



SAFEGUARDING CHILDREN AND YOUNG PEOPLE PROCEDURES 2022

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1. Introduction

Nulogic Training is committed to ensuring the highest possible standard of safeguarding. The personal safety and wellbeing of each learner and staff member is paramount.

Nulogic Training are actively using KCSIE doc Sept 2022 and will update staff and students on any amendment that have been made.

The following instructions set out these procedures are for use by staff in recognising, responding and reporting suspected abuse or neglect of a child learner.

These procedures aim to ensure a prompt response to any incident and to minimise any further harm to a learner or other person.

There are differing severities of behaviour which could be witnessed during a class session. Some behaviour i.e. lateness, poor attendance or progress would warrant only a report to the school through the CLM (Collaborating Learner Manger) register. Some behaviour maybe of a more serious nature i.e. conduct or situation that puts a learner or another person is at imminent risk of harm. In these rare cases then a direct report to the police may be necessary.

The following instructions are for responding to safeguarding concerns about child learners. Each section below sets out the recommended procedure which should be followed. It is always the responsibility of the person who has identified the concern to take some action to protect the learner or other person.

The procedures are not an exhaustive list; therefore, if an incident occurs that is not covered in this document or Appendices you are advised to contact the Designated Safeguarding Officer, or the police if you believe may be a criminal matter.

Managing Director - Aron Wint

2. Safeguarding Definitions.

he Department for Education (DfE) published an updated version of the statutory safeguarding and child protection guidance for schools in England, Keeping children safe in education (KCSIE) (DfE, 2022)¹ in June 2022.

This guidance replaced KCSIE 2021 when it came into force on 1 September 2022.

The guidance sets out what schools and colleges in England must do to safeguard and promote the welfare of children and young people under the age of 18.

Our briefing sets out changes made to the guidance, including:

- incorporating the DfE's advice on Sexual violence and sexual harassment between children in schools and colleges
- setting out the safeguarding implications for schools of human rights and equality legislation
- providing more information on managing low level concerns

- reinforcing the importance of talking to parents about children's access to online sites when away from school.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

3. What to look out for?

It is more difficult to identify safeguarding concerns through observations or a possible change in behaviour of a learner especially as your classes can be infrequent and for such a short period of time.

Staff can suspect a learner is suffering abuse because of behavioural, emotional and/or physical factors, or symptoms or conversations / written evidence which indicate that abuse or neglect may have taken place, but there is no direct allegation or disclosure to confirm this.

When making difficult judgements around possible signs and symptoms of abuse and neglect it is crucial that all available information and presenting injuries or behaviours are seen in context. e.g. is the change in behaviour a result of a sudden illness or significant event in the child's life?

Possible Signs and Symptoms of child abuse

Lists of possible signs and symptoms of abuse must never be considered to be comprehensive or definitive 'checklists' as children and young people may behave strangely or appear unhappy or distressed for a number of reasons as they move through the stages of development, and as their family circumstances and experiences change. Neither does the presence of one or more of any of the commonly cited possible signs and symptoms 'prove' that a child has been or is being abused. (We need to be absolutely clear that our role is not to investigate or prove abuse but to observe, gather and share information where we have concerns).

You should also remember that all children, regardless of age, sex, ethnicity, disability, race or culture, are entitled to the same level of protection and, as such, racial, cultural, religious or similar factors can never be used to 'explain' or justify abuse or maltreatment.

See Appendix B for lists of signs and indicators of child abuse

4. How to respond to a disclosure of abuse or concern?

If a learner discloses abuse, the following check list should be applied and followed by staff. It can also be applied if a staff member has a concern about a child learner because of behavioural, emotional and/or physical factors, or symptoms or conversations

1. Take the allegation seriously
2. Listen, encourage the learner to speak freely, but do not ask 'leading questions'
3. Establish who is the alleged perpetrator (and their whereabouts)
4. Do not interpret the incident / indicate to the learner that you consider the incident is abuse as this will be established through investigation
5. Stay calm
6. Do not express shock/embarrassment or other reactive feelings
7. Do not promise to keep the matter confidential,
8. Do not discuss the allegation with the alleged perpetrator
9. Do not question the learner about the truth of what he/she is saying
10. Reassure the learner that you are pleased that they have felt able to tell you
11. Explain what you will do next

12. Ensure the learner is safe
13. Any notes made should be retained for use by other professionals or the police in a criminal investigation. I.e. Duty diary

5. How to Report (including emergency situations)

If any staff member suspects that a child learner: (you do not have to be 100% sure – just suspect)

- has been abused or neglected or
- is at risk of abuse or neglect

On School Premises

- Then they must contact the School's contact person (or if they are not readily available the School Designated Safeguarding Officer) and report their concerns.
- The staff member must also contact the Nulogic Training Designated Safeguarding Officer by telephone in the first instance to report that they have raised a safeguarding concern through the school's own Safeguarding process. This report must be made as soon as possible after raising the concern and before finishing work for the day.
- The telephone call needs to be followed up by the staff member in writing using the Nulogic Training Safeguarding Concern Report template form (Section 10 of these [procedures]).accessed via the Nulogic Training dropbox within 24 hours.

Not on School Premises

- The staff member must contact the Nulogic Training Designated Safeguarding Officer by telephone in the first instance to report their concerns. This report must be made as soon as possible after raising the concern and before finishing work for the day.
- The telephone call needs to be followed up by the staff member in writing using the Nulogic Training Safeguarding Concern Report template form (Section 10 of these [procedures]). accessed via the Nulogic Training dropbox within 24 hours.
- The DSO will then report the matter to the Local Children Social Services Safeguarding Team immediately for discussion and decision on what action is required. All such discussions, decisions and actions should be recorded on the Log part of the Safeguarding Concern Report, signed and dated.

Nulogic Training Designated Safeguarding Officers are:

- Bradley Reece-Jones 07903885552 or breece-jones@nulogictraining.co.uk
- Aron Wint 07561101017 or awint@nulogictraining.co.uk

Emergency Situations

In some circumstances you may have immediate concerns about learner's safety arising from the information disclosed or witnessed by you during a class. e.g.

- Learner has left the appointment unexpectedly and has expressed suicidal thoughts/intentions or intentions to harm themselves another person.

- Learner discloses recent physical abuse by a parent/sibling and is expecting a beating when their parent arrives home
- Information that a parent's new boyfriend/girlfriend has made indecent suggestions to them and is waiting for them at home
- Information that one of their parents has returned to live back at home after being arrested for domestic abuse and is in breach of bail conditions.

If the school's contact person/DSO or Nulogic Training DSO is not IMMEDIATELY available then the staff member SHOULD contact the Police directly using 999.

6. How to Refer to Statutory Services? i.e. Social Services and the Police

Where possible you should seek consent from the learner or parent to share safeguarding concerns (only if safe to do so) with the Police or Social Services Safeguarding teams. e.g. IT MAY NOT BE SAFE IF:

- the learner tells you that they will harm themselves if you make a report
- the learner tells you that they will suffer more harm if another person or parent becomes aware of you making a report
- the learner threatens to harm another if you make a report

Consent

You do not require the consent of a child to make a safeguarding referral. The criteria for not informing OR seeking consent are:

- (a) Seeking consent would increase the risk of harm to a child or adult; or
- (b) Because, in the referrer's professional opinion, to do so might impede an investigation that may need to be undertaken; or
- (c) Because there would be an undue delay caused by seeking consent which would not serve the child or adult's best interests.

Data Protection Act 1998

Actions

Nulogic Training DSO must contact the local authority children social services safeguarding team initially by telephone to report the safeguarding concern.

New referrals should be made to the appropriate Children's Social Care manager via the Multi Agency Safeguarding Hub. For telephone contact numbers and referral forms access: - Coventry

<http://www.coventry.gov.uk/safeguardingchildren>

Warwickshire

http://www.proceduresonline.com/covandwarksscib/p_report_concerns_wark.html

A record of the agreed actions and decisions made during the initial and any subsequent conversations should be made on the Log part of the Safeguarding Concern Record.

All entries should be timed, dated and author identified.

Please use the below list as a guide of what information should be included (where known) when completing local authority child safeguarding referral forms.

- Full names (including aliases and spelling variations), date of birth and gender of all child/ren in the household;
- Family contact details including address and telephone number;
- School / Nursery attended where relevant;

- Identity of those with parental responsibility and any other significant adults who may be involved in caring for the child such as grandparents;
- Names and date of birth of all household members, if available;
- Where available, the child's NHS number and education UPN number;
- Ethnicity, first language and religion of children and parents;
- Any special needs of children or parents;
- Any significant/important recent or historical events/incidents in child or family's life;
- Cause for concern including details of any allegations, their sources, timing and location;
- Child's current location and emotional and physical condition;
- Whether the child needs immediate protection;
- Details of alleged perpetrator, if relevant;
- Referrer's relationship and knowledge of child and parents;
- Known involvement of other agencies / professionals (e.g. GP);
- Information regarding parental knowledge of, and agreement to, the referral;
- The child's views and wishes, if known.

7. How to Record Safeguarding Concerns?

Staff raising the concern will be required to complete a Safeguarding Concern Report form on the Nulogic Training Drop Box as soon as possible after the class and before the end of work for the day.

Other brief records made in duty diaries should be retained and securely stored at all times. Only the DSO and Director shall have access to all Safeguarding Concern reports. Staff will have access on a need to know basis for a learner they are delivering services to.

These written records must reflect as accurately as possible what was said and done by the people involved. It may be necessary to make records available as evidence and to disclose them to a Safeguarding Investigation / Enquiry, Court or Disciplinary Tribunal.

Your record should be factual; however, if the record does contain your opinion or an assessment, it should be clearly stated as such and be backed up by factual evidence. Information from another person should be clearly attributed to them.

Your information should include (if available):

- Child's wishes
- The name (including previous names used), age and address of the child learner at risk or allegedly abused
- Details of the individual's family name
- Any known movements regarding the family
- Names of those having parental responsibility or those caring for the individual
- Anyone else involved in the care
- Details of the incident and the source of that information
- Date, time and location of the occurrence
- Identity of persons who are aware that a referral has been made i.e..teacher, parent, key worker
- Identity of alleged abuser, include address and contact number if possible

The lack of any of this information should not stop you from making a referral or seeking advice from the investigating agency.

