

SAFEGUARDING POLICY

for

T.A.O. activities

Introduction

T.A.O. activities is a for-profit organisation run by:

Mr Daniel Giblin

T.A.O. activities is based at:

4 Pepper Street Quina Brook Wem SY45RH

T.A.O. activities offers the following activities for children/people:

A therapeutic Outdoor Education Programme, including but not limited to

climbing,
canoeing,
kayaking, caving,
mountain biking,
walking/hiking,
camping,
archery,
bushcraft,
gorge walking,
scrambling,
coasteering,
invasion sports
gym activities
combat sports

T.A.O. activities is managed by a management team (the Team). One of the management team has particular responsibility for safeguarding children.

The Team has adopted this safeguarding children policy and expects every adult working or helping at T.A.O. activities to support it and comply with it. Consequently this policy shall apply to all staff, managers, trustees, directors, volunteers, students or anyone working on behalf of T.A.O. activities.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their

approach is childcentred. This means that they should consider, always, what is in the best interests of the child.' KCSIE 2022

Purpose of the Policy

This policy is intended to protect people who receive any service from us, including those who are the children of adults who may receive services from us.

As an organisation we believe that no person should experience abuse or harm and are committed to the protection of people and this policy is intended to provide guidance and overarching principles to those who represent us as volunteers or staff, to guide our approach to child protection and safeguarding.

We will listen to our pupils. We will not place any value judgement on their concerns or supersede their views with our own cultural or racial profiling in order to ensure we fully listen to what our pupils are saying. We will take our pupils' health and welfare seriously and to act with urgency to prevent harm and keep them safe. There is a 'whole provision approach to safeguarding' where safeguarding and child protection underpins all our relevant policies and processes. We operate with the best interests of the child at heart.

to have a child centred approach to safeguarding, children have stated they want the following

- vigilance: to have adults notice when things are troubling them
- understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon
- stability: to be able to develop an ongoing stable relationship of trust with those helping them
- respect: to be treated with the expectation that they are competent rather than not
- information and engagement: to be informed about and involved in procedures, decisions, concerns and plans
- explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- support: to be provided with support in their own right, as well as a member of their family
- advocacy: to be provided with advocacy to assist them in putting forward their views
- protection: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee

The Legal Framework

TAOs still have their relevant local authorities that have an overarching statutory responsibility for safeguarding and promoting the welfare of all children and young people in their area.

The local safeguarding partnerships will work with our provision to support us to safeguard our pupils. Whilst local authorities play a lead role, safeguarding pupils and protecting them from harm is everyone's responsibility.

Under Section 11 of the Children Act 2004 duties are placed on a range of organisations and individuals to ensure their functions are discharged with regards to the safeguarding of children and young people. The statutory guidance (Working Together to Safeguard Children 2018) does not identify alternative provision as a separate organisation. Nor are APs named under Section 11 of the Children Act 2004 but they are captured under other legislation, for example Sections 157 and 175 of the Education Act 2002, Sections 94 (1) and (2) of the Education and Skills Act 2008, the Education Regulations 2011 and 2014.

As TAO we acknowledge our duty in law to work with other organisations to keep our pupils safe. In September 2022 the DfE published the latest 'Keeping Children Safe in Education' (KCSIE) – statutory guidance for schools and colleges.

This guidance contains information on what schools, including academies, and APs should do and sets out the legal duties which they must comply with. In law, individual academies are deemed to be 'relevant partners' of their local authority and as such are under a duty to cooperate in that local authority's safeguarding partnerships board arrangements.

The Education (Independent School Standards) Regulations 2014 place a duty on proprietors of independent schools including academies to make arrangements for ensuring that their functions are exercised with a view to safeguarding and promoting the welfare of children.

Links to the Legal Framework

Working Together to Safeguard Pupils 2019

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working Together to Safeguard Children-2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2019.pdf)

Keeping Pupils Safe in Education Sep 2022

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping children safe in education 2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)

Disqualification Under the Childcare Act 2006 and supplementary guidance 2019

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_stat-guidance_Feb_15_3_.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/736758/APPENDICES_Disqualification_under_the_childcare_act_statguidance__2_.pdf

Information Sharing

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

GDPR and Data Protection

<https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/>

Education (Independent School Standards) (England) Regulations 2010

<http://www.legislation.gov.uk/uksi/2010/1997/contents/made>

Equality Act 2010 (including Public Sector Equality Duty)

<https://www.gov.uk/guidance/equality-act-2010-guidance>

FGM Act 2003 (as inserted in the Serious Crime Act 2015 Section 74)

<http://www.legislation.gov.uk/ukpga/2015/9/section/74>

Human Rights Act

<https://www.legislation.gov.uk/ukpga/1998/42/contents>

The “Prevent” duty: Section 26 of the Counterterrorism and Security Act 2015

<http://www.legislation.gov.uk/ukpga/2015/6/section/26/enacted>

Statutory guidance on Pupils Missing Education (2016) also applies to academies

<https://www.gov.uk/government/publications/children-missing-education>

'What to do if you're worried a child is being abused': Guidance for all staff, teaching and

non-teaching:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

A Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG MULTI AGENCY PRACTICE GUIDELINES v1 190614 FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_190614_FINAL.pdf)

Contextual Safeguarding

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Post 16 Education

Education and Training (Welfare of Children Act 2021)

Our Commitment

TAOs commitment to safeguarding includes:

Ensuring there is a designated professional for safeguarding, who has had the appropriate level of training in order for them to fulfil this role.

Ensuring all staff understand their responsibility to safeguard pupils.

Having in place safeguarding arrangements which are designed to take account of all possible safeguarding issues both locally, nationally and internationally.

