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1. Policy Statement

- 1.1 TRS Training Limited is committed to carrying out our duties in ways that protects the well-being, safety and development of all our learners and staff. We will support all our learners to have the best outcomes. We recognise our contribution and duty towards promoting British values and the safeguarding all individuals, especially those who are vulnerable. We recognise that safeguarding of children, young people and vulnerable adults is everyone's responsibility.
- 1.2 We recognise that the term "safeguarding" could dissuade some people make referrals to due to the formality of the issue. Therefore, we now ask that "Concerns" are raised which encompasses formal safeguarding referrals as well as those issues that raise concern to individuals. This strategy is aimed at helping to improve the number of referrals that are made so that the risk of missing an opportunity to support an individual is minimised.
- 1.3 The purpose of this policy is to:
- 1.1. Protect the children, young people and vulnerable adults who receive our services. This includes those under the care and responsibility of the adults who receive our services.
 - 1.2. Provide staff, employers and stakeholders with the overarching principles that guide our approach to safeguarding and child protection.
 - 1.3. Promote safeguarding, British values, welfare and safety to our staff, learners, employers and stakeholders.
 - 1.4. Develop the knowledge, understanding and ability of our learners, employers and staff to apply British Values, equality, diversity and inclusion within their workplace and wider community.
- 1.4 We use the term "safeguarding" to describe the overall safety and well-being of an individual and for the purposes of this policy and set of procedures includes:
- The Prevent Duty, including radicalisation and extremism
 - Neglect
 - Physical, sexual, emotional, racist, disability and homophobic abuse
 - Bullying, including online bullying and prejudice-based bullying
 - Peer on peer abuse
 - Gender based violence against women and girls
 - Female Genital mutilation (FGM)
 - Forced marriage and (so called) honour-based violence (HBV)
 - Modern slavery and human trafficking
 - Child sexual exploitation and trafficking (CSE)
 - Child criminal exploitation and county lines
 - Protecting individuals from the impact of technology on sexual behaviour
 - Teenage relationship abuse
 - Substance misuse
 - Gang activity and youth violence
 - Domestic abuse
 - Fabricated or induced illness
 - Poor parenting
 - Homelessness
 - Children required to attend court
 - Children who go missing from education
 - Children with family members in prison
 - Protecting individuals from maltreatment
 - Preventing the impairment of individual health, both physically and emotionally, and wellbeing
 - Bullying (including cyberbullying)
 - Physical abuse.
 - Sexual violence and sexual harassment.

- Sexting
- Upskirting
- Initiation/hazing type violence and rituals

1.5 This policy has been drawn up on the basis of law and guidance that seeks to protect children, young people and vulnerable adults, namely

- Counter Terrorism and Security Act 2015
- Equality Act 2010
- Children Act 2004
- Safeguarding and Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012
- Children and Families Act 2014
- Modern Slavery Act 2015
- Data Protection Act 1996
- Sexual Offences Act 2003
- Working Together to Safeguard Children 2018
- Further Education and Higher Education Act 1992
- Keeping Children Safe in Education 2019
- What to do if you're worried a child is being abused - Advice for practitioners
- Work based learners and the Prevent Duty statutory guidance 2018
- Criminal Exploitation of children and vulnerable adults: County Lines guidance 2018
- Education Inspection Framework 2019