In the event that the Safeguarding concern is about a member of staff then the Nulogic Training DSO should make immediate contact with the Director for a decision as to

appropriate action to be taken. This may include suspending a member of staff, contacting the appropriate LADO and a referral to the DBS.

8. Safeguarding Allegations against staff and volunteers

Nulogic Training recognises that it has a continuing duty of care to learners and staff alike. All breaches of the Code of Conduct or Safeguarding Policy will be referred to the Designated Safeguarding Officer and or Director for consideration and investigation. They will suspend a member staff from working for Nulogic Training until the incident has been investigated by the appropriate authority. i.e. Police, Safeguarding or Disciplinary.

Suspension will be the case even if the allegation is not linked to their role or activity with Nulogic Training. i.e. conduct reported by another employer or member of the Public. Such instances will be rare occasions and any decision to suspend will not be taken lightly. The decision will be taken after full discussions between the Designated Safeguarding Officers and the Director of Nulogic Training.

During any investigation of an allegation against a staff, Nulogic Training will ensure a link person is nominated (not connected to the investigation) to provide support and guidance and be able to signpost those suspended to other external support networks. e.g. G.P. service or Samaritans.

Legal Duty to Refer to DBS

Nulogic Training has a legal duty to report information to the Disclosure and Barring Service (DBS) in the following circumstances:-

If a staff or other member of staff has;

- engaged in relevant conduct in relation to children and/or adults. An action or inaction has harmed a child or vulnerable adult or put them at risk or harm or;
- satisfied the harm test in relation to children and / or vulnerable adults. e.g. there has been no relevant conduct but a risk of harm to a child or vulnerable still exists.or
- been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence

An initial assessment will be first undertaken by the Designated Safeguarding Officer in order to establish if the allegation has foundation, for example as part of an internal disciplinary process. Without evidence or substance to the claims many allegations will be quickly closed down as there will be no foundation on which the DBS can proceed.

If the allegation is substantiated or, on conclusion of an investigation the member of staff is dismissed, leaves or is suspended from working for Nulogic Training then the Designated Safeguarding Officer should consult the Local Authority Designated Officer (LADO) for advice and guidance.

DBS Online referral form can be accessed via:-

<https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#online-referral-form>

See DBS Referral criteria requirements for more information about relevant conduct and risk of harm test at: - <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs> - or call the DBS helpline on 01325 953795 for further information.

9. Complaints and Whistle blowing

Any complaint by learners or parents should be forwarded to the Director of Nulogic Training for any disputes with staff and their performance or any other problems/issues for resolution.

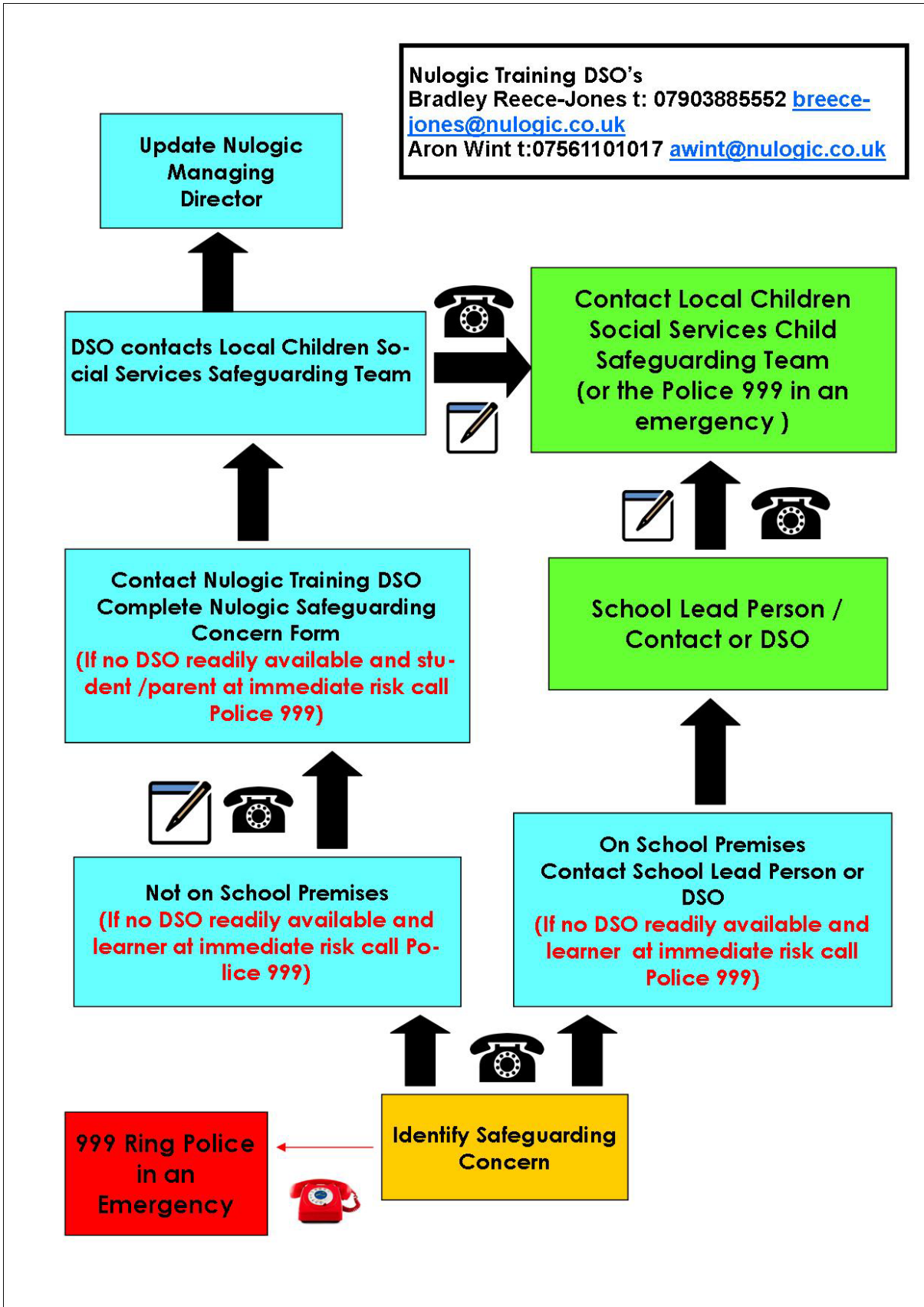
See complaints policy. All complaints that are received about the conduct or behaviour staff will be dealt with according to Complaints policy.

If any complaint is identified as a potential Safeguarding concern or issue / risk then it will be referred directly into Safeguarding Procedures and forwarded to the Designated Safeguarding Officer. Under no circumstances will safeguarding reports be delayed whilst waiting for a client to make a formal written complaint.

All Safeguarding concerns raised via the 'whistle-blowing' pathway must be referred to the DSO for consideration and assessment.

Nulogic Training whistle blowing helpline is its Designated Safeguarding Officer/ Lead whose telephone numbers will be made available to all staff for this purpose

10. Safeguarding Reporting – Flowchart



APPENDIX A – Code of Conduct for staff

Making professional judgements

This means that where no specific guidance exists staff should:

- discuss the circumstances that informed your action, or proposed action, with the school's named contact or your DSO (designated safeguarding lead). This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted
- always discuss any misunderstanding, accidents or threats with the Head teacher or designated safeguarding lead
- always record discussions and actions taken with their justifications
- record any areas of disagreement and, if necessary refer to another agency/the LA/Ofsted/NCTL/other Regulatory Body

Propriety and Behaviour

This means that you should:

- Be aware that behaviour in your personal life may impact upon your work with children
- Respect all learners and customers - treat each other in a respectful and cooperative manner.
- Always use language that is appropriate and not offensive or discriminatory
- Be punctual in the delivery of class and follow the attendance Policy
- Treat each other as equals and value any diversity as discrimination and prejudice can be harmful to a learner's wellbeing
- Disclose any criminal charges or involvement in any safeguarding investigations that occur after commencement of recruitment
- Work within this Safeguarding Policy and Procedures, and other associated Policies at all times

This means that you should not:

- assist a learner to be dishonest or pass someone else's work as their own (plagiarism) report and seek guidance
- make improper suggestions to a learner

Power and positions of trust and authority

All staff working with children in a school or education setting are in a position of trust in relation to all learners on the roll.

The relationship between a person working with a child/ren is one in which the adult has a position of power or influence. It is vital for adults to understand this power; that the relationship cannot be one between equals and the responsibility they must exercise as a consequence.

The potential for exploitation and harm of vulnerable learners means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report and record any such incident.

Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

This means that staff should not:

- use their position to gain access to information for their own advantage and/or a learner's or family's detriment
- use their power to intimidate, threaten, coerce or undermine learners
- use their status and standing to form or promote relationships with learners which are of a sexual nature, or which may become so

Confidentiality

This means you:

- need to know the name of their Designated Safeguarding Officer and be familiar with Safeguarding Policy and Procedures and guidance.
- are expected to treat information they receive about learners and families in a discreet and confidential manner
- should seek advice from a senior member of staff (designated safeguarding lead) if they are in any doubt about sharing information they hold or which has been requested of them
- need to be clear about when information can/ must be shared and in what circumstances
- need to know the procedures for responding to allegations against staff and to whom any concerns or allegations should be reported
- need to ensure that where personal information is recorded using modern technologies that systems and devices are kept secure

This means that you should not:

- use your mobile phone or any other communication device whilst delivering the tutorial session
- you must not record your tutorial session without the full written consent of all learners and parents involved

Dress and Appearance

This means that you should wear clothing that:

- is appropriate to your role i.e. is not likely to be viewed as offensive, revealing, or sexually provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory and is culturally sensitive

Infatuations and crushes

All staff need to recognise that it is not uncommon for learners to be strongly attracted to a member of staff and/or develop a 'crush' or infatuation. They should make every effort to ensure that their own behaviour cannot be brought into question, does not appear to encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted.