Adopt a 'whole provision' approach towards safeguarding, promoting a culture of vigilance.

Creating a culture of safeguarding which permeates throughout our provision.

Ensuring all safeguarding concerns are investigated and an immediate risk assessment is undertaken to keep pupils safe.

Adhering to safe recruitment practices.

Having arrangements in place to ensure we work closely with other agencies and share information with other professionals in line with statutory requirements.

Having in place effective child protection policies.

Developing a culture in our provision of listening to children and to take into account their wishes and feelings.

Ensure that there is no unlawful discrimination against pupils with protected characteristics.

To make sure that these pupils are supported and that we take positive action to deal with any disadvantages these pupils may face.

Providing appropriate supervision and support for staff including undertaking safeguarding induction and training.

Follow our policy for dealing with allegations made against/concerns raised in relation to teachers, assistants, all other staff, volunteers.

Having clear procedures in place to handle allegations made against/concerns raised in relation to teachers, assistants, all other staff, volunteers in relation to abuse against children.

Having clear whistleblowing procedures.

Fulfilling all our statutory responsibilities in respect of safeguarding and promoting the welfare of children.

TAO Safeguarding and Child Protection Policy incorporates all the legislation from KCSIE 2022.

TAO Safeguarding and Child Protection Policy is monitored and evaluated by the TAO and to measure the effectiveness of the policy in the provision. This is carried out through the quality assurance cycle, at least on an annual basis.

Expectations

We expect staff to have read and be aware of:

Keeping Children Safe in Education (2022) [Part One]; staff that work directly with children should also read Annex A.

Safer Working Practices (Safer Recruitment Consortium May 2022).

Staff Code of Conduct.

Safeguarding and Child Protection Policy.

GDPR and data protection requirements.

Requirements of information sharing.

Their local early help processes and their roles in relation to them.

All staff are also required to:

Take all concerns seriously, particularly when a disclosure is made.

Understand that pupils may not feel ready to talk or disclose but a level of professional curiosity will remain.

Ensure they consider the wider context of pupils when there are safeguarding concerns.

Put the pupil's interests first and act to secure a pupil's safety at all costs.

Be vigilant and take responsibility to always maintain the ethos of safeguarding.

Understand that every pupil is our responsibility regarding safeguarding.

Take responsibility to immediately inform the DSL should there be any changes in personal circumstances that may impact on their ability to work with children.

Employment and Management of Adults Working with Pupils

We will ensure that TAO has:

A single point of contact known as the designated senior lead for safeguarding (DSL).

A single central record of pre-employment checks.

Safe recruitment procedures fully in place.

Appropriate checking procedures.

A policy and procedures for dealing with allegations made against/concerns raised in relation to teachers, assistants, other staff, volunteers, and contractors.

TAO safeguarding policy is available to parents/carers and pupils on request accessed through our website online.

At TAO safeguarding the welfare of pupils permeates all activity and functions.

This policy therefore complements and supports a range of other academy policies, such as, but not exclusively:

Health and Safety

SOPs

Providing First Aid

Online Safety Including youth producing sexual imagery

Anti-Bullying and Cyber-bullying

Safer Recruitment and Selection, including Single Central Record

Managing Allegations Against Staff, Including volunteers, contractors

Managing Allegations Against Pupils

Attendance

Pupils Who Runaway or go Missing from Education, Home or Care

PSHE

Staff Behaviour (code of conduct)

Complaints procedure Information sharing Whistleblowing

GDPR Data Protection

Equality

Other single curriculum subject policies

Pupils are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. This is detailed in our safeguarding curriculum map

Scope of the policy

We will safeguard pupils when we believe they are suffering from:

Abuse

Physical abuse

Emotional abuse

Sexual abuse

Neglect

Child criminal exploitation

Child sexual exploitation (CSE)

Peer on peer abuse

County lines

Bullying, including cyber bullying

Domestic abuse

Drugs

Fabricated or induced illness

Faith abuse

Female genital mutilation (FGM)

Forced marriage and honour-based abuse

Gangs and youth violence

Gender based violence/violence against women and girls (VAWG)

Homophobic or transphobic abuse

Mental health

Online and technology abuse

Private fostering

Radicalisation and extremism

Sexting /youth producing sexual imagery

Trafficking / modern slavery

Wider contextual issues

Challenges faced by pupils experiencing transgender and body dysmorphia issues

Homelessness

This list is not exhaustive.

Safeguarding Roles and Responsibilities of TAO Staff

Responsibility to Provide a Safe Environment in Which Pupils Can Learn

The safety of our learning venue is of high importance. It is everyone's responsibility to keep our venues safe. We will regularly undertake venue safety walks, and updating venue lists and risk assessments accordingly, or letting other staff know of potential issues with venues, maintain our equipment properly and ensure we act upon expert advice during our health and safety audits, in line with AALA expectations

We will train our staff to be aware of the risks associated with safety and ensure we can evacuate our venues should they pose any risk to our pupils. Systems are in place to ensure

anyone can report a health and safety issue immediately, through direct WhatsApp group messages then emails.

We will seek the views of pupils around the safety of the venue and address any concerns with swift action.

Leaders and Training

At TAO we acknowledge that there are pupils who may need extra help or who are suffering or are likely to suffer significant harm. Staff must be quick to identify them. All our staff have a responsibility to take appropriate action, working with external services as needed.

Staff induction will include organisation vision, aspirations, and expectation of all staff as well as what is considered acceptable and what is not. They will also receive information about systems within the provision which support safeguarding. This includes the child protection/safeguarding policy, staff behaviour policy (code of conduct), the role of the DSL.

All staff will:

- read and understand “Keeping Children Safe in Education part one: safeguarding information for all staff (2022).” This will ensure that all staff understand their safeguarding responsibilities.
- Receive regular safeguarding training which is updated so they are equipped with the knowledge and skills to keep pupils safe.