2. Scope of Policy

- 2.1. This policy applies to all staff, learners, employers, delivery partners and stakeholders. We recognise that all our learners and staff have a right to equal protection from all types of harm or abuse. (See Appendix 1 for definitions and categories of abuse).
- 2.2. We recognise that some individuals are more vulnerable than others because of the impact of previous experiences, their age, levels of dependency, communication needs, health and other needs.
- 2.3. We recognise that some individuals may be more likely to suffer from abuse or harassment if they consider themselves to have any of the nine protected characteristics defined in the Equality Act 2010.
- 2.4. This policy is based on No Secrets, the national guidance on developing and implementing multi-agency policies and procedures to protect vulnerable adults from abuse (Department of Health, 2000) and the Work based learners and the Prevent Duty statutory guidance 2018. The government has defined extremism in [the Prevent Duty](#) as: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs." This also includes calls for the death of members of the British armed forces. We recognise that the Prevent Duty is not about preventing learners / staff / customers from having political and religious views and concerns but about supporting them to use those concerns or act on them in non-extremist ways. We consider it our duty out to protect all learners and staff from exploitation and radicalisation and to promote the Prevent Duty and the understanding of the Channel process.
- 2.5. Channel is about early intervention to protect and divert people away from the risk they face before illegality occurs. This multi-agency approach is intended to protect people at risk from radicalisation and uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk and develop the most appropriate support plan for the individuals concerned. (See Safeguarding Procedure for Channel referral process).
- 2.6. British Values are defined as:
- **Democracy** – is a state of society characterised by equality of rights and governments that are representative of the will of the population subject to a free electoral system.
 - **The rule of law**- the principle that all people and institutions are accountable to law that is fairly applied without exception.

- **Individual Liberty** -the notion that all individuals can freely express themselves through the freedom of speech and lawful actions without interference from the state.
- **Mutual respect and tolerance** - defined as a permissive attitude toward those whose opinions, beliefs, practices, racial or ethnic origins differ from one's own.

2.7. We recognise that working in partnership with other agencies is essential in promoting the welfare and safety of vulnerable individuals, and that a multi-agency approach will ensure the most suitable care and protection is made accessible.

3. TRS Values

3.1. This policy underpins our commitment to our values, with particular reference to:

- RESPECT – All individuals and their unique talents
- SUPPORT – A strong ethos of care, guidance and support for all
- RESPOND – Listening to our customers, partners and stakeholders and being equipped to meet their changing needs
- PARTNERS – Developing sustainable partnerships where everyone involved benefits from the relationship
- QUALITY – Providing outstanding teaching, learning and customer service
- DEVELOPMENT – Supporting continuous professional development for all staff

4. Related policies and procedures

4.1. This policy should be read alongside our policies and procedures on:

- Safer recruitment
- Staff Handbook
- E-safety
- Anti-bullying
- Data Protection Policy
- Compliments, comments and complaints
- Whistleblowing
- Health and Safety
- Lone working policy and procedure
- Quality assurance
- Teaching, learning and assessment
- Equality, Diversity and Inclusion
- Confidentiality policy
- Learner Handbook
- Employer Handbook
- Staff Handbook

4.2. Depending upon the nature of particular services or the requirements of the individual or partner agencies, the policy and procedures may be supplemented by local procedures.

5. Implementation Principles

5.1. We seek to keep learners and staff safe by:

- Valuing them, listening to them and respecting them
- Adopting child protection, safeguarding and British Values practices through our policies, procedure and a code of conduct for staff.