This means that you should:

- report and record any incidents or indications (verbal, written or physical) that suggest a learner may have developed an infatuation with you during your tutorial session
- always acknowledge and maintain professional boundaries

Communicating with learners

E-safety risks are posed more by behaviours and values than the technology itself. Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used.

Communication with children both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand held devices.

This means that you should:

- not seek to communicate/make contact or respond to contact with learners outside of the purposes of their work
- use only equipment and Internet services provided by the school or setting
- follow their school / setting's Acceptable Use policy
- ensure that their use of technologies could not bring their employer into disrepute
- keep all communications with learners public
- report any dispute or complaint to Nulogic Training in accordance with the Complaints Policy
- report disclosure of any sensitive information or any inappropriate behaviour or illegal activity identified within a tutorial session

This means that you should not:

- disclose your own personal information to a learner or parent e.g. last name, address phone number personal email address
- Send any unsolicited communications to a learner or parent

Physical Contact

This means you should:

- Treat learners with dignity and respect and avoid contact with intimate parts of the body
- always explain to a learner the reason why contact is necessary and what form that contact will take
- seek consent of parents where a learner is unable to give this e.g. because of a disability
- consider alternatives, where it is anticipated that a learner might misinterpret any such contact
- be familiar with and follow recommended guidance and protocols
- conduct activities where they can be seen by others
- be aware of gender, cultural and religious issues that may need to be considered prior to initiating physical contact

This means that schools should:

- have in place up to date guidance and protocols on appropriate physical contact, that promote safe practice and include clear expectations of behaviour and conduct. i.e. Team Teach
- ensure that staff are made aware of this guidance and that it is continually promoted

Behaviour management

Corporal punishment and smacking is unlawful in all schools and early years' settings. Staff should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable.

Where learners display difficult or challenging behaviour, adults should follow the school's or setting's behaviour and discipline policy using strategies appropriate to the circumstance and situation.

Where a learner has specific needs in respect of particularly challenging behaviour, a positive handling plan, including assessment of risk, should be drawn up and agreed by all parties, including, for example, a medical officer where appropriate.

Senior managers should ensure that the establishment's behaviour policy includes clear guidance about the use of isolation and seclusion. The legislation on these strategies is complex and staff should take extreme care to avoid any practice that could be viewed as unlawful, a breach of the learner's human rights and/or false imprisonment.

This means that staff should:

- not use force as a form of punishment
- try to defuse situations before they escalate e.g. by distraction
- keep school / parents informed of any sanctions or behaviour management techniques

used

- be mindful of and sensitive to factors both inside and outside of the school or setting which may impact on a learner's behaviour
- follow Nulogic Training's behaviour management policy
- avoid shouting at children other than as a warning in an emergency/safety situation
- refer to national and local policy and guidance regarding Restrictive Physical Intervention (RPI) i.e. Team Teach
- be aware of the legislation and potential risks associated with the use of isolation and seclusion
- comply with legislation and guidance in relation to human rights and restriction of liberty

Social Contact

It is also important to recognise that social contact may provide opportunities for other types of grooming such as for the purpose of sexual exploitation or radicalisation.

This means that you should:

- always approve any planned social contact with learners or parents with senior colleagues, for example when it is part of a reward scheme
- advise senior management of any regular social contact you have with a learner which could give rise to concern
- refrain from sending personal communication to learners or parents unless agreed with senior managers
- have no social contact with learner or their parents including social media
- advise the Designated Safeguarding Officer of any social contact you have with a learner or parent with whom you work, which may give rise to concern

Sexual Contact

Any sexual behaviour by a member of staff with or towards a learner is unacceptable. It is an offence for a member of staff in a position of trust to engage in sexual activity with a learner under 18 years of age and sexual activity with a child could be a matter for criminal and/or disciplinary procedures.

Sexual activity involves physical contact including penetrative and non-penetrative acts; however it also includes non-contact activities, such as causing learners to engage in or watch sexual activity or the production of pornographic material.

This means that staff should:

- not have any form of sexual contact with a learner from the school or setting
- avoid any form of touch or comment which is, or may be considered to be, indecent
- avoid any form of communication with a learner which could be interpreted as sexually suggestive, provocative or give rise to speculation e.g. verbal comments, letters, notes, by email or on social media, phone calls, texts, physical contact
- not make sexual remarks to or about a learner
- not discuss sexual matters with or in the presence of learners other than within agreed curriculum content or as part of their recognised job role

One to One Situations

Staff working in one to one situations with learners at the setting, including visiting staff from external organisations can be more vulnerable to allegations or complaints.

To safeguard both learners and adults, a risk assessment in relation to the specific nature and implications of one to one work should always be undertaken. Each assessment should take into account the individual needs of each learner and should be reviewed regularly.

Arranging to meet with learners from the school or setting away from the work premises should not be permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the learner and their parents/carers.

This means that staff should:

- ensure that wherever possible there is visual access and/or an open door in one to one situations
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a learner becomes distressed or angry
- consider the needs and circumstances of the learner involved

Transporting learners

In certain situations staff or volunteers may be required or offer to transport learners as part of their work. As for any other activity undertaken at work, Nulogic Training has a duty to carry out a risk assessment covering the health and safety of their staff and to manage any known risks.

Staff should not offer lifts to learners unless the need for this has been agreed by a manager. A designated member of staff should be appointed to plan and provide oversight of all transport arrangements and respond to any concerns that may arise.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles and with at least one adult additional to the driver acting as an escort.

It is a legal requirement that all passengers wear seatbelts and the driver should ensure that they do so. They should also be aware of and adhere to current legislation regarding the use of car seats for younger children.

Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum carrying capacity is not exceeded.

Staff should never offer to transport learners outside of their normal working duties, other than in an emergency or where not doing so would mean the child may be at risk. In these circumstances the matter should be recorded and reported to both their manager and the child's parent(s). The school's health and safety policy and/or educational visits policy should set out the arrangements under which staff may use private vehicles to transport learners.

This means that staff should:

- plan and agree arrangements with all parties in advance
- respond sensitively and flexibly where any concerns arise
- take into account any specific or additional needs of the learner
- have an appropriate licence/permit for the vehicle
- ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive
- ensure that if they need to be alone with a learner this is for the minimum time

- be aware that the safety and welfare of the learner is their responsibility until this is safely passed over to a parent/carer
- report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures
- ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified
- refer to Local and National guidance for Educational visits
<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>

Photography and Videos

This means that you should

- adhere to their school / establishment's policy
- only publish images of learner where they and their parent/carer have given explicit written consent to do so
- only take images where the learner is happy for them to do so
- only retain images when there is a clear and agreed purpose for doing so
- store images in an appropriate secure place in the school or setting
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose
- be able to justify images of learner in their possession
- avoid making images in one to one situations

This means that you should not:

- take images of learners for their personal use
- display or distribute images of children (i.e. for publicity) unless you have consent to do so from parents (and, where appropriate, consent from the child)
- use images which may cause distress
- use mobile telephones to take images of children
- Take images 'in secret', or taking images in situations that may be construed as being secretive.
- take images of children in a state of undress or semi-undress
- take images of children which could be considered as indecent or sexual

Access to Inappropriate Images and Internet Usage

Staff should take extreme care to ensure that children and young people are not exposed, through any medium, to inappropriate or indecent images.

There are no circumstances that will justify adults: making, downloading, possessing or distributing indecent images or pseudo-images of children (child abuse images). Accessing these images, whether using the settings or personal equipment, on or off the premises, or making, storing or disseminating such material is illegal and any breaches will be reported to the police immediately.

Any display of adult pornographic images whilst in the presence of a child learner may constitute an offence under UK law and again any breaches will be reported to the police immediately.

This means that you should:

- ensure that any films or material shown to children are age appropriate

This means that you should not:

- Access child abuse images or indecent images of a child (for these purposes, a 'child' is defined as anyone under the age of 18 years)
- Expose any learner to indecent or inappropriate images

Whistleblowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Education settings should have a clear and accessible whistleblowing policy that meets the terms of the Public Interest Disclosure Act 1998. Staff who use whistle blowing procedures should have their employment rights protected.

Staff should recognise their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies and that to not do so may result in charges of serious neglect on their part where the welfare of children may be at risk.

This means that you should:

- report any behaviour by colleagues that raises concern
- report allegations against staff to their manager, or registered provider, or where they have concerns about the manager's response report these directly to the DSO

This Code of Conduct can be accessed via the Nulogic Training dropbox.

APPENDIX - B Signs and Symptoms of Child Abuse

Physical abuse

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

Most children and young people will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbow, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern, although this

can be more complicated with burns, as these are often delayed in presentation due to blistering taking place sometime later.

The physical signs of abuse may include:

- Unexplained bruising, marks or injuries on any part of the body
- Multiple bruises- in clusters, often on the upper arm, outside of the thigh
- Cigarette burns
- Human bite marks
- Broken bones
- Scalds, with upward splash marks,
- Multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- Fear of parents being approached for an explanation
- Aggressive behaviour or severe temper outbursts
- Flinching when approached or touched
- Reluctance to get changed, for example in hot weather
- Depression
- Withdrawn behaviour
- Running away from home

Emotional abuse

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

Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care. Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- Neurotic behaviour e.g. sulking, hair twisting, rocking
- Being unable to play
- Fear of making mistakes
- Sudden speech disorders
- Self-harm
- Fear of parent being approached regarding their behaviour
- Developmental delay in terms of emotional progress

Sexual abuse

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

Organisations have become increasingly aware of the criminal activity of viewing or downloading abusive images of children from the Internet. This is not a “victimless” crime but is both evidence of abuse taking place and is a criminal offence. It should be reported as a concern in all cases.

