexual activities, which may or may not involve violence
- Penetrative acts
- Non-penetrative acts (kissing, masturbation, rubbing or inappropriate touching)
- Sexual photography or forced use of pornography or witnessing of sexual acts
- Non-contact (looking at or producing pornography or sexual images, watching sexual activities, grooming in preparation for abuse)

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 young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging young people 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 young people.

Types of sexual abuse – There are two types of sexual abuse – *contact* and *non-contact*. And sexual abuse can happen in person or online.

- Contact abuse is where an abuser makes physical contact with a child,

- non-contact abuse is where a child is abused without being touched by the abuser. This can be in person or online.

Possible indicators of sexual abuse include:

- Bruising, particularly to the thighs, buttocks and upper arms and marks on the neck
- Bleeding, pain or itching in the genital area
- Difficulty in walking or sitting
- Sudden change in behaviour or school performance
- Displays of affection that are sexual or not age-appropriate
- Use of sexually explicit language that is not age-appropriate
- Alluding to having a secret that cannot be revealed
- Bedwetting or incontinence
- Reluctance to undress around others (e.g., for PE lessons)
- Infections, unexplained genital discharge, or sexually transmitted diseases
- Unexplained gifts or money
- Self-harming
- Poor concentration, withdrawal, sleep disturbance
- Reluctance to be alone with a particular person

Grooming

Grooming is when someone builds an emotional connection with a young person or adult at risk to gain their trust for the purpose of sexual abuse or exploitation. Young people or adults at risk can be groomed online or in the real world, by a stranger or by someone they know – for example, a family member, friend or professional. Groomers may be male or female. They could be any age.

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate their dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualized names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos, or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
- consensual and non-consensual sharing of nude and semi-nude images and/or videos

- sharing of unwanted explicit content
- upskirting (is a criminal offence)
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats.

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

Sexting, consensual and non consensual images

Sexting means sending sexually explicit messages and/or suggestive images, such as consensual and non consensual nudes. While the name suggests that this is only done via text message, these types of messages can be via any messaging service, including emails and social media. This also means that sexts can be sent or received via several electronic devices, such as smart phones, computers, gaming platforms, chat forums and tablets. Images covered under the law include, but are not limited to, naked pictures, topless photos of girls, any sex acts and sexual images in underwear. If it is found that a child under the age of 18 is in possession of any of these, has been sending them or taking these types of photos, the police can record it as a crime.

If a child is under the age of 18, it is illegal for them to take a nude photo of themselves or a friend, as well as distributing them. Even though the age of sexual content is 16, the Protection of Young Person Act means it is against the law for a child to share a sexual image, even if it is with someone who is also under the age of 18.

Definitions

Term	Explanation
Child	any persons up to the age of 18 years.
Vulnerable adult	is a person over the age of 18 who is unable to take care of themselves.
Harm	Harm includes ill treatment (including sexual abuse, exploitation, and forms of ill treatment which are not physical). the impairment of health (physical or mental) or development (physical, intellectual, emotional, social, or behavioural); self-harm and neglect. unlawful conduct which adversely affects a person's property, rights or interests (for example, financial abuse).
Abuse	the violation of an individual's human rights. It can be a single act or repeated acts. It can be physical, sexual, or emotional. It also includes acts of neglect or an omission to act.
Neglect	Neglect is the ongoing failure to meet a child's basic needs and the most common form of child abuse
Exploitation	Exploitation in the wider definition involves exploitative situations, contexts, and relationships where young people (or a third person or persons) receive 'something' (e.g., food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them completing a task on behalf of another individual or group
Substance abuse	also known as drug abuse, is the use of a drug in amounts or by methods which are harmful to the individual or others.
Drug dealing	the activity of selling illegal drugs

Perpetrator	A person who carries out a harmful, illegal or immoral act
Servitude	The state of being a slave or completely subject to someone more powerful.
Vulnerable	exposed to the possibility of being attacked or harmed, either physically or emotionally
Prejudice	preconceived opinion that is not based on reason or actual experience

Related Policies and Procedures

Safeguarding and Prevent Policy
Keeping Learners safe in practice Procedure
The Prevent Duty and Channel Referral Procedure
Making a safeguarding referral procedure
Health and Safety Policy

APPENDIX 1

Guidance relating to Online Safety and social media

Online Safety and social media.