- Having a simple and clear safeguarding policy and procedure in place that is easily accessible to all learners, staff, employers and stakeholders, and provide annual training to all staff on how to implement this.
 - Developing and implementing an effective e-safety policy and related procedures.
 - Providing effective management for staff through supervision, support, training and quality assurance measures.
 - Recruiting staff safely, ensuring all necessary checks are made.
 - Recording and storing information professionally and securely and sharing information about safeguarding and good practice with learners, staff, employers and stakeholders via leaflets, posters, one-to-one discussions and teaching and learning activities.
 - Using our safeguarding procedures to share concerns and relevant information with agencies who need to know, and involving the individuals, and where applicable, their guardians or parents appropriately.
 - Using our procedures to manage any allegations against staff or other learners appropriately.
 - Creating and maintaining an anti-bullying environment and ensure that we have a policy and procedure to help us deal effectively with any bullying that does arise.
 - Ensuring that we have effective complaints and whistleblowing measures in place.
 - Ensuring that we provide safe physical environments for our learners by applying health and safety measures in accordance with the law and regulatory guidance.
 - Providing mandatory training for staff including safeguarding, Prevent, spotting radicalisation and terrorism, CSE, County lines, forced marriage and (so called) HBV, FGM, modern slavery, e-safety, Channel and health and well-being.
- 5.2. A member of the management team will be nominated to act as Designated Safeguarding and Prevent Lead for coordinating and liaising with other agencies and will receive specific training and guidance relating to the Channel process. (See Appendix 2 for Designated Safeguarding Lead). A deputy will undertake replica training so that there is continuity in the policy during any absence of the DSL.
- 5.3. We promote and develop learners' understanding of safeguarding, British Values, positive behaviours and learner wellbeing through our teaching and learning activities and through the pastoral support we provide.
- 5.4. We promote and develop employers' understanding of safeguarding, British Values, positive behaviours and learner wellbeing through social media, OneFile and support materials.
- 5.5. We complete thorough risk assessments which cover the range of our activities with specific reference to the Prevent Duty and identify local referral agencies and LCSBs for our delivery regions of 16 – 18 years old learners and have national referral contacts for adult learners.
- 5.6. Resources are provided to improve the personal safety of learners, reduce the likelihood of radicalisation and to improve their awareness of these issues through curriculum and enrichment activities.
- 5.7. We recognise that peer to peer abuse can occur between children and young people. We seek to minimise this through pastoral support and through our teaching and learning activities. We provide links to specialist sources on how to spot types of peer to peer abuse and effective ways to tackle it.
- 5.8. We offer mentorship, safeguarding and Prevent Duty training free of charge to employees of our apprentices' employers.
- 5.9. We recognise that learners who are aged between 16 – 18 years may be more vulnerable than other learners and will require more focused pastoral support. Two emergency contact details are sought for learners who are aged between 16 – 18 years old wherever possible, rather than just one for adult learners.

6. Roles and Responsibilities

- 6.1. The Board has overall responsibility for ensuring that a Safeguarding Policy and procedure is in place and for monitoring its effectiveness.
- 6.2. The Designated Safeguarding and Prevent Lead is responsible for overseeing the implementation of the policy and procedure within the organisation, including ensuring that training has taken place and that

incidents are reported and acted upon in accordance with procedure and in a timely manner. The Designated Safeguarding Lead is responsible for informing the relevant social services department of concerns over the abuse or neglect of children and vulnerable adults.

- 6.3. If a member of staff, during their work, discovers that an act of FGM appears to have been carried out on a girl under the age of 18 it must be reported to the police through our safeguarding procedure.
- 6.4. TRS Training has a legal responsibility under the Prevent Duty to make sure staff and learners:
 - Undertake training in the Prevent Duty
 - Are aware of when it is appropriate to refer concerns about learners or colleagues to the TRS Training Designated Safeguarding Lead.
 - Exemplify British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs into their practice.
 - Implement the Channel process if required.We will also promote these to our stakeholders and employers
- 6.5. All staff (including Governors) must read and understand the document “Keeping Children Safe in Education 2019 Part 1” and TRS Training’s Safeguarding Policy and Procedures, as well as make referrals as soon as is possible if an incident or concern comes to their attention.
- 6.6. Staff have a responsibility to be aware and alert to signs that all is not well with a vulnerable person. However, they are not responsible for diagnosing, investigating or providing a therapeutic response to abuse. All staff have a responsibility to make a referral through the safeguarding procedure if a disclosure of abuse is made or a serious cause for concern is raised.
- 6.7. We welcome the fact that people and lifestyles are diverse and do not make judgments about the acceptability or otherwise of lifestyles. However, it is important that this philosophy does not stand in the way of our responsibility to protect vulnerable people from harm.
- 6.8. Any staff member may report a suspicion of abuse to social services irrespective of the opinion of other staff.
- 6.9. Staff may be subject to abuse allegations. TRS managers will offer support in these circumstances, but the social services department / local authority prevent coordinator will be assisted in their investigation and the disciplinary procedure may be implemented. We recognise that it may be very hard for an employee to report a concern about a colleague to a line manager but, as with all the other difficulties people will come across, the protection of a vulnerable person and the safety of others must be the priority in any decision that is made. If an allegation is upheld and this leads to a member of staff being dismissed or removed from service, TRS Training will report this to the DBS service.
- 6.10. Confidentiality is central to the work of TRS Training Limited, and the attention of all staff is drawn to the Confidentiality section of the Safeguarding Procedure.
- 6.11. If staff do not believe that their referral has been dealt with sufficiently or appropriately, they have the right to refer this to a senior member of staff who is not the DSL or to their local LCSBs themselves.
- 6.12. Expectations for behaviour and attendance of learners is outlined in the Learner Handbook which is issued at induction. All learners are expected to apply these behaviours throughout their programme. Persistent failure to do so may lead to a referral to the Training Director, who holds the right to terminate a learner’s programme as described in the Withdrawals Policy