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child’s behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy
- Changes in behaviour which can also indicate sexual abuse include:
 - Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
 - Fear of being left with a specific person or group of people
 - Having nightmares
 - Running away from home
 - Sexual knowledge which is beyond their age, or developmental level
 - Sexual drawings or language
 - Bedwetting
 - Eating problems such as overeating or anorexia
 - Self-harm or mutilation, sometimes leading to suicide attempts
 - Saying they have secrets they cannot tell anyone about
 - Substance or drug abuse
 - Suddenly having unexplained sources of money
 - Not allowed to have friends (particularly in adolescence)
 - Acting in a sexually explicit way towards adults

Neglect

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

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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- Constant hunger, sometimes stealing food from other children and young people
- Constantly dirty or 'smelly'
- Loss of weight, or being constantly underweight
- Inappropriate clothing for the conditions.

Changes in behaviour which can also indicate neglect may include:

- Complaining of being tired all the time
- Not requesting medical assistance and/or failing to attend appointments
- Having few friends
- Mentioning being left alone or unsupervised.

Bullying

Bullying is not always easy to recognise as it can take a number of forms. A child may encounter bullying attacks that are:

- physical: pushing, kicking, hitting, pinching and other forms of violence or threats
- verbal: name-calling, sarcasm, spreading rumours, persistent teasing
- emotional: excluding (sending to Coventry), tormenting, ridiculing, humiliating.

Persistent bullying can result in:

- depression
- low self-esteem
- shyness
- poor academic achievement
- isolation
- threatened or attempted suicide

These definitions and indicators are not meant to be definitive, but only serve as a guide to assist you. It is important too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or the birth of a new baby in the family or relationship problems between parents/carers. In assessing whether indicators are related to abuse or not, the authorities will always want to understand them in relation to the child's development and context.

Very detailed information about possible signs and symptoms of the four categories of abuse is also contained within your Local Authority Safeguarding Children Board Multi Agency Procedures.

APPENDIX – C Domestic Abuse

Staff who have any concerns about a child learner being exposed to Domestic Abuse should follow the Nulogic Training Safeguarding Procedures.

Definition of Domestic Abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Controlling behaviour

Controlling 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.

Coercive behaviour

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

<https://www.gov.uk/guidance/domestic-violence-and-abuse>

Domestic abuse and young people

In March 2013 the definition of domestic abuse extended to recognise and include victims aged 16 and 17 yrs.

Prolonged and/or regular exposure to domestic violence can have a serious impact on children's safety and welfare, and can impact on them in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress which may express itself in anti-social or criminal behaviour. Although separating from a violent partner should result in women and children being safe from harm, the danger does not automatically end.

The behavioural responses of children who witness domestic violence and abuse may include acting out, withdrawal, or anxiousness to please. A change in achievement or behaviour at school can be an indicator of problems at home.

Domestic violence and abuse may have a long term psychological and emotional impact in a number of ways:

- Children may be greatly distressed by witnessing (seeing or hearing) the physical and emotional suffering of a parent, or witnessing the outcome of any assault;
- Children may be pressurised into concealing assaults, and experience the fear and anxiety of living in an environment where abuse occurs;
- The domestic violence and abuse may impact negatively on an adult victim's parenting capacity;
- Children may be drawn into the violence and themselves become victims of physical abuse.

For children living in situations of domestic violence and abuse, the effects may result in behavioural issues, absence from school, difficulties concentrating, lower school achievement, ill health, bullying, substance misuse, self-harm, running away, anti-social behaviour and physical injury. Similarly, impact may not be evidenced until later in life.

Section 31(9) of the Children Act 1989 as amended by the Adoption and Children Act 2002 States: *'harm' means ill-treatment or the impairment of health or development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;*

This means that when a child is exposed to or witnesses domestic abuse of another (parent or sibling) they are likely to suffer significant harm (emotional abuse) and it should result in a safeguarding referral being made to Children's Social Services.

For more information go to Coventry Safeguarding Children Board Procedures at http://www.proceduresonline.com/covandwarksscb/p_dom_viol_abuse.html

Multi Agency Risk Assessment Conferences (MARAC)

A MARAC, or Multi-Agency Risk Assessment Conference, is a multi-agency meeting which has the safety of high risk victims of domestic abuse as its focus. Due to the nature of their work the Police are predominantly the main agency responsible for identifying victims at high risk of serious harm from domestic abuse. During a MARAC local agencies meet to discuss the highest risk victims of domestic abuse in their area. Information about the risks faced by those victims, the actions needed to ensure safety, and the provisions available locally is shared and used to create a risk management plan involving all agencies.

Lancashire Women's Centres will co-operate with all statutory agencies in ensuring anyone who is at risk of serious harm from domestic abuse will be referred to the MARAC process (via Social Services).

National Domestic Violence Helpline on 0808 2000 247

Independent Domestic Violence Advocate (IDVA).

Specialist domestic violence services provide support and advocacy to domestic violence victims in relation to safety planning, housing options, legal options (that is, how to obtain an injunction) and counseling. For more information on IDVA's please visit the National Refuge website.

<http://www.refuge.org.uk/what-we-do/our-services/independent-domestic-violence-advocacy/>

Domestic violence protection notices (DVPN'S)

The police can issue a Domestic Violence Protection Notice in order to prevent further violence or an escalating threat of violence in certain domestic situations.

Usually this will be between two people who are in a relationship or have previously been in a relationship.

A notice can be served on anyone aged 18 or over who the police reasonably believe has been violent or has threatened violence against the other person.

The notice must be authorised by a police superintendent. It serves as a summons to court and the subject will be required to appear at a specified time and date before a Magistrate's court within 48 hours.

The magistrate can then issue a Domestic Violence Protection Order that will last for between 14 and 28 days.

Domestic violence protection orders (DVPO's)

Domestic violence protection orders are a new power that fills a gap in providing protection to victims by enabling the police and magistrates to put in place protection in the immediate aftermath of a domestic violence incident.

With DVPOs, a perpetrator can be banned with immediate effect from returning to a residence and from having contact with the victim for up to 28 days, allowing the victim time to consider their options and get the support they need.

Applications are made by the Police

See also DVPO -Guidelines HM Gov

<https://www.gov.uk/government/publications/domestic-violence-protection-orders>

Domestic Abuse Disclosure scheme (Clare's Law)

A new initiative has been launched giving people the ability to find out if their partner, or potential partner, has a history of abuse or violence.

What is it?

The scheme is more commonly known as 'Clare's Law' and commemorates Clare Wood who was murdered by her violent ex- partner, George Appleton, at her Salford home in 2009. Clare was unaware of Appleton's history of violence against women and following her death her family campaigned for a change in the law to support actual, and potential, victims of domestic violence.

The scheme aims to prevent men and women from becoming victims of domestic violence and abuse by providing a formal method of making enquiries about an individual who they are in a relationship with or who is in a relationship with someone they know, and there is a concern that the individual may be abusive towards their partner.

The scheme works in two ways:

Right to ask: Victims (potential and actual), third parties (parents, neighbours and friends) and agencies can all make requests under the scheme.

Right to know: The police make a proactive decision to disclose details when they receive information to suggest a person could be at risk.

If police checks reveal the individual has a record for abusive offences or there is information to suggest a person is at risk, the police will give consideration to sharing this information with the person at risk or a person who is best placed to protect the potential victim.

The scheme aims to help the potential victim make an informed decision on whether to continue a relationship, and provides further help and support to assist them when making that choice.

How do I make a request for information?

To make an application you must contact any Police by, dialing 101, speaking to a police officer or PCSO on the street or visiting a Police station.

If you believe there is an immediate risk of harm to someone, or it is an emergency, you should always call 999.

<https://www.gov.uk/government/publications/domestic-violence-disclosure-scheme>

APPENDIX – D

Early Help- Common Assessment framework

Most children can achieve their potential through the provision of Universal Services. e.g. education, GP services, health visitors etc. However some children need additional services to help them meet their needs, e.g. a young child with a minor speech delay problem which needs the additional services of speech therapist.

A Child in Need is defined as a child who is unlikely to reach or maintain satisfactory level of health and development, or their health and development will be significantly impaired, without the provision of additional services, or a child who is disabled. (Section 17 Children Act 1989)

Some children and their families may need additional help to prevent problems escalating and becoming more difficult to resolve. The help may come from specialist school staff,

health services, children's centres or Children and Families First teams in the local authority, and may result in a CAF (Common Assessment Framework).

An assessment of the child's development needs will be undertaken using a process called Common Assessment Framework. Depending on the severity of need, a decision will be made about whether the family receive a service from the Early Help teams or from children's social work services. Indicators that a child is in need of additional services are listed below.

Health, e.g:

- Defaulting on immunisations/checks/health apps;
- Slow in reaching developmental milestones;
- Minor concerns about diet/hygiene/clothing (low level neglect);
- Young person/teenage pregnancy;
- Low level self-harm.

Education, e.g:

- Identified learning needs that place him/her on "School Action" or "School Action Plus" of the Code of Practice;
- Poor punctuality;
- Regular school absences/lateness - 95-85%;
- Not always engaged in learning, e.g. poor concentration, low motivation and interest;
- Reduced access to books/toys.

Emotional and behavioural development, e.g:

- Difficulties with peer group relationships and with adults;
- Experiences stigma/bullying;
- Significant change in behaviour/demeanour;
- Low level criminal and/or anti-social behaviour;
- Evidence of inappropriate responses and actions.
- Pattern of sexual activity or inappropriate sexual behaviour/relationships;
- Can find managing change difficult;
- Shows difficulties expressing empathy;
- Alcohol consumption below the age of 15 years;
- Use of illegal drugs including cannabis;
- Association with others involved in unsupervised alcohol consumption;
- Excluded from school for a drug/alcohol related incident.

Identity, e.g:

- Insecurities around identity expressed, e.g. low self-esteem for learning;
- May experience bullying around "difference".

Family and social relationships, e.g:

- Some support from family and friends;
- Some difficulties sustaining relationships.

Social presentation, e.g:

- Can be over-friendly or withdrawn with strangers;
- Can be provocative in appearance and behaviour;
- Personal hygiene starting to be a problem.

Self-care skills, e.g:

- Not always adequate self-care, e.g. poor hygiene;
- Slow to develop age-appropriate self-care skills.