The key training elements are:

Induction Training – this is mandatory and includes:

- the child protection policy
- the staff behaviour policy (sometimes called a code of conduct)
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). (See KCSIE 2022)
- any other local policies and procedures link to individual activities.

DSLs – attend training every two years; and in addition to, formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

All other staff – will receive regular safeguarding and child protection updates as required, but at least bi-annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Safer Recruitment protocols followed.

The Roles and Responsibilities of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is responsible for safeguarding and child protection along with the MD.

Support staff to see safeguarding in the wider context of a pupils' life, considering the family circumstance, the friendship groups and social context before making decisions about how to act to safeguard pupils.

Adopt a 'whole provision' approach towards safeguarding, promoting a culture of vigilance and creating a culture of safeguarding which permeates throughout our provision.

Support staff to have the skills and knowledge to encourage a culture of listening and reducing barriers to disclosing.

Manage referrals from staff or any others from outside the provision.

Work with external agencies and professionals on matters of safety and safeguarding.

Ensure they keep up with the latest advice and guidance relating to safeguarding and child protection.

Take responsibility to raise awareness of safeguarding and child protection among the staff, parents, and pupils.

Ensure that child protection information is transferred to the pupil's new school, within five school days should they move school.

Ensure all staff follow the academy's safeguarding policies fully.

Ensure they act upon referrals in a timely manner and always act in the best interests of the pupil.

Help promote educational outcomes, the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with other staff. Ensure that staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort. Support staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Ensure the plans to support pupils with safeguarding issues are rigorous, monitored and clearly shared with all those who are identified to support the pupil.

Provide training and support to parents / carers and pupils.

Ensure all visitors on site are aware of the academy's safeguarding responsibility and procedure.

Understand the importance of information sharing and ensure all relevant bodies receive information in a timely manner.

A deputy DSL will always be appointed to cover when the lead DSL is not available

Roles and Responsibilities of Other Staff

It is everyone's responsibility to keep pupils safe and all staff are expected to take this responsibility seriously.

Staff must abide by policies to keep pupils safe.

Any concerns must be discussed with the DSL and no staff member should keep information to themselves or decide they will not act because they use their own ideas of what is safe or unsafe. policy must be followed.

If staff members are unsure, they should always speak to the DSL to clarify the situation and agree if any action is needed. Staff have a responsibility to record all concerns and forward this to the DSL or their deputy. All staff will work with the DSL and where appropriate support social workers to take decisions about individual pupils.

All staff, including volunteers and temporary staff must understand how the provision safeguards and promotes the welfare of pupils, including the academy safeguarding and child protection policy, their role, and responsibilities in this (including in relation to early help processes) and how to report any concerns.

All staff must ensure they are always vigilant and ensure any behaviours that may cause even a slight concern are taken seriously. This includes their concerns about fellow practitioners, visitors, or volunteers.

Staff Training

It is our requirement that safeguarding training for staff, is integrated, aligned, and considered as part of the whole provision safeguarding approach and wider staff training and curriculum planning.

All new staff will be given an Induction course on Safeguarding. Induction training will ensure staff are able to recognise signs of child abuse and wider safeguarding issues and report any concerns immediately when they arise. (This is essential in respect of staff that are perhaps part-time or work with more than one area)

Timelines for training:

Designated Safeguarding Lead training: refreshed within every two years (Statutory requirement). Children in Education – Safeguarding Update training: To be refreshed within every three years

All Staff level 2 safeguarding every three years.

Safe Environment / Contextual Safeguarding – pupils are safe and feel safe

All our pupils are taught about safeguarding, including online safety (using non-statutory guidance and information in KCSIE 2022), through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

At TAO we adopt an open and accepting attitude towards pupils as part of our responsibility for pastoral care. We are committed to ensuring we take pupils' contextual circumstances into account. This is because what might appear as 'poor quality behaviour' could be part of wider contextual issues that are linked to abuse at home, child-on-child abuse or abuse online for example. Pupils, parents, and staff should be free to talk about any concerns and will see the academy as a safe place when there are difficulties. We will build an ethos of disclosure, and listening and believing, to build our pupils' confidence.

Pupils' worries and fears will be taken seriously, and pupils encouraged to seek help from staff.

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse, exploitation, criminal exploitation, county lines and serious youth violence.

we will therefore ensure that:

- An ethos where pupils feel secure and are encouraged to talk and are listened to, taken seriously, and responded to appropriately is established and maintained.
- We will regularly seek the views of our pupils in relation to the safety of our provision venues where abuse may occur and where they do not feel safe.
- Pupils are involved in the decision-making, which affects them.
- Pupils know that there are adults in the provision whom they can approach if they are worried or have difficulties and the provision has well developed listening systems.
- Proactive curriculum activities and opportunities are provided to equip pupils with the skills they need to stay safe from abuse.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all.
- Positive and safe behaviour is encouraged among pupils and staff are alert to changes in a pupil's behaviour and recognise that challenging behaviour may be an indicator of abuse.
- Effective working relationships are established with parents and colleagues from partner agencies.
- There is an awareness that personal and family circumstances and lifestyles of some pupils lead to an increased risk of neglect and/or abuse.
- Staff are appropriately trained in safeguarding according to their roles and responsibilities, have regular opportunities for safeguarding briefings and records are kept of all training undertaken.

- Safer recruitment procedures are used to make sure that all appropriate checks are carried out on staff (and volunteers) who work with pupils.

Vulnerable Pupils

We recognise that some pupils will be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

Some children can be potentially at greater risk of harm, in particular children who need a social worker (Child in Need and Child Protection Plans).