7. Role of the Designated Safeguarding Lead

- 7.1. The DSL takes responsibility for maintaining the Single Central Register and ensuring safer recruitment practices are effective and implemented correctly.
- 7.2. Manage referrals. The designated safeguarding lead is expected to:
 - refer cases of suspected abuse to the local authority children’s social care as required;

- support staff who make referrals to local authority children’s social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

7.3. Work with others. The designated safeguarding lead will:

- liaise with the board to inform them of referrals
- as required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

7.4. Training. The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead will undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills is refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- ensure each member of staff has access to and understands our safeguarding procedures
- are alert to the specific needs of learners in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support TRS with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting learners from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children, young people and vulnerable adults and taking account of their wishes and feelings, among all staff, in any measures TRS Training Limited may put in place to protect them.

7.5. Raise Awareness. The designated safeguarding lead will:

- ensure the TRS Training Limited’s safeguarding policies are known, understood and used appropriately;
- ensure this policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Board regarding this;
- ensure this policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

8. Policy Monitoring and reporting arrangements

8.1. The policy is reviewed annually by the Board as per the Quality Cycle.

8.2. Incidents, resolutions and timescales that arise from this policy and its accompanying procedure are reported to the Board on a quarterly basis.

8.3. Areas for improvement to the policy and procedure are identified through the self-assessment process and are included in the Quality Improvement Plan.

APPENDIX 1: Definitions and Categories of Abuse

A **Vulnerable Adult** is someone who is aged 18 or over and:

- Is unable to protect him or herself against significant harm or exploitation
- Is or may be in need of community care services by reason of mental or other disability, increasing frailty or illness
- Is or may be unable to take care of him or herself

Categories of Abuse

Abuse is a violation of an individual's human and civil rights by any other person or persons. Abuse may consist of a single act or repeated acts. It may be physical, verbal or psychological, it may be an act or neglect or omission to act, or it may occur when a vulnerable person is persuaded to enter into financial or sexual transaction to which he or she has not consented, or cannot consent. Abuse can happen in any relationship and result in significant harm to, or exploitation of, the person subjected to it. (DoH, 2000)

As well as the definitions outlined below a learner may be deemed to be neglected or abused if someone fails to act in order to prevent harm. These categories apply to both children and vulnerable adults and are as follows:

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed and exploited online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs

A significant number of victims go missing from home, care and education and this is a warning sign. Noticeable signs in the child can include aggression, anxiety, depression, change in physical appearance and becoming involved in gangs.

Other possible indicators of sexual exploitation can include: children who have older boyfriends or girlfriends, children who misuse drugs and alcohol and children who appear with unexplained gifts or new possessions. Training is now mandatory, completion needed once.

(Source: <https://safeguardingchildren.vc-tms.co.uk/selfregistration.aspx?version=9679>)

Child trafficking and modern slavery are child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

(Source: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-trafficking/>)

Child criminal exploitation and county lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are

likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

(Source

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf)

Gang activity and youth violence

Defining a gang is difficult. They tend to fall into three categories: peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a street gang.