Taken from Coventry Safeguarding Children Board Levels for Interventions (Thresholds of intervention guide)

The CAF is tool for the identification of needs and the coordinated delivery of services to meet those needs.

The CAF is a request for additional support/services by child and parent so consent is needed from the child's parent. (and child/young person where appropriate), this should be identified on the CAF referral form.

Where a parent/child/young person refuses to consent, you should make clear your ongoing plans and responsibilities in respect of support, monitoring etc, and the possibility of a safeguarding referral at some point in future if things deteriorate or do not improve. (This is not about threats or saying that this is inevitable but about openness and transparency in dealings with parents). For more information see Coventry Safeguarding Children Board's website and threshold documents for intervention.

<http://www.proceduresonline.com/covandwarksscb/contents.html>

APPENDIX – E Child Sexual Exploitation

Staff who have any concerns about child sexual exploitation of a learner should follow the Nulogic Training Safeguarding Procedures. When contacting the Police in an emergency always dial 999.

Child sexual exploitation 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).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child 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 18 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 through the use of technology. Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;

- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Which children are more at most risk of CSE ?

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

What are the signs or indicators of CSE?

- 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; and
- Self-harm or significant changes in emotional well-being.

For more information see Coventry Safeguarding Children Board Procedures at http://www.proceduresonline.com/covandwarksscb/p_ch_sexual_exploit.html

See also - Safeguarding Children and Young People from Sexual Exploitation- HM Government 2017 for more information.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

APPENDIX – F Female Genital Mutilation (FGM)

Staff who have any concerns about Female Genital Mutilation of a learner should follow the Nulogic Training Safeguarding Procedures.

If a DSO is not readily available then a judgement will need to be made on using the emergency situation- response. I.e. is this child at immediate risk of harm?
When contacting the Police in an emergency always dial 999.

It is more likely that a health professional may become aware of these concerns from medical examinations of a child. However some children become aware of parents future intentions for FGM and will seek help from anyone they trust.

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence.

There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

FGM is illegal in the UK.

It is an offence to:

- perform FGM (including taking a child abroad for FGM)
- help a girl perform FGM on herself in or outside the UK
- help anyone perform FGM in the UK
- help anyone perform FGM outside the UK on a UK national or resident
- fail to protect a girl for whom you are responsible from FGM

For more information see Coventry Safeguarding Children Board Procedures at http://www.proceduresonline.com/covandwarksscb/p_ch_fgm.htm

See also - Multi-agency statutory guidance on female genital mutilation 2016 HM Government <https://www.gov.uk/government/publications/multi-agency-staffy-guidance-on-female-genital-mutilation>

Or go to:-

<https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack>

APPENDIX G - Forced Marriage

Forced marriage is a criminal offence under the Anti-social Behaviour, Crime and Policing Act 2014 - forcing someone to marry is now punishable by up to seven years in prison.

If any staff has any concerns about a learner being forced into marriage then they should follow the Nulogic Training Safeguarding Procedures.

If a DSO is not readily available then a judgement will need to be made on using the emergency situation- response. I.e. is this child at immediate risk of harm?
When contacting the Police in an emergency always dial 999.

'A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used'.

The legislation bans marrying someone who lacks the mental capacity to consent to the marriage, regardless of whether they are pressured to do it; taking someone overseas to force them to marry even if the marriage does not take place; use of violence threats or coercion to cause someone else to marry or behaviour that they should reasonably believe may cause the other person to marry without free and full consent.

The offences apply if either the perpetrator or victim is in England and Wales, habitually resident there or a UK national. The breaching of forced marriage protection orders will now become a criminal offence resulting in up to five years in prison.

Anyone who has been forced to marry or threatened with it can apply for a protection order as can third parties such as the police, relatives and voluntary organisations. Local authorities can apply for the orders for **vulnerable adults and children**.

Legislation on Forced Marriage

[The Anti-social Behaviour, Crime and Policing Act 2014](#) This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
- Breaching a Forced Marriage Protection Order is also a criminal offence
- The civil remedy of obtaining a Forced Marriage Protection Order through the family courts will continue to exist alongside the new criminal offence, so victims can choose how they wish to be assisted
- Details of the new law can be found on the Legislation website

<https://www.gov.uk/guidance/forced-marriage>

Forced Marriage Unit

The Forced Marriage Unit (FMU) is a joint Foreign and Commonwealth Office and Home Office unit which was set up in January 2005 to lead on the Government's forced marriage policy, outreach and casework. It operates both inside the UK, where support is provided to any individual, and overseas, where consular assistance is provided to British nationals, including dual nationals.

The FMU operates a public helpline to provide advice and support to victims of forced marriage as well as to professionals dealing with cases. The assistance provided ranges from simple safety advice, through to aiding a victim to prevent their unwanted spouse moving to the UK ('reluctant sponsor' cases), and, in extreme circumstances, to rescues of victims held against their will overseas.

The FMU undertake an extensive outreach and training programme of around 100 events a year, targeting both professionals and potential victims. The FMU also carry out media campaigns, such as 2012's 'right to choose' summer campaign, where the FMU commissioned three short films to raise awareness amongst young people at risk of being taken overseas for forced marriage.

For more information see Coventry Safeguarding Children Board Procedures at http://www.proceduresonline.com/covandwarksscb/p_force_marriage.html

For more information contact Telephone: +44 (0) 20 7008 0151 or go to:- <https://www.gov.uk/guidance/forced-marriage#forced-marriage-unit>

APPENDIX H - Trafficked Children and Modern Slavery

Trafficked children are at increased risk of Significant Harm because they are largely invisible to the professionals and volunteers who would be in a position to assist them. The adults who traffic them take trouble to ensure that the children do not come to the attention of the authorities, or disappear from contact with statutory services soon after arrival in the UK or in a new area within the UK.

Trafficking causes significant harm to children in both the short and long term; it constitutes physical and emotional abuse to children.

"Child trafficking": Human trafficking is defined by the Office of the United Nations High Commissioner for Refugees (UNHCR) as a process that is a combination of three basic components:

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

Most children are trafficked for financial gain or sexual exploitation. This can include payment from or to the child's parents, and can involve the child in debt-bondage to the traffickers.

Children may be used for:

- Sexual exploitation, e.g. child sexual abuse, child abuse image - see also Safeguarding Children At Risk of Sexual Exploitation;
- Domestic servitude, e.g. undertaking domestic chores, looking after young children;
- Labour exploitation, e.g. working in restaurants, building sites, cleaning;
- Enforced criminality, e.g. begging and pick pocketing, cannabis cultivation, drug dealing and trafficking;
- Benefit fraud;
- Illegal adoption;
- Forced marriage - see also Forced Marriage and Honour Based Violence Procedure;
- Female genital mutilation; - see also Female Genital Mutilation Procedure;
- Trade in human organs and in some cases ritual killing;

Traffickers recruit their victims using a variety of methods. Some children are abducted or kidnapped, although most children are trapped in subversive ways, e.g:

- Children are promised education or what is regarded as respectable work, such as in restaurants or as domestic servants;
- Parents are persuaded that their children will have a better life elsewhere.

Many children travel on false documents. Even those whose documents are genuine may not have access to them. One way that traffickers control children is to retain their passports and threaten children that should they escape, they will be deported. The creation of a false identity for a child can give a trafficker direct control over every aspect of a child's life, for example, by claiming to be a parent or guardian.

Even before they travel, children may be abused and exploited to ensure that the trafficker's control over the child continues after the child is transferred to someone else's care, e.g:

- Confiscation of the child's identity documents;
- Threats of reporting the child to the authorities;
- Violence, or threats of violence, towards the child and/or her/his family;
- Keeping the child socially isolated;
- Keeping the child locked up;
- Telling some children that they owe large sums of money and that they must work to pay this off;
- Depriving the child of money; and
- Voodoo or witchcraft, which may be used to frighten children, for example into thinking that they and their families will die if they tell anyone about the traffickers.

The traffickers might be part of a well organised criminal network, or they might be individuals involved in only one of the various stages of the operation, such as the provision of false documentation, transport, or places where the child's presence can be concealed.

All children who have been exploited will suffer some form of physical or mental harm. Usually, the longer the exploitation, the more health problems that will be experienced.

Trafficked children are not only deprived of their rights to health care and freedom from exploitation and abuse, they may not be provided with access to education too.

The creation of a false identity and implied criminality of the children, together with the loss of family and community, may seriously undermine their sense of self-worth. At the time they are found, trafficked children may not show any obvious signs of distress or imminent harm, they may be vulnerable to particular types of abuse and may continue to experience the effects of their abuse in the future.

Trafficking is first and foremost a safeguarding concern and you contact your named Safeguarding Lead and follow your usual Lancashire Women's Centres safeguarding procedures.

For more information see Coventry Safeguarding Children Board Procedures at http://www.proceduresonline.com/covandwarksscb/p_modern_slavery.html

Safeguarding children who may have been Trafficked- DFE/Home Office Guidance 2011
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf

Modern Slavery Act 2015

More than 200 hundred years ago the Slave trade was made illegal. But sadly, the grim reality today is that slavery still exists in towns, cities and the countryside across the world. And be in no doubt, slavery is taking place here in the UK. The scale of modern slavery in the UK is significant. Modern slavery crimes are being committed across the country and there have been year on year increases in the number of victims identified.

Young girls are raped, beaten, passed from abuser to abuser and sexually exploited for profit. Vulnerable men are tricked into long hours of hard labour before being locked away in cold sheds or rundown caravans. People are made to work in fields, in factories, and on fishing vessels. Women are forced into prostitution, and children systematically exploited. Domestic workers are imprisoned and made to work all hours of the day and night for little or no pay.

Modern slavery is a complex crime that takes a number of different forms. It encompasses slavery, servitude, forced and compulsory labour and human trafficking. Traffickers and slave drivers coerce, deceive and force individuals against their will into a life of abuse, servitude and inhumane treatment. Victims may be sexually exploited, forced to work for little or no pay or forced to commit criminal activities against their will. Victims are often pressured into debt / bondage and are likely to be fearful of those who exploit them, who will often threaten and abuse victims and their families. All of these factors make it very difficult for victims to escape.