Some children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A pupil's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Our LAs will inform us when a child has a social worker, and the designated safeguarding lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. This will be considered as a matter of routine.

Where children need a social worker, this will help us make inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

To ensure that all our pupils receive equal protection, we will give special consideration and attention to other pupils who are / have:

- disabled or have special educational needs (including certain health conditions)
- a mental health need
- living in a known domestic abuse situation
- affected by known parental substance (drugs and/or alcohol) misuse
- asylum seekers/refugees
- new communities
- living away from home, including private fostering arrangements
- vulnerable to being bullied, or engaging in bullying
- go missing from school, particularly on repeat occasions

- living in temporary accommodation
- at risk of child-on-child abuse
- living transient lifestyles
- living in chaotic, neglectful, and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, or sexuality, including at risk of honour-based abuse
- at risk of sexual exploitation
- young carers
- 'looked after' pupils, pupils leaving care and those post adoption
- do not have English as a first language
- pupils vulnerable from CCE/CSE
- pupils vulnerable for County Lines
- living with family members in prison
- the wider context of a pupil's wider needs.

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

Mental Health

At TAO we take our responsibility for supporting and promoting the mental health and wellbeing of our pupils very seriously. We recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

As part of ongoing CDP we are committed to all members of staff being mental health first aid trained.

Child-on-child abuse

At TAO all our staff are aware that children can abuse other children (often referred to as child-on-child abuse) and that it can happen both inside and outside of provision and online. It is important that all our staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. TAO adopt a 'zero tolerance' approach so that all staff understand, that even if there are no reports or concerns raised, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is

important if staff have any concerns regarding child-on-child abuse, they should speak to the Designated Safeguarding Lead (or Deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are abusive in nature.

Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff are clear as to the provision’s policy and procedures with regards to child-on-child abuse and the important role they must play in preventing it and responding where they believe a child may be at risk from it.

We ensure that there are many avenues for pupils to report any form of child-on-child abuse including:

Speaking to a member of staff

Speaking to a DSL

Using the NSPCC helpline number 0808 800 5000 or 0114 228 9200

Online safety

At TAO we believe it is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole provision approach to online safety empowers our setting to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

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

- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

We ensure that online safety is a running and interrelated theme. We regularly consider how online safety is reflected as required in all relevant policies and consider online safety when planning the curriculum, any staff training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

Within our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, we are doing all that we reasonably can to limit children's exposure to risks from the provisions IT system. As part of this process, we ensure we have appropriate filters and monitoring systems in place.

Multi-agency working

We recognise that we have a pivotal role to play in multi-agency safeguarding arrangements and will ensure that we contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

New safeguarding partners and child death review partner arrangements are now in place.

Locally, the three safeguarding partners (the local authority; a clinical commissioning group within the local authorities; and the chief officer of police within the local authority area have published arrangements to allow us to work together with appropriate relevant agencies to safeguard and promote the welfare of our children, including identifying and responding to their needs.

Working with parents and carers

We recognise the importance of working with together with parents/carers to educate as well as safeguard and promote the welfare of pupils.

At TAO we will ensure that:

We work with parents positively, openly, and honestly.

Parents are encouraged to discuss their issues or concerns about safety and welfare of pupils, and they will be listened to and taken seriously.

We will provide parents with information about the support available to keep pupils safe within the provision, locally and nationally.

Up to date and accurate information is kept about pupils i.e. names and contact persons with whom the child normally lives, those with parental responsibility and emergency contact details. If different from the above those authorised to collect the child, any relevant court orders or any other factors which may impact on the safety and welfare of the child.

The LA will ensure that, if possible, it provides emergency contact details.

Information about pupils given to us by pupils themselves, their parents, or carers or by other agencies will remain confidential unless safeguarding means wider agencies need to be informed.

Staff will be given relevant information on a 'need to know' basis to support the child.

We will ensure parents know that any data we hold on to their children can and will be shared with wider agencies in line with the GDPR requirements should there be 'Special Category Personal Data'. It will be made clear to parents and carers that the provision has a duty to share information when there are any safeguarding concerns.

Parents understand we have a duty to keep records which relate to safeguarding work by the provision, or partner agencies as a requirement of 'Child Sexual Abuse 2014'. These will be kept securely, kept apart from the main pupil record and only accessible to key members

Reporting Concerns (see Flowchart)

When adults in the academy have a concern about a child or young person they should:

For pupils at risk of immediate danger or at risk of harm Promptly complete an incident report form from the VLP. Any paper copies of concerns must be handed into the DSL immediately.

If it is an FGM referral staff must personally report to the police where they discover an act of FGM has taken place. A written incident form should also be completed.

For cases where there is a general concern

For cases where there is no major risk to the child, but the member of staff still has concerns, such as, never eats breakfast. The member of staff should record their concerns on a daily log form.

It is not the responsibility of the academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation; this is the responsibility of Children's Social Care. All staff however have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded as early as possible and discussed with the DSL (or another senior member of staff in their absence) prior to any discussion with parents.

If anyone suspects a child has emerging, complex/serious needs or there are child protection concerns, information about abuse and neglect can be found in Appendices.

There will be occasions when adults suspect that a child may be at risk but have no 'real' evidence. The pupil's behaviour and or appearance may have changed, their attendance at school may have reduced, their ability to concentrate and focus may have altered, or they may have noticed other physical but inconclusive signs. In these circumstances, the adult will try to give the child the opportunity to talk. The signs they have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if they can help in any way.