All staff, if relevant, are trained in and receive regular updates in e-safety and recognising and reporting concerns. Our policies recognise that Internet Safety is a whole team/organisation responsibility which includes learners and their parents and carers.

Young people or adults at risk may expose themselves to danger, whether knowingly or unknowingly, when using the Internet and other technologies. Additionally, some may find themselves involved in activities which are inappropriate or possibly illegal.

We therefore recognise our responsibility to educate our learners, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the Internet and related technologies. These issues are addressed within the learner journey, within relevant policies and procedures and with parents and carers.

We will ensure filters are in place to prevent access to unsuitable sites and we will monitor and report monthly on the use of the network and internet to ensure that any learner, or member of staff, attempting to access inappropriate, harmful, or indecent images are found, then the police will be informed immediately, and we will fully support their investigation. If involving a staff member, immediate suspension, in line with the disciplinary process, will immediately take effect and the making a safeguarding referral procedure may need to be instigated by the lead DSPO. We will take police advice when learners are involved as to whether the relevant commissioner should be informed.

The welfare and protection of our young people and adults at risk is paramount and consideration should always be given as to whether the use of photography will place them at risk. Images may be used to harm them, for example as a preliminary to grooming or by displaying them inappropriately on the internet, particularly social networking sites. For this reason, consent must be sought from those with parental responsibilities (this may include the Local Authority in the case of looked after young people)

We are aware of the Safeguarding Partners escalation procedures for raising concerns in respect of poor practice and recognise our responsibility to utilise these as and when necessary, in the interest of safeguarding and promoting the welfare of young people and adults at risk.

Online safety also involves being aware of the risks to young people, our staff/volunteers and adults at risk when communicating via the Internet, digital and mobile devices and using social media. Social media includes blogs, Wikis, online communities, and social networking sites such as Facebook and Twitter.

As an organisation working with young people, we acknowledge the impact and involvement that social networking sites such as Facebook and Twitter have on their

lives, and their role in the ways which they interact with each other. These tools are used by us to encourage young people in their projects and involvement with gratitude activities. At the same time, we recognise the dangers and potential risks that these sites can pose to both young people and staff/volunteers, and that they have the potential to be abused as a means of interacting with young people.

There is a wide range of ways to communicate with young people and this is a rapidly changing environment as new technologies, applications, and social media sites merge. No Code of Conduct for e-safety can cover all these separately. However, there are broad principles that we expect all staff to adhere to safeguard young people and themselves in respect of using all these forms of media, devices, apps, and social networking sites.

Appendix 2

Further Reading and Helplines

Legislation

- The Young person Act 2016.
- United Nations Convention on the Rights of the Child 1991
- Data Protection Act 2018 and General Data Protection Regulations (GDPR)
- Sexual Offences Act 2003
- Protection of Freedoms Act 2012
- Education Act 2005
- Human Right Act 1998
- Health and Social Care Act 2008
- Domestic Abuse Act 2021
- Statutory guidance Working Together to Safeguard Young person 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Young_person.pdf
- Keep Children Safe in Education 2021 (All staff must read part 1 as part of mandatory training and on induction)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014058/KCSIE_2021_Part_One_September.pdf
- Information Sharing Advice for Practitioners Providing Safeguarding Services to Young person, Young People, Parents and Carers 2018.
- The Care Act 2014
- The Mental Capacity Act 2005
- The “No Secrets” guidance, which sets out a code of practice for the protection of vulnerable adults.
- Counter Terrorism and Boarder security Act 2019
- Contest 2018
- Work-based learners and Prevent Statutory Duty guidance for providers 2018.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/744673/Work_Based_Learners_Guidance.pdf
- Equality Act 2010
- Mandatory reporting of FGM (Nov 16)
- Prevent Duty 2019 update
- Coronavirus (COVID-19) – Safeguarding in schools, colleges and other providers 2020.

Website and Helpline Links

Childline - www.childline.org.uk

Counselling

Young person can talk to a ChildLine counsellor 24 hour a day about anything that is worrying them by calling 0800 11 11 or in an online chat at <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>.