A street gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.

A street gang will engage in criminal activity and violence and may lay claim over territory (not necessarily geographical for example it could include an illegal economy territory). They have some form of identifying structure featuring a hierarchy usually based on age, physical strength, propensity to violence or older sibling rank. There may be certain rites involving antisocial or criminal behaviour or sex acts in order to become part of the gang. They are in conflict with other similar gangs.

An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise). This involves serious and organised criminality by a core of violent gang members who exploit vulnerable young people and adults.

This may also involve the movement and selling of drugs and money across the country, known as 'county lines' because it extends across county boundaries and is coordinated by the use of dedicated mobile phone lines. It is a tactic used by groups or gangs to facilitate the use of vulnerable people or children to sell drugs in an area outside of the area in which they live, which reduces their risk of detection.

Selling drugs across county lines often involves the criminal exploitation of children and young people. Child criminal exploitation, like other forms of abuse and exploitation, is a safeguarding concern and constitutes abuse even if the young person appears to have readily become involved. Child criminal exploitation is typified by some form of power imbalance in favour of those perpetrating the exploitation and usually involves some form of exchange (e.g. carrying drugs in return for something). The exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection). Young people who are criminally exploited are at a high risk of experiencing violence and intimidation and threats to family members may also be made. Gangs may also target vulnerable adults and take over their premises to distribute Class A drugs in a practice referred to as 'cuckooing'.

Young people can become indebted to the gang/groups and then exploited in order to pay off debts. Young people who are criminally exploited often go missing and travel to other towns (some of which can be great distances from their home addresses). They may have unexplained increases in money or possessions, be in receipt of additional mobile phone and receive excessive texts or phone calls.

White British children are often targeted because gangs perceive they are more likely to evade police detection and some children may be as young as 12 although 15 to 16 years old is the most common age range. The young people involved may not recognise themselves as victims of any abuse, and can be used to recruit other young people.

There is a distinction between organised crime groups and street gangs based on the level of criminality, organisation, planning and control. However, there are significant links between different levels of gangs, for example street gangs can be involved in drug dealing on behalf of organised criminal groups.

Young men and women may be at risk of sexual exploitation in these groups. Children may be involved in more than one 'gang', with some cross-border movement, and may not stay in a 'gang' for significant periods of time. Children rarely use the term 'gang', instead they used terms such as 'family', 'breddrin', 'crews', 'cuz' (cousins), 'my boys' or simply 'the people I grew up with'.

(Source https://www.proceduresonline.com/swcpp/cornwall_scilly/p_ch_affected_gang_act.html)

Peer on peer abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers; however it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ Children and young people and those who are from different communities.

Situations where young people are forced or coerced into sexual activity by peers or associates can be related with gang / serious youth violence activity but that is not always the case. Peer influence or peer pressure is a major factor in the decisions made by young people to join groups. Many young people see it as a "way out" from their day to day life and feel a strong bond with their peers, one which they may be lacking at home.

There is no clear definition of what peer on peer abuse entails. However it can be captured in a range of different definitions:

- Domestic Abuse: relates to young people aged 16 and 17 who experience physical, emotional, sexual and / or financial abuse, and coercive control in their intimate relationships;
- Child Sexual Exploitation: captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age - including another young person;
- Harmful Sexual Behaviour: refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours);
- Serious Youth Crime / Violence: reference to offences (as opposed to relationships / contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under-18.

(Source: http://www.trixonline.co.uk/website/news/pdf/policy_briefing_No-198.pdf)

Forced Marriage and Honour Based Violence (HBV)

A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so. It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will may be:

- physical – for example, threats, physical violence or sexual violence
 - emotional and psychological – for example, making someone feel like they are bringing 'shame' on their family
- Financial abuse, for example taking someone's wages, may also be a factor.