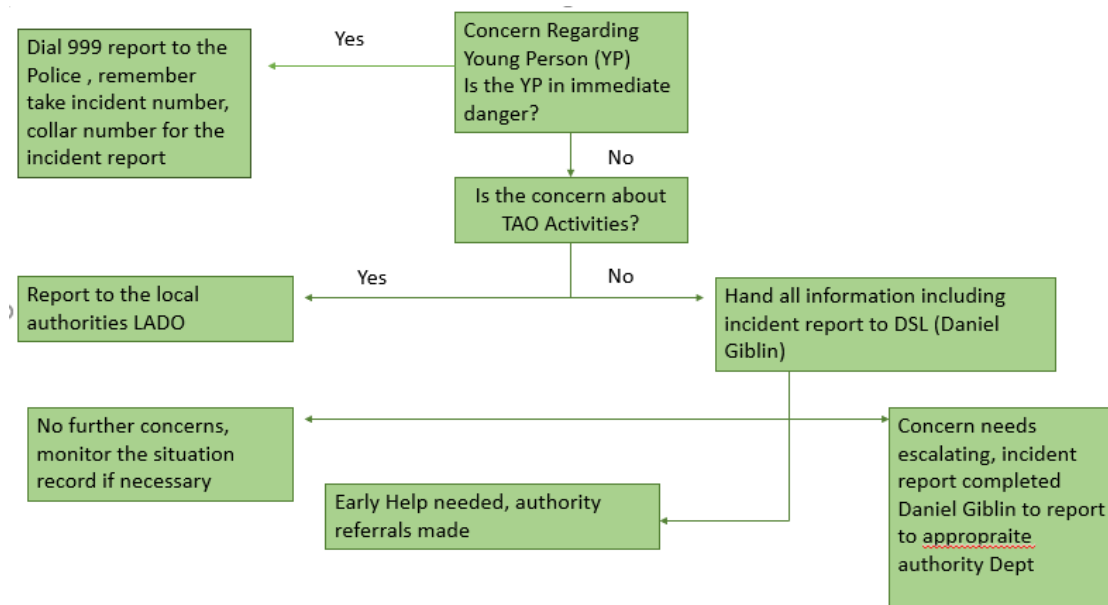
Doncaster Early Help <https://dscp.org.uk/professionals/early-help>

Kirklees Early Help www.thrivingkirklees.org.uk

Sheffield Early Help sheffieldsafeguardinghub@sheffield.gov.uk

If you wish to understand the process further then please arrange an appointment with Daniel Giblin.

If you believe the situation to have already escalated, then use the Flowchart For Responses found below. If you believe a young person to be in immediate danger please call 999.



ACTIVITIES

If Information is Disclosed to Our Staff

It takes a lot of courage for a child, parent, carer, or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told that the abuse is their own fault.

If a child or adult talks to a member of staff about any risks to a pupil's safety or wellbeing they will need to let them know that they must pass the information on – they are not allowed to keep secrets. The point at which they do this is a matter of professional judgement.

Any member of staff who has concerns disclosed to them should always reassure the victim that they are being taken seriously and that they will be supported. The adult should never give the impression that they are creating a problem by reporting abuse, sexual violence, or harassment.

During a conversation with the child or adult:

Allow them to speak freely, listen to what is being said without interruption and without asking leading questions.

Keep questions to a minimum and of an open nature i.e., 'can you tell me what happened?' rather than 'did x hit you?'

Remain calm and do not overreact – the child or adult may stop talking if they feel they are upsetting you.

Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'this isn't your fault', 'You are doing the right thing in talking to me'.

Do not be afraid of silences – remember how hard this must be for the child or adult. Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this.

At an appropriate time, tell the child or adult that to help them you must pass the information on.

Do not automatically offer any physical touch as comfort; it may be anything but comforting to a child who has been abused.

Avoid admonishing the child or adult for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but they may interpret it that they have done something wrong.

Tell the child or adult what will happen next. The child or adult may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see or contact them before the end of the day.

Report via WhatsApp to the DSL.

Seek support if you feel distressed.

If you are unsure, you should always have a discussion with the DSL to agree the best way forward.

Staff must immediately inform the DSL (incident form) if there is:

- Any suspicion that a child is injured, marked, or bruised in a way, which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviour, which give rise to suspicions that a child may have suffered harm.
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.

- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a pupil's presentation, including non-attendance.
- Any hint or disclosure of abuse about or by a child/young person.
- Any concerns regarding person(s) who may pose a risk to pupils e.g., living in a household with pupils present.
- Information, which indicates that the child is living with someone who does not have parental responsibility for them (private fostering).
- Any concerns that a child is at risk of forced marriage, so called honour-based violence or female genital mutilation (FGM).
- Homelessness concerns.