Sexual Imagery

ChildLine and the Internet Watch Foundation have partnered to help young person get sexual or naked images removed from the internet. Young person can get their photo removed by talking to a ChildLine counsellor. More information is available at: <http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>

ChildLine have created Zip-It, an app that provides witty comebacks to help young person say no to requests for naked images Childline Zipit Ap

There is information on the ChildLine website for young people about sexting:

NSPCC - <https://www.nspcc.org.uk/>

If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing

Tel: 0808 800 5000,

Email help@nspcc.org.uk

Text 88858.

NSPCC Helplines

- Help for adults concerned about a child.
Call us on 0808 800 5000
- Help for young person and young people.
Call Childline on 0800 1111
- For supporter, donation, and fundraising queries
Call us on 020 7825 2505

The NSPCC adult's helpline: 0808 800 5002 The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety

National Crime Agency - <https://www.nationalcrimeagency.gov.uk/>

The National Crime Agency/CEOP has produced a film resource for parents and carers to help them prevent their young person coming to harm through sharing sexual imagery:

<https://www.thinkuknow.co.uk/parents/articles/nude-selfies-a-parents-guide/>

ChildNet - <https://www.childnet.com/>

Sexting

Childnet have information and advice about sexting available on its website:
<http://www.childnet.com/young-people/secondary/hot-topics/sexting>

Other Links

Sexual Imagery

If parents or carers are concerned that their child is being contacted by adults as a result of having shared sexual imagery, they should report to NCA-CEOP at www.ceop.police.uk/safety-centre

Sexting

The Safer Internet Centre has produced resources called 'Childnet So you got naked online' which help young people to handle incidents of sexting
<https://www.childnet.com/ufiles/So%20you%20got%20naked%20online.pdf>

Online Safety concerns

The Professionals Online Safety Helpline (POSH):

This helpline supports professionals with an online safety concern or an online safety concern for young person in their care. Professionals can contact the helpline to resolve issues.

<http://www.saferinternet.org.uk/about/helpline>

Tel: 0844 381 4772.

Domestic Abuse

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

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

Tel: 0808 2000 247 (24hrs)

External Advice and Guidance

OFSTED- safeguarding policy

<https://www.gov.uk/government/publications/ofsted-safeguarding-policy>

Inspecting Safeguarding in early years education and training:

<https://www.gov.uk/government/publications/inspecting-Safeguarding-in-early-years-education-and-skills>

Keeping Children Safe in Education September 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf

Up-Skirting:

<https://www.gov.uk/government/news/upskirting-know-your-rights>

Online abuse

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/online-abuse/>

Sexting:

<https://www.gov.uk/government/publications/sexting-in-schools-and-LHAAs>

Sharing nude and semi nude images:

[**Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)**](#)

Working together to Safeguard children :

[**Working together to safeguard children - GOV.UK \(www.gov.uk\)**](#)

Knife crime:

<https://www.gov.uk/government/publications/knife-crime-safeguarding-young-person-and-young-people-in-education>

Sexual violence and sexual harassment between children in schools

[**Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\)**](#)

Information sharing:

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

Work base learners and the Prevent Strategy:

<https://www.gov.uk/government/publications/work-based-learners-and-the-prevent-statutory-duty>

Safeguarding Vulnerable Adults:

<https://www.gov.uk/government/publications/safeguarding-policy-protecting-vulnerable-adults>

NSPCC:

<https://www.nspcc.org.uk/preventing-abuse/safeguarding/>

Safeguarding and protecting people for charities and trustees:

<https://www.gov.uk/government/publications/safeguarding-young-person-and-young-people/safeguarding-young-person-and-young-people>

London Young person Safeguarding Board:

<http://www.londonscb.gov.uk/resources/>

FGM Safeguarding pathway:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/542650/FGM_Flowchart.pdf

Safeguarding women and girls at risk of FGM:

<https://www.gov.uk/government/publications/safeguarding-women-and-girls-at-risk-of-fgm>

MASH

<https://www.gov.uk/government/news/working-together-to-safeguard-young-person-multi-agency-safeguarding-hubs>

CASPER Safeguarding child Protection:

<https://learning.nspcc.org.uk/newsletter/caspar/>

Child exploitation:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/>

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Teaching online safety in schools:

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Prevent and Channel Guidance

Channel guidance:

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

Prevent Duty guidance:

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