The Modern Slavery Bill was introduced to Parliament on 10 June 2014 and passed into law on 26 March 2015. Servitude, forced or compulsory labour and human trafficking are all forms of modern slavery and is a criminal offence.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/383764/Modern_Slavery_Strategy_FINAL_DEC2015.pdf

There is no definitive profile of a person who is potentially at risk of being enslaved. Victims can be poor, rich, children, adults, male, female, and of diverse nationalities, cultures, religions and sexual orientation. Often, victims of modern slavery may not appear to be vulnerable, or believe themselves to be a victim, but it is likely that they are. It is crucial that the person making first contact with a potential victim is aware of and can identify the indicators of modern slavery, and that they take immediate action to safeguard the potential victim and protect their welfare.

Signs of Modern Slavery

1. Physical Appearance – victims may show signs of physical or psychological abuse, look malnourished or unkempt, or appear withdrawn.
2. Isolation- Victims may rarely be allowed to travel on their own, seem under the control, influence of others, rarely interact or appear unfamiliar with their neighbourhood or where they work
3. Poor Living Conditions - Victims may be living in dirty, cramped or overcrowded accommodation, and / or living and working at the same address
4. Restricted Freedom of Movement - Victims have little opportunity to move freely and may have had their travel documents retained, e.g. passports
5. Unusual Travel Times -They may be dropped off / collected for work on a regular basis either very early or late at night.
6. Reluctant to seek help - Victims may avoid eye contact, appear frightened or hesitant to talk to strangers and fear law enforcers for many reasons, such as not knowing who to trust or where to get help, fear of deportation, fear of violence to them or their family.

Individuals are considered to be at greater risk of becoming a modern slavery victim if they meet the criteria below:

- are vulnerable, e.g., are homeless, are hitchhiking, have addictions, have limited education, have a disability, experience mental ill health, have a learning difficulty, are missing, are in the social care system, are missing from care, lack family support, or have a weak or absent social network
- come from a country or culture where the buying and selling of people is not prohibited
- come from a country or culture where witchcraft, e.g., juju, is practised
- have limited or no knowledge of modern slavery, making them vulnerable to being deceived
- are in a foreign country and cannot communicate in the language of that country

- have debts in their home country or are managed into debt by perpetrators as a result of their illegal migration
- have previously been incarcerated in their home (or third) country, resulting in isolation and desperation for belonging.

If any Lancashire Women's Centres staff member or volunteer has concern that a client is subject to forced or compulsory labour or human trafficking they must report the matter to their named Safeguarding Lead.

Additionally each local Police force has a nominated Single Point of Contact (SPOC) to which referrals can also be made.

Ring National Modern Slavery Helpline on Tel:0800 0121 700 or go to the below webpage.
<https://modernslavery.co.uk/>

APPENDIX I - Bullying

If a member of staff has any concerns about a learner being bullied they should follow their safeguarding Procedures.

All bullying is unacceptable. We wish to create a caring and supportive service in which no one suffers any form of bullying or discrimination, a place in which kindness and respect for others is strongly encouraged and an environment in which learners, their parents and staff will report bullying, knowing that the issue will be dealt with sensitively.

What is Bullying?

Bullying is behaviour by an individual or group, which is repeated over time and intentionally hurts another individual or group. It is difficult for victims to defend themselves as bullying can take the form of physical, verbal or emotional abuse or can take place via the misuse of cyber-technology (social websites, mobile phones, text messages etc.)

Bullying can be motivated by prejudice against particular groups on ground of race, religion or belief; sex, gender or homophobia; disability or Special Educational Needs; family/cultural background or because a child is adopted or a carer. It can result in serious psychological, emotional and/or physical damage.

Some examples of behaviour which would count as bullying include:

- Name-calling and hurtful or discriminatory remarks
- Spreading rumours or gossip about a person
- Attempting to humiliate or isolate someone by exclusion from a group
- Cyberbullying, which involves e-technology. Bullying can happen through texts, blogs, social websites etc.
- Physical violence such as kicking, hitting, pushing, or the threat of violence
- Examples of issues which might make a person feel vulnerable such as: her age; physical appearance; a disability; a difficult situation at home; ethnic background; nationality; colour and religion; gender issues including lesbian, gay, bisexual and transgender (this list is not exhaustive).
- Persistent use of unkind comments or actions which may seem trivial in isolation but which, taken together, create a climate where the victim feels unworthy, inferior or excluded

Symptoms of Bullying

Signs of bullying can be difficult to interpret as many of them are the same as signs of other stress-related difficulties. Never the less, these symptoms are signs that something is wrong and they may be the symptoms of bullying:

- Significant changes in behaviour patterns e.g. becoming withdrawn, anxious, disruptive or aggressive
- Beginning to self-harm which could include cutting or changes to eating habits
- Significant changes in sleep or work pattern
- Having unexplained injuries or giving an odd explanation about how injuries happened
- Having possessions go 'missing'
- Being often seen alone

The emotional responses to learners being bullied have resulted in serious harm from their own hands. i.e. 'self harm' and suicide

Cyberbullying - What is it?

Cyberbullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself.

Several categories of cyberbullying have been identified: •

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
- Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites.

APPENDIX J - eSafeguarding

Most learners have mobile telephones whilst an increasing number also have tablets and laptops. Learners bring them to lessons and they are used extensively for leisure purposes.

Learners who attend Nulogic Training courses have to follow its learner induction process and contract.

As a major aspect of Nulogic Training's methods toward the start of every session, Learners are required to hand over their telephone other electrical gadgets they have possession of at the start of the class. Phones are locked away for use by learners amid break times if their individual guide allows.

'Internet Abuse' relates to four main areas of abuse to children:

- Abusive images of children (although these are not confined to the Internet);
- A child or young person being groomed for the purpose of Sexual Abuse;
- Exposure to pornographic images and other offensive material via the Internet; and

- The use of the internet, and in particular social media sites, to engage children in extremist ideologies.

The term digital (data carrying signals carrying electronic or optical pulses) and interactive (a message relates to other previous message/s and the relationship between them) technology covers a range of electronic tools. These are constantly being upgraded and their use has become more widespread through the Internet being available using text, photos and video. The internet can be accessed on mobile phones, laptops, computers, tablets, webcams, cameras and games consoles.

Social networking sites are often used by perpetrators as an easy way to access children and young people for sexual abuse. In addition radical and extremist groups may use social networking to attract children and young people into rigid and narrow ideologies that are intolerant of diversity: this is similar to the grooming process and exploits the same vulnerabilities. The groups concerned include those linked to extreme Islamist, or Far Right/Neo Nazi ideologies, Irish Republican and Loyalist paramilitary groups, extremist Animal Rights groups and others who justify political, religious, sexist or racist violence.

Internet abuse may also include cyber-bullying or online bullying (see Appendix I on Bullying). This is when a child is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child using the Internet and/or mobile devices. It is essentially behaviour between children, although it is possible for one victim to be bullied by many perpetrators. In any case of severe bullying it may be appropriate to consider the behaviour as child abuse by another young person.

Sexting describes the use of technology to generate images or videos made by children under the age of 18 of other children; images that are of a sexual nature and are indecent. The content can vary, from text messages to images of partial nudity to sexual images or video. These images are then shared between young people and/or adults and with people they may not even know. Young people are not always aware that their actions are illegal and the increasing use of smart phones has made the practice much more common place.

Online Safety is the generic term that refers to raising awareness about how children, young people and adults can protect themselves when using digital technology and in the online environment, and provides examples of interventions that can reduce the level of risk for children and young people.

There is some evidence from research that people found in possession of indecent images/pseudo images or films/videos of children may currently, or in the future become, involved directly in child abuse themselves.

In particular, the individual's access to children should be established during an assessment and investigation to consider the possibility that they may be actively involved in the abuse of children including those within the family, within employment contexts or in other settings such as voluntary work with children or other positions of trust.

Any indecent, obscene image involving a child has, by its very nature, involved a person, who in creating that image, has been party to abusing that child. Similarly, children may be drawn to adopt a radical ideology through a failure to appreciate the bias in extremist material; in addition by repeated viewing of extreme content they may come to view it as normal.

Indicators

Often issues involving child abuse come to light through an accidental discovery of images on a computer or other device and can seem to emerge 'out of the blue' from an otherwise trusted and non-suspicious individual. This in itself can make accepting the fact of the abuse difficult for those who know and may have trusted that individual. Partners, colleagues and friends often find it very difficult to believe and may require support.

The initial indicators of child abuse are likely to be changes in behaviour and mood of the child victim. Clearly such changes can also be attributed to many innocent events in a child's life and cannot be regarded as diagnostic. However changes to a child's circle of friends or a noticeable change in attitude towards the use of computer or phone could have their origin in abusive behaviour. Similarly a change in their friends or not wanting to be alone with a particular person may be a sign that something is upsetting them.

Children often show us rather than tell us that something is upsetting them. There may be many reasons for changes in their behaviour, but if we notice a combination of worrying signs it may be time to call for help or advice

Where there is suspected or actual evidence of anyone accessing or creating indecent images of children, this must be referred to the Police and Children's Social Care in line with your Safeguarding Procedures.

Where there are concerns about a child being groomed, exposed to pornographic material or contacted by someone inappropriately, via the Internet or other ICT tools like a mobile phone, referrals should be made to the Police and to Children's Social Care in line with your Safeguarding Procedures.

The Serious Crime Act (2015) introduced an offence of 'sexual communication with a child'. This applies to an adult, who communicates with a child and where the communication is sexual or, if it is intended to elicit from the child a communication, which is sexual and the adult reasonably believes the child to be under 16 years of age. The Act also amended the Sex Offences Act 2003 so it is now an offence for an adult to arrange to meet with someone under 16 having communicated with them on just one occasion, previously it was on at least two occasions.