Notifying parents

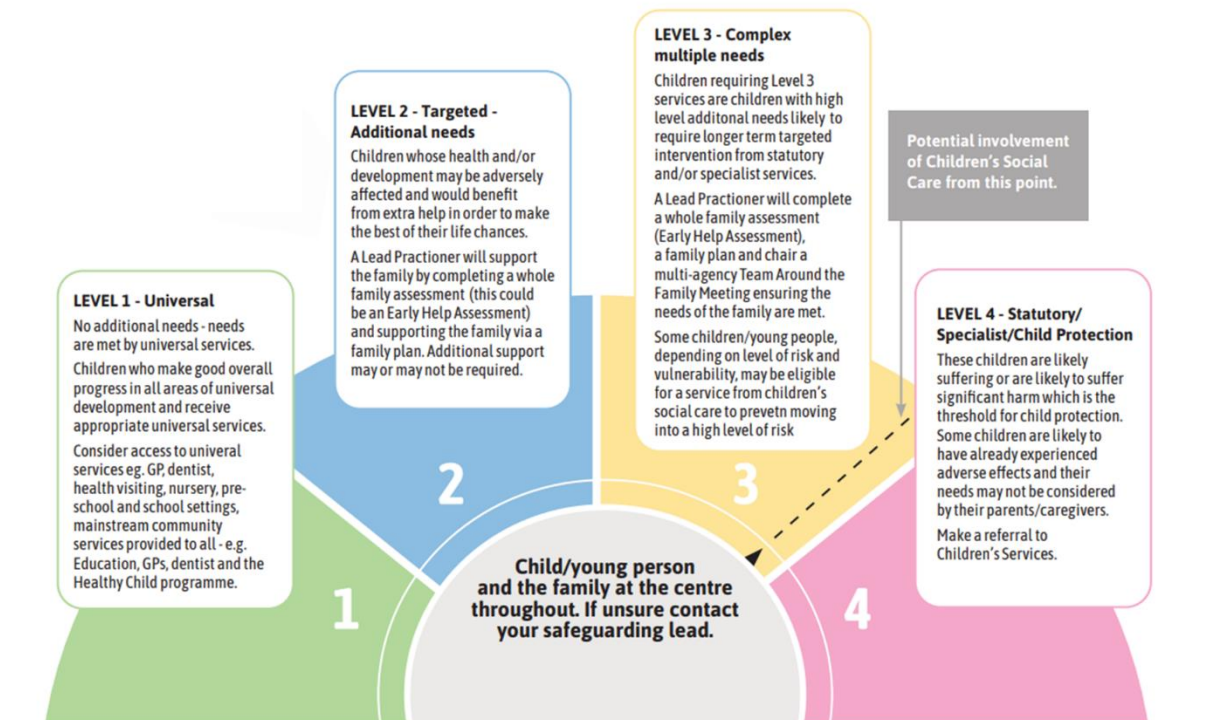
We will normally seek to discuss any needs or concerns about a child with their parents or carers. This must be handled sensitively. Where an early help assessment would benefit the child and their family the most appropriate member of staff should approach the parent/carer to take this forward. In situations where there are serious/complex needs or child protection concerns the DSL will contact the parent or carer. However, if TAO believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Children's Social Care. (Please see above reference to GDPR and disclosure).

Getting help for the child

If a referral to Social Care is not considered appropriate, consideration will be made to what support the child and family need. The provision will consider what support could be offered within the provision, it may be useful to undertake an EHA to clarify the pupil's needs/strengths and the supports required and/or make a referral for other services. We will ensure a clear system for recording the decisions made. Regular review of the pupils' needs may indicate that the concerns need to be escalated and a referral to an external agency must be made. However, if the DSL and safeguarding team have assessed that the pupil's needs can be met from within the provision, regular recorded updates of decisions will be placed on the VLP record. Full written records of the information that the DSL received, detailing the actions taken or not taken and the reasons for these will be made.

Using the Early Help Assessment (EHA)

Where parents, carers or pupils tell us that they require support, or staff identify that there may be emerging needs and that services might be required an EHA is likely to be beneficial. In such cases staff will have an open discussion with the parents/carers and child about the support and services that might help and agree how they would be accessed.



Low level needs

Where the provision and another service, e.g., GP, may be able to meet the needs, take swift action and prevent needs escalating. The EHA pre-assessment checklist (LA specific) and request for support form will be completed to identify and document the needs. This process may identify that an early help assessment may be needed and the action to be taken.

Doncaster Early Help <https://dscp.org.uk/professionals/early-help>

Kirklees Early Help www.thrivingkirklees.org.uk

Sheffield Early Help sheffieldsafeguardinghub@sheffield.gov.uk

Special Educational Needs and Disability

TAO recognises that there are sometimes additional barriers when recognising signs and abuse in children who have special educational needs/ disabilities. Part 1 Safeguarding Training (KCSIE) covers this area and highlights to staff and volunteers the additional risks.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs

- difficulties may arise in overcoming communication barriers.

In our provision, we identify pupils who might need more support to be kept safe or to keep themselves safe.

Emerging needs

Where the child or parent are likely to require co-ordinated support from a range of early help services, or where there are concerns for a pupil's well-being or a pupil's needs are not clear, not known or not being met, staff should discuss the use of the early help assessment with the child and/or their parents or carers. Where a multi-agency response is needed a team around the family (TAF) should be formed to bring together practitioners from the different services so that they, along with the family, can work together to meet the pupil's needs.

Referral to Children's Social Care

If it is believed that a child has complex/serious needs or where there are child protection concerns, the DSL will make a referral to Pupil's Social Care. See threshold documents and safeguarding pupils' procedures (LA specific) - Making a referral to Children's Social Care.

Action following referral

The DSL or other appropriate member of staff will:

- Follow up the referral in writing within 24 hours using any existing assessment e.g., early help assessment or the child referral form.
- Maintain contact with the allocated Social Worker.
- Contribute to the strategy discussion or meetings.
- Provide a report for, attend, and contribute to any initial and review child protection conference.
- Share the content of this report with the parent and if appropriate the child, prior to the meeting.
- Attend core group meetings for any child subject to a child protection plan or child in need meeting for any child subject to a child in need plan.
- Where a child on a 'child protection plan', 'child in need' plan or is 'looked after' moves from the provision or goes missing, immediately inform the key worker in Social Care.
- Press for re-consideration if the pupil's situation does not appear to be improving, See LA specific Escalation Policy.

Confidentiality, sharing information and record keeping

Information will be shared in line with GDPR.

Staff should only discuss concerns with the Designated Safeguarding Lead. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Wherever possible consent will be sought to share information however where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Social Care. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

Record keeping

Records of concerns documentation and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Records (paper and electronic) will include:

- a clear and comprehensive summary of concerns
- details of how concerns were followed up and resolved
- notes of any action taken, decisions reached and the outcomes.