Honour based violence

- Encompasses crimes which have been committed to protect or defend the honour of the family and/or community.
- Is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family.
- Honour based violence may be committed against someone who: became involved with a boyfriend or a girlfriend from a different culture or religion or wears clothes or takes part in activities considered as non-traditional.
- Includes female genital mutilation (FGM) and forced marriage – both are crimes in the UK

- All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such
- Other crimes in the name of honour include domestic abuse, sexual and psychological abuse and holding someone against their will
- We need to be alert to victims of this and the support they would need

Gender based violence against women and girls

Violence against women and girls (VAWG) is one of the most widespread human rights abuses, affecting on average one in three women and girls worldwide. Gender inequality is the fundamental root cause of all forms of gender-based violence, including domestic violence, sexual harassment, rape in conflict or harmful practices including FGM. It happens everywhere, and it is exacerbated by other aspects of women's identity, based on class, caste, ethnicity, religion, age, sexual orientation, disability or migrant status.

Violence, and the threat of violence, can hold women and girls back from accessing their full range of human rights – like getting an education, going to work, and taking part in public life. As well as being an abuse in its own right, violence holds back communities by blocking women's and girls' potential.

(Source <https://www.actionaid.org.uk/about-us/what-we-do/violence-against-women-and-girls-vawg>)

Female Genital Mutilation (FGM)

In accordance with the latest legislation and guidance issued by the government a teacher that in the course of their work discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 must make a report to the police. The duty applies to cases directly disclosed by the victim and does not include cases reported by a parent, guardian, sibling or friend.

The duty is a personal duty which requires the individual professional who becomes aware of the case to make the report; the responsibility cannot be transferred. All members of staff must contact the Safeguarding Lead within 2 hours of a disclosure following the Safeguarding procedure. The Safeguarding Lead will then support any member of staff that needs to report an informed case of Female Genital Mutilation to the police. The legislation does not prevent you from sharing information with the Safeguarding Lead and seeking further advice.

Psychological or Emotional Abuse

This is the persistent psychological or emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's psychological 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 involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of psychological or emotional abuse is involved in all types of ill treatment of a child, although this abuse can occur in isolation.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. This includes rape and sexual assault or sexual acts to which the vulnerable adult has not consented, or could not consent to, or was pressured into consenting. Sexual abuse can occur between people of the same sex and it can also occur within a marriage or any long-term relationship

Neglect

Neglect is the persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical

care or treatment. It may also include neglect of a child's basic emotional needs. **Neglect and Acts of Omission** may include the deliberate withholding of or failure to provide the help or support a person needs to carry out activities of daily living. It includes the failure to provide appropriate intervention or support to help a person, who does not have the capacity to assess risk or to deal with situations which are dangerous for them or others. **Self-Neglect** is not a direct form of abuse but staff need to be aware of it in the general context of risk assessment/risk management and to be aware that they may owe a duty of care to a vulnerable individual who place him/herself at risk in this way

Fabricated or induced illness

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

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

Physical Abuse

Physical abuse may involve hitting, slapping, pushing, kicking, rough handling or unnecessary physical force either deliberate or unintentional, misuse of medication, restraint or inappropriate sanctions "Munchausen Syndrome by Proxy" may also constitute physical abuse, whereby a parent or carer feigns the symptoms of, or deliberately causes ill health in a child or vulnerable adult.

Radicalisation and extremism

Radicalisation is a process which somebody goes through in order to become involved in extremist activities or terrorism, from a starting point of having no particular strong opinions or being a moderate person through to holding some extremist views, and it can be a process that happens online or in meeting people, and their conversations and their opinions are gradually changed over time.

Terrorism is an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause. The current UK definition of terrorism is given in the Terrorism Act 2006.

In the UK we define terrorism as a violent action that:

- Endangers a person's life, other than that of the person committing the action
- Involves serious violence against a person
- Causes serious damage to property
- Creates a serious risk to the public's health and safety
- Interferes with or seriously disrupts an electronic system

But how does terrorism differ from extremism? The Counter Extremism Strategy 2015 says: "Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty, and respect and tolerance for different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist."