Due to the nature of this type of abuse and the possibility of the destruction of evidence, the referrer should first discuss their concerns with the Police and Children's Social Care before raising the matter with the family. This will enable a joint decision to be made about informing the family and ensuring that the child's welfare is safeguarded.

All such reports should be taken seriously. Most referrals will warrant a Strategy Meeting to determine the course of further investigation, enquiry and assessment. Any intervention should be continually under review especially if further evidence comes to light.

Online Terrorist Material

Where there are concerns in relation to a child's exposure to extremist materials, the child's school may be able to provide advice and support: all schools are required to identify a Prevent Single Point of Contact (SPOC) who is the lead for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

Suspected online terrorist material can be reported through www.gov.uk/report-terrorism. Content of concern can also be reported directly to social media platforms – see <https://www.saferinternet.org.uk/advice-centre/social-media-guides> for more information.

APPENDIX K - Prevent Duty - Counter-Terrorism and Security Act 2015

The current threat from terrorism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism, this exploitation should be viewed as a safeguarding concern.

If a staff member has a concern that a learner is at risk of being drawn into violent extremism then they must follow their Safeguarding procedures.

The DSO shall then make a referral to the Police - single point of contact (SPOC) for Prevent concerns via 101 or 999 in an emergency.

The Counter Terrorism and Security Act 2015 sets out the duty on local authorities, Police and NHS to provide support for people vulnerable to being drawn into terrorism. In England and Wales this duty is the Channel programme which identifies new duties under the 'Prevent Strategy'.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

The 'Prevent strategy' addresses all forms of terrorism and we continue to prioritise according to the threat they pose to our national security; the allocation of resources will be proportionate to the threats we face. The most significant of these threats is currently from terrorist organisations in Syria and Iraq, and Al Qa'ida associated groups. But terrorists associated with the extreme right also pose a continued threat to our safety and security.

The Prevent strategy has three specific strategic objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation that we need to address.

Safeguarding links

It is essential that Channel panel members, partners to local panels and other professionals ensure that children, young people and adults are protected from harm and prevented from being drawn into violent extremism. Section 11 of the Children Act 2004 and Section 6 of the Care Act 2014 puts duties on partners of local authorities to cooperate in their Safeguarding responsibilities for children and vulnerable adults.

Identifying Vulnerable Individuals

There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti social behaviour, family tensions, race/hate crime, lack of self esteem or identity and personal or political grievances.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centered around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause;

- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ ideology; or
- communications with others that suggest identification with a group/cause/ideology

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others.

Example indicators that an individual is capable of causing harm or contributing directly or indirectly to an act of terrorism include:

- having a history of violence;
- being criminally versatile and using criminal networks to support extremist goals;
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Outward expression of faith, in the absence of any other indicator of vulnerability, is not a reason to make a referral to Channel.

Local authorities have a duty to arrange Prevent Panels which must include the Police to consider those individual referred who may be at risk. Other relevant partners also have a duty to cooperate under the Channel Programme/Prevent strategy e.g. prisons, probation (sodexo), Education and child care services.

For more information see Coventry Safeguarding Children Board Procedures at

http://www.proceduresonline.com/covandwarksscb/p_prevent.html

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

APPENDIX L - Underage Sexual Activity

Staff who have any concerns about child sexual exploitation of a learner should follow the Nulogic Training Safeguarding Procedures. When contacting the Police in an emergency always dial 999.

Many young people will develop a healthy and developmentally appropriate interest in sexual relationships whilst they are still children and some will do this before they reach the age of consent.

Interventions should be aimed at protection of vulnerable children and the provision of information and contraception (where appropriate) for other young people.

Children under the age of 13 are legally deemed incapable of consenting to sexual activity and therefore all incidences of sexual behaviour involving children under 13 should be considered as a potential criminal or child protection matter.

Practitioners should be aware of the risk that the child may be at risk of Sexual Exploitation.

In assessing the nature of any particular behaviour, it is essential to look at the facts of the actual relationship between those involved. Power imbalances are very important and can occur through differences in size, age and development and where gender, sexuality, race and levels of sexual knowledge are used to exert such power. (Of these, age may be a key indicator, e.g. a 15 year old girl and a 25 year old man). There will also be an imbalance of power if the young person's sexual partner is in a position of trust in relation to them e.g. teacher, youth worker, carer etc. (and thereby committing an offence under the Sexual Offences Act 2003 irrespective of the age of the victim). In the assessment, workers need to include the use of sex for favours e.g. exchanging sex for clothes, CD's, trainers, alcohol, drugs, cigarettes etc.

If the young person has a learning disability, mental disorder or other communication difficulty, they may not be able to communicate easily to someone that they are, or have been abused, or subjected to abusive behaviour. Staff members need to be aware that the Sexual Offences Act 2003 recognises the rights of people with a mental disorder to a full life, including a sexual life. However, there is a duty to protect them from abuse and exploitation. The Act includes 3 new categories of offences to provide additional protection.

Young People Under the Age of 13

Under the Sexual Offences Act 2003, children under the age of 13 are considered of insufficient age to give consent to sexual activity. The Police must be notified as soon as possible when a criminal offence has been committed or is suspected of having been committed against a child unless there are exceptional reasons not to do so.

In all cases where the sexually active child is under the age of 13, a referral must be made to Children's Social Care and a full assessment undertaken in consultation with partner agencies, including the Police.

When a girl under 13 is found to be pregnant, a referral to Children's Social Care must be made. An Assessment will be undertaken and a Strategy Meeting with the Police and other agencies will take place. At this stage a multi-agency support package should be formulated.

Young People Between 13 and 16

The Sexual Offences Act 2003 recognises that whilst mutually agreed, non-exploitative sexual activity between teenagers does take place and that often no harm comes from it, the age of consent should still remain at 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such.

Sexually active young people in this age group will still have to have their needs assessed using this Protocol. Discussion with Children's Social Care will depend on the level of risk/need assessed by those working with the young person.

This difference in procedure reflects the position that, whilst sexual activity under 16 remains illegal, young people under the age of 13 are not capable to give consent to such sexual activity.

Young People Between 16 and 18

Although sexual activity in itself is no longer an offence over the age of 16, young people under the age of 18 are still offered protection under the Children Act 1989.

Consideration still needs to be given to issues of sexual exploitation and abuse of power in circumstances outlined above. Young people, of course, can still be subject to offences of rape and assault and the circumstances of an incident may need to be explored with a young person. Young people over the age of 16 and under the age of 18 are not deemed able to give consent if the sexual activity is with an adult in a position of trust or a family member as defined by the Sexual Offences Act 2003.

Where there are concerns that a young person may be at risk of sexual exploitation, a referral should be made to Children's Social Care in accordance with the Referrals Procedure; where the situation is an emergency, the local Police should be contacted immediately.

For more information see Coventry Safeguarding Children Board Procedures at http://www.proceduresonline.com/covandwarksscb/p_underage_sexual_act.html

APPENDIX M- Children Missing in Education

If a staff member has a concern about a learner or another child not being in education (otherwise than for illness or injury) you must contact your named School contact or School Designated Safeguarding Officer and follow your Safeguarding Procedures

Children that are being abused by their parents will be removed without reasonable explanation or formal permission. Children missing education are at significant risk of underachieving, being victims of abuse, and becoming NEET (not in education, employment or training) later on in life.

Local authorities' have arrangements that enables them to establish the identities of children in their area who are not registered pupils at a school, and are not receiving suitable education otherwise than at a school.

Parents have a duty to ensure that their children of compulsory school age are receiving efficient full-time education. Some parents may elect to educate their children at home and may withdraw them from school at any time to do so, unless they are subject to a School Attendance Order.

Children at particular risk of missing education:

1. pupil at risk of harm/neglect - Children may be missing from education because they are suffering from abuse or neglect
2. Children of Gypsy, Roma and Traveller (GRT) Families – Research has shown that many children from these families can become disengaged from education, particularly during the secondary school phase.
3. Families of Armed Forces - Families of members of the Armed Forces are likely to move frequently – both in UK and overseas and often at short notice.
4. Missing children/runaways - Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education
5. Children and young people supervised by the Youth Justice System - Children who have offended or are at risk of doing so are also at risk of disengaging from education

6. Children who cease to attend a school – there are many reasons why a child stops attending a school. It could be because the parent chooses to home educate their child. However, where the reason for a child who has stopped attending a school is not known, the local authority must investigate the case and ensure the child is receiving suitable education.

For more guidance go to Warwickshire Children Missing from Home, Care & Education joint Protocol at

http://www.proceduresonline.com/covandwarksscb/files/joint_pr_missing.pdf

For more information see - Children missing in Education Statutory guidance for local authorities 2016 <https://www.gov.uk/government/publications/children-missing-education>

APPENDIX - N Nulogic Training Safeguarding Concern Report

SAFEGUARDING CONCERN REPORT

Safeguarding Concerns – If the concern is raised on school premises then you must first report your safeguarding concern to your Named School Contact or School Designated Safeguarding Lead in their absence.

You must report your concern to your Nulogic Training Designated Safeguarding Officer (DSO)

The Nulogic Training Designated Safeguarding Officer is :-
Bradley Reece-Jones 07903885552 or breece-jones@nulogic.co.uk
or DSO deputy in his absence
Aron Wint 07561101017 or awint@nulogic.co.uk

This Form should be completed when you have a concern a child learner. It should be completed on the Nulogic Training dropbox as soon as possible after the concern is raised and in any case within 24hours.

If neither DSO's above are available and to prevent unnecessary delay in getting help for a learner you should telephone your Local Authority Children's Social Services Safeguarding team via:-

Coventry

<http://www.coventry.gov.uk/safeguardingchildren>

Warwickshire

http://www.proceduresonline.com/covandwarksscb/p_report_concerns_wark.html

In an Emergency – i.e. 'learner at risk of immediate harm' - contact the Police 999.

Date of concern:	Time of concern:
Person Reporting Incident: (the person completing this form)	

1. Tell us who you are concerned about (relevant person):

Please complete as much of this as is known – if not known put N/K.