Copies of these records will be securely sent to any school to which the child transfers within five days of transfer and a confirmation of receipt obtained.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard the child.

Disclosure

TAO may share data with other agencies such as the local authority, funding bodies and other voluntary agencies.

The individual will be made aware in most circumstances how and with whom their information will be shared. There are circumstances where the law allows TAO to disclose data (including sensitive data) without the data subject's consent.

These are:

- Carrying out a legal duty or as authorised by the Secretary of State
- Protecting vital interests of an individual/a service user or other person
- The individual/service user has already made the information public

- Conducting any legal proceedings, obtaining legal advice, or defending any legal rights
- Monitoring for equal opportunities purposes – i.e., race, disability, or religion
- Providing a confidential service where the individual’s consent cannot be obtained or where it is reasonable to proceed without consent: e.g., where we would wish to avoid forcing stressed or ill individual users to provide consent signatures.

TAO regards the lawful and correct treatment of personal information as very important to our successful working, and to maintaining the confidence of those with whom we deal.

TAO will ensure that personal information is treated lawfully and correctly.

To this end, TAO will adhere to the Principles of Data Protection, as detailed in the GDPR Data Protection Act 2019.

Support for those involved in a safeguarding/child protection issue

Child neglect and abuse is devastating for the child and can result in distress and anxiety for staff who become involved. We will support the pupils and their families and staff by:

- Taking all suspicions and disclosures seriously.
- Nominating a link person who will keep all parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of helplines, counselling, or other avenues of external support.
- Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures.
- Co-operating fully with relevant statutory agencies.

Safer Recruitment and Selection of Staff at CHPA (Also see separate Safer Recruitment Policy)

We have adopted robust recruitment and selection procedures that minimise the risk of employing people who might abuse pupils or are otherwise unsuitable to work with them.

We complete a full range of checks, which are carried out to minimise the possibility of pupils and young people suffering harm from those they consider to be in positions of trust.

We ensure that all appropriate measures are applied in relation to everyone who works in the provision, including volunteers and staff employed by contractors. This is an essential part of creating a safe environment for pupils and young people.

Safer practice in recruitment means thinking about and including issues involving child protection and safeguarding pupils at every stage of the process. This includes obtaining and scrutinising comprehensive information about applicants. For example, obtaining professional references, verifying academic or vocational qualifications, previous employment history, resolving any discrepancies or anomalies in references.

Everyone who works in the provision, including volunteers will have appropriate Disclosure and Barring Service (DBS) checks. See DBS policy statement. (See Safer Recruitment Policy)

Concerns about safeguarding / whistleblowing

All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the provision's safeguarding regime and we encourage all staff to raise any such issues with the MD at the earliest possible opportunity. In addition, the provision's Whistle-Blowing Policy is available to staff who have concerns in this area.

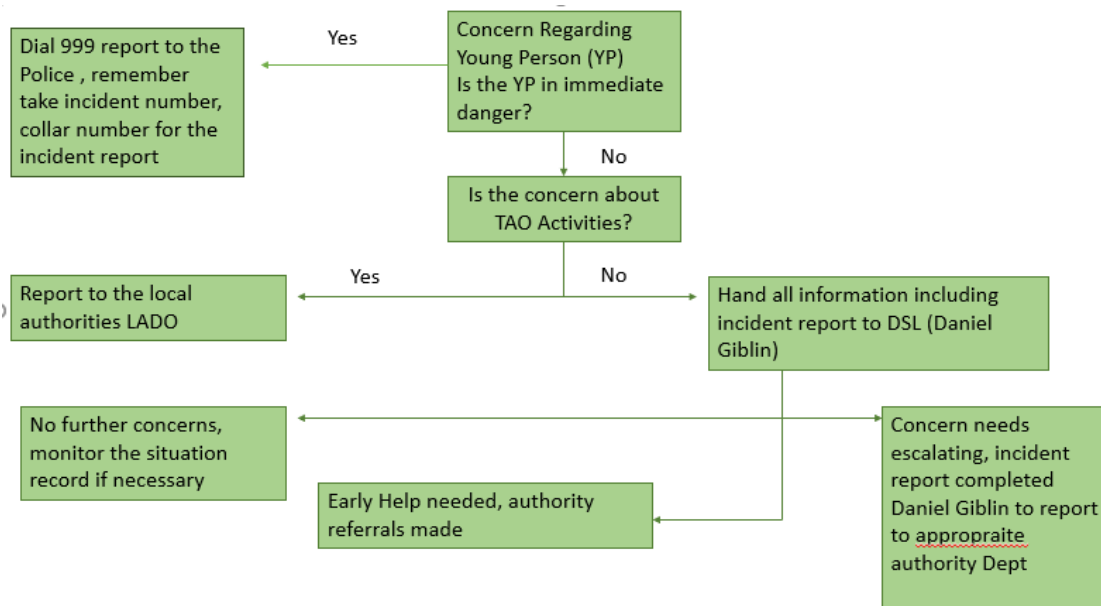
A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0800 0280285

Staff Aide memoire

- Flow chart For Response



DSL (Daniel Giblin) should inform the reporting person of any outcomes or updates, the reporting person can always approach DSL for this information. If the reporting person is dissatisfied with the outcomes they can approach the authority dept or LADO individually.

DDSL – Graham Hill and Chris Llyod, when Daniel Giblin is unavailable

Mental Health Lead / team – Chris Lloyd

NSPCC dedicated helpline number: 0114 228 9200 or 0808 800 5000.

If the issue is with educational services then it is a LADO issue, if it is outside of education then it is social services.