Name:	
Home address:	
Telephone number:	
Gender:	

Date of Birth:	Age:	
Does the relevant person have any vulnerability or communication difficulties? (i.e. a physical or mental disability - give details)		
Is the relevant person aware that the concern is being reported? Yes <input type="checkbox"/> No <input type="checkbox"/> <i>If no why?</i>		
Details of the relevant person's main contact: i.e. parent		
Do you know who the relevant person's main contact is? YES <input type="checkbox"/> NO <input type="checkbox"/> <i>If no, go to section 2</i>		
Contact Name:		
Relationship of relevant person to the child/adult :		
Contact Person's address:	Telephone no: Mobile no: E-mail:	
County:	Postcode:	
2. Person Reporting : Please tell us who has raised the concern (if different to the person completing this form): Please put N/A if it is the same person		
Name:		
Organisation:		
Contact address:		
County:	Post code:	
Telephone no: E-mail:	Mobile no:	
Relationship to relevant person:		
Relative <input type="checkbox"/>	Friend <input type="checkbox"/>	Advocate <input type="checkbox"/>
Other service user <input type="checkbox"/>	Nullogic staff <input type="checkbox"/>	Health Worker <input type="checkbox"/>
School Staff <input type="checkbox"/>	Social Worker/Care Manager <input type="checkbox"/>	
3. Details of the concern(s) being raised:		
Please indicate the type of child abuse suspected (please tick more than one if appropriate):		
Physical: <input type="checkbox"/>		
Sexual: <input type="checkbox"/>		
Neglect/acts of omission: <input type="checkbox"/>		
Emotional: <input type="checkbox"/>		
Location of the incident or event subject of the concern: i.e. in which school and local authority area?		
Brief details of the incident being alerted: <i>Include clear and factual outline of the concern being raised with dates, times, people and places, and any witnesses where appropriate. (please use additional sheet if</i>		

required)

4. Current Situation

Where is the relevant person(s) now in relation to alleged abuser?

Has the relevant school contact or DSL been contacted about the concern? *(detail who has been told and when)*

If criminal activity is suspected have the police been contacted?

YES NO

If yes what was the outcome?

Police Crime / Ref No:

Which Local Authority area Children's Social Services Safeguarding Team has been informed? *provide full name and telephone details of who was spoken to in the event that Nulogic staff have referred direct to Social Services*

Has Local Authority Children/Adult's Social Care Safeguarding Referral form been made?

YES NO Not Required

If so what date was it sent?

5. Details of the alleged abuser involved (if known)

Name: Child /Adult *(delete where appropriate)*

Address

Date of Birth or Age: *(if exact age not known, give approximate age)*

Gender:

What is the relationship of the alleged abuser to the relevant person?

Does the alleged abuser live with the relevant person (subject of this concern) or any other child or adult at risk?

YES NO

Are they aware of this concern being raised about them being an alleged abuser?

YES **NO**

If yes what is their response, and are there any concerns to be aware of?

7. SAFEGUARDING LOG

TIME/DATE:	ACTION	NAME	SIGNATURE:

Appendix O - Glossary of Terms

Abuse includes physical, sexual, emotional and neglect.

Advocacy is taking action to help people say what they want, secure their rights, represent their interests and obtain services they need.

Best interest's assessment An assessment, for the purpose of the deprivation of liberty safeguards, of whether deprivation of liberty is in a detained person's best interests, is necessary to prevent harm to the person and is a proportionate response to the likelihood and seriousness of that harm.

Bullying is deliberately hurtful (including aggression) repeated conduct often, over a period of time Difficult for the victim to defend themselves against 'systematic abuse of power'

befriending and advice services *and* services provided in someone's own home by an organisation or paid employee for a person by means of a personal budget.

Children - A child is someone aged under 18 years

Child Protection - Process of protecting individual children identified as either suffering or at risk of suffering significant harm as a result of abuse or neglect

Child Protection Conference Meeting of family members, the child (where appropriate) and those professionals most involved with the child and family, following investigations into concerns about a child's welfare. The meeting considers all information about a child and the likelihood that they are, or are likely to suffer, significant harm. If issues of significant harm exist then their name may be placed on a Child Protection Plan.

Consent is the voluntary and continuing permission of the person to the intervention based on an adequate knowledge of the purpose, nature, likely effects and risks of that intervention, including the likelihood of its success and any alternatives to it.

DSO – Designated Safeguarding Officer- created by the Children Act 2004 and ensured the every organisation had a "named person" for safeguarding children and young people. Prior to that, the role had frequently been known as the Child Protection Officer.

DBS - Disclosure and Barring Service- The DBS was established under the Protection of Freedoms Act 2012 and merges the functions previously carried out by the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).

The DBS carry out the functions previously undertaken by the Criminal Records Bureau and the Independent Safeguarding Authority. The primary role of DBS is to help employers in England and Wales make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups including children.

Domestic Abuse (Violence) Domestic abuse is perpetrated by adults on their current or recent partner. It includes threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality. Evidence exists that children can suffer long term damage from living in a household where domestic violence takes place. Domestic violence is now included in the definition of harm

EDO (emergency duty officer) is the social worker on duty in the emergency duty team (EDT).

EDT (emergency duty teams) are social services teams that respond to out-of-hours referrals where intervention from the council is required to protect a vulnerable child or adult, and where it would not be safe, appropriate or lawful to delay that intervention to the next working day.

Forced Marriage A marriage conducted without the full consent of both partners and where duress is a factor

Fraser Guidelines -Assessment checklist for deciding on competency and consent ability of children under 16years

Grooming - Targeting Words used to describe the way perpetrators of sexual abuse select and establish a relationship of trust with a child which they then manipulate to exercise power over the victim (and their family, organisation or professional setting)

Honour Based Violence- Violence in the name of so-called honour' is violence in which, predominantly women, are hurt or killed for actual or perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame

IDVAs (independent domestic violence advisers) are trained support workers who provide assistance and advice to victims of domestic violence.

IMCAs (independent mental capacity advocates) were established by the Mental Capacity Act 2005. IMCAs are a legal safeguard for people who lack the capacity to make specific important decisions, including making decisions about where they live and about serious medical treatment options. IMCAs are mainly instructed to represent people where there is no one independent of services, such as a family member or friend, who is able to represent the person.

Intermediary is someone appointed by the courts to help a vulnerable witness give their evidence either in a police interview or in court.

Investigation is a process to gather evidence to determine whether abuse took place.

Investigating officer is the member of staff of any organisation who leads an investigation into the allegation of abuse. This is often a professional or manager in the organisation who has a duty to investigate.

Local Safeguarding Children's Boards (LSCB's) A statutory agency created by Children Act 2004 and operational from 01.04.06. The LSCB is the key statutory mechanism for agreeing how the relevant organisations in each local area will co-operate to safeguard and promote the welfare of children in that locality, and for ensuring the effectiveness of what they do. *Changing to new arrangements in 2018*

Looked After Children (LAC) - are children who are cared for by the Local Authority, either through a legal order or voluntary agreement with parents.

MAPPAs (Multi-agency Public Protection Arrangements) are statutory arrangements for managing sexual and violent offenders.

MARAC (Multi-agency Risk Assessment Conference) is the multi-agency forum of organisations that manage high-risk cases of domestic abuse, stalking and 'honour'- based violence.

Mental disorder Any disorder or disability of the mind, apart from dependence on alcohol or drugs. This includes all learning disabilities

NEET - abbreviation - not in education, employment, or training: used by the Government to describe a young person who is no longer in school and does not have a job or is not training to do a job.

NHS (National Health Service) is the publicly funded healthcare system in the UK.

OPG (Office of the Public Guardian), established in October 2007, supports the Public Guardian in registering enduring powers of attorney, lasting powers of attorney and supervising Court of Protection appointed deputies.

Parents and Carers Includes anyone with parental responsibility or who undertakes day-to-day care for a child. It may include step-parents, grandparents or other members of the family (including siblings), foster carers, residential staff

Partner Agencies In the context of the Children Act 2004 this refers to all the agencies engaged in a partnership with the local authority to ensure children are safeguarded and their welfare promoted

Police Protection The police have powers under the Children Act 1989 to remove a child, in an emergency, into police protection for up to 72 hours.

Private Foster Care A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more.

Public interest – a decision about what is in the public interest needs to be made by balancing the rights of the individual to privacy with the rights of others to protection.

Referral – an alert becomes a referral when it is passed on to a Safeguarding Adults referral point and accepted as a Safeguarding Adults referral.

Safeguarding Adults is used to describe all work to help adults at risk stay safe from significant harm. It replaces the term ‘adult protection’.

Safeguarding Vulnerable Groups Act 2006 - An act to make provision for the introduction of the Independent Safeguarding Authority and the Vetting and Barring Scheme. See DBS

Safer Working Practices It is important that all adults working with children understand that the nature of their work and the responsibilities related to it, place them in a position of trust. DCFS practice guidance provides clear advice on appropriate and safe behaviours for all adults working with children in paid or unpaid capacities, in all settings and in all contexts

Serious Case Review (SCR) Local authorities hold reviews of practice in cases when a child or adult at risk dies, and abuse or neglect are known or suspected to be a factor in the death. They must also consider reviews where a child or adult at risk sustains a potentially life threatening injury or serious and permanent impairment of health and development or has been subjected to particularly serious sexual abuse; and the case gives rise to concerns about inter-agency working.

Significant harm is not only ill treatment (including sexual abuse and forms of ill treatment which are not physical), but also the impairment of, or an avoidable deterioration in, physical

or mental health, and the impairment of physical, intellectual, emotional, social or behavioural development.

VBS – ‘vetting and barring scheme’ introduced by the Safeguarding Vulnerable Groups Act 2006.

Wilful neglect is an intentional or deliberate omission or failure to carry out an act of care by someone who has care of a person who lacks capacity to care for themselves.

Whistle blowing Each employer should have a clear and accessible whistle blowing policy that meets the terms of the Public Interest Disclosure Act 1998.

‘Working Together to Safeguard Children’ 2015 Statutory guidance on how organisations and individuals should interact in order to safeguard and promote the welfare of children