LADO – Tel: 0114 2734855 then select option 1 or secure email to: LADO@sheffield.gov.uk

LADO Doncaster Tel: 01302 737332 Email: LADO@doncaster.gov.uk

LADO Kirklees Tel 01484221126 LADO.cases@kirklees.gov.uk

Remember:

Ask no leading questions

Be supportive and attentive

Make no promises to keep the information secret or to yourself

All reports are to be filled out using the exact words the young person uses, even if it contains swearing

Part 2

Appendix 1

Indicators of abuse and neglect

All staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse, which may involve hitting, 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.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse. Some of the following signs may be indicators of physical abuse:

Children with frequent injuries;

Children with unexplained or unusual fractures or broken bones;

Children with unexplained -

Bruises or cuts;

Burns or scalds; Bite

marks.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from

participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be able to observe it, for example in the way that a parent interacts with their child.

Some of the following signs may be indicators of emotional abuse:

Children who are excessively withdrawn, fearful, or anxious about doing something wrong;

Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';

Parents or carers blaming their problems on their child; and

Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Sexual abuse: Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males.

Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it

Many children who are victims of sexual abuse do not recognise themselves as such; they may not understand what is happening and may not understand that it is wrong.

Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 19 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation.
- Gang-association and/or isolation from peers/social networks.
- Exclusion or unexplained absences from school, college, or work.
- Leaving home/care without explanation and persistently going missing or returning late.
- Excessive receipt of texts/phone calls.
- Returning home under the influence of drugs/alcohol.
- Inappropriate sexualised behaviour for age/sexually transmitted infections.
- Evidence of/suspicions of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.
- Multiple callers (unknown adults or peers).
- Frequenting areas known for sex work.
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse.
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example).
- Recent bereavement or loss.
- Social isolation or social difficulties.
- Absence of a safe environment to explore sexuality.
- Economic vulnerability.
- Homelessness or insecure accommodation status.
- Connections with other children and young people who are being sexually exploited.
- Family members or other connections involved in adult sex work.
- Having a physical or learning disability.

Some of the following signs may be indicators of sexual abuse:

Children who display knowledge or interest in sexual acts inappropriate to their age; Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;

Children who ask others to behave sexually or play sexual games; and Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy.

- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Child Sexual Exploitation (CCE)

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

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

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

Staff should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late
- regularly missing school or education or not taking part in education
- appearing with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- having older boyfriends or girlfriends
- suffering from sexually transmitted infections
- mood swings or changes in emotional wellbeing
- drug and alcohol misuse; and displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional, or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend-Girlfriend / Boyfriend-Boyfriend / Girlfriend-Girlfriend

Abuser grooms the victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have a dependency on alcohol and/or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing, or warmth for the child.

Some of the following signs may be indicators of neglect:

Children who are living in a home that is indisputably dirty or unsafe;

Children who are left hungry or dirty;

Children who are left without adequate clothing, e.g. not having a winter coat;

Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;

Children who are often angry, aggressive or self-harm;

Children who fail to receive basic health care; and Parents who fail to seek medical treatment when their children are ill or are injured

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognized by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

The experience of girls who are criminally exploited can be very different to that of boys.

The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional wellbeing
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education

Child criminal exploitation: county lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in several locations including schools,

further and higher educational institutions, pupil referral units, special educational needs schools, children's homes, and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (from both home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 19 years
- can affect any vulnerable adult over the age of 19 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

Further Guidance

Abuse

- What to do if you are worried a child is being abused – DfE advice
- Domestic abuse: Various Information/Guidance - Home Office (HO)
- Faith based abuse: National Action Plan - DfE advice
- Relationship abuse: disrespect nobody - Home Office website
- Tackling Child Sexual Abuse Strategy – Home Office policy paper
- Together we can stop child sexual abuse – HM Government campaign

Bullying

- Preventing bullying including cyberbullying - DfE advice

Children missing from education, home, or care

- Children missing education - DfE statutory guidance
- Child missing from home or care - DfE statutory guidance
- Children and adults missing strategy - Home Office strategy

Children with family members in prison

- National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

- Trafficking: safeguarding children - DfE and HO guidance
- Care of unaccompanied and trafficked children – DfE statutory guidance
- Modern slavery: how to identify and support victims – HO statutory guidance

Drugs

- Drug strategy 2017 - Home Office strategy
- Information and advice on drugs - Talk to Frank website
- Drug and Alcohol education — teacher guidance & evidence review – PSHE Association website

“Honour Based Abuse” including FGM and forced marriage

- Female genital mutilation: information and resources- Home Office guidance
- Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance
- fmu@fcdo.gov.uk - Forced Marriage Unit (FMU) statutory guidance
- FGM resource pack – HM Government guidance

Health and Well-being

- Fabricated or induced illness: safeguarding children - DfE, DH, HO
- Rise Above: Free PSHE resources on health, wellbeing, and resilience - Public Health England
- Medical-conditions: supporting pupils at school - DfE statutory guidance

- Mental health and behaviour - DfE advice

Homelessness

- Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance

Private fostering

- Private fostering: local authorities - DfE statutory guidance

Radicalisation

- Prevent duty guidance- Home Office guidance
- Prevent duty: additional advice for schools and childcare providers - DfE advice
- Educate Against Hate website - DfE and Home Office advice
- Prevent for FE and Training - Education and Training Foundation (ETF)

Violence

- Serious violence strategy - Home Office Strategy
- Factors linked to serious violence and how these factors can be used to identify individuals for intervention – Home Office
- Youth Endowment Fund – Home Office
- Gangs and youth violence: for schools and colleges - Home Office advice
- Ending violence against women and girls 2016-2020 strategy - Home Office strategy
- Violence against women and girls: national statement of expectations for victims -Home Office guidance
- Sexual violence and sexual harassment between children in schools and colleges-DfE advice

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