It's important to remember that not all extremist groups, whether Islamist, far-right or other, will commit terrorist or violent acts. However, some groups pose particular threats, both online and offline.

(Source <https://educateagainsthate.com/teachers/terrorism-definition/>)

Financial or Material Abuse

This may include theft, fraud, exploitation or pressure in connection with wills, property, enduring power of attorney, inheritance or financial transactions. This also includes the inappropriate use, misuse or misappropriation of property,

possessions or benefits. Typical signs may be loss of jewellery or personal property; lack of money to purchase basic items; inadequate clothing; loss of money from wallet or purse, etc.

Discriminatory Abuse

This may include abuse, bullying and harassment based on the individual's age, sex, disability, religion, race or ethnicity or sexual orientation (Department of Health, 2000). Recognised signs may be very similar to psychological and emotional abuse.

Bullying, cyber bullying and prejudice-based bullying

There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability. Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia

Bullying can take many forms including:

- physical assault
- teasing
- making threats
- name calling
- cyber bullying

Cyber bullying is bullying through a mobile phone or online (eg by email, instant messenger or on social network sites). There are many ways of bullying someone online and for some it can take shape in more ways than one. Some of the types of cyber bullying are:

- **Harassment** - This is the act of sending offensive, rude, and insulting messages and being abusive. Nasty or humiliating comments on posts, photos and in chat rooms. Being explicitly offensive on gaming sites.
- **Denigration** – This is when someone may send information about another person that is fake, damaging and untrue. Sharing photos of someone for the purpose to ridicule, spreading fake rumours and gossip. This can be on any site online or on apps. We even hear about people altering photos of others and posting in online for the purpose of bullying.
- **Flaming** – This is when someone is purposely using really extreme and offensive language and getting into online arguments and fights. They do this to cause reactions and enjoy the fact it causes someone to get distressed.
- **Impersonation** – This is when someone will hack into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material to/about others. The making up of fake profiles on social network sites, apps and online are common place and it can be really difficult to get them closed down.
- **Outing and Trickery** – This is when someone may share personal information about another or trick someone into revealing secrets and forward it to others. They may also do this with private images and videos too.
- **Cyber Stalking** – This is the act of repeatedly sending messages that include threats of harm, harassment, intimidating messages, or engaging in other online activities that make a person afraid for his or her safety. The actions may be illegal too depending on what they are doing.
- **Exclusion** – This is when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement. This is also a form of social bullying and a very common

(Source: <https://www.bullying.co.uk/>)

Modern slavery and human trafficking

Modern slavery includes:

- Forced labour – any work or services which people are forced to do against their will under the threat of some form of punishment.
- Debt bondage or **bonded labour** – the world's most widespread form of slavery, when people borrow money they cannot repay and are required to work to pay off the debt, then losing control over the conditions of both their employment and the debt.

- Human trafficking– involves transporting, recruiting or harbouring people for the purpose of exploitation, using violence, threats or coercion.
- Descent-based slavery – where people are born into slavery because their ancestors were captured and enslaved; they remain in slavery by descent.
- Child slavery – many people often confuse child slavery with child labour, but it is much worse. Whilst child labour is harmful for children and hinders their education and development, child slavery occurs when a child is exploited for someone else's gain. It can include child trafficking, child soldiers, child marriage and child domestic slavery.
- Forced and early marriage – when someone is married against their will and cannot leave the marriage. Most child marriages can be considered slavery.

Human trafficking involves recruitment, harbouring or transporting people into a situation of exploitation through the use of violence, deception or coercion and forced to work against their will. In other words, trafficking is a process of enslaving people, coercing them into a situation with no way out, and exploiting them.

People can be trafficked for many different forms of exploitation such as forced prostitution, forced labour, forced begging, forced criminality, domestic servitude, forced marriage, and forced organ removal.

(Source <https://www.antislavery.org/slavery-today/modern-slavery/>)

The impact of technology on sexual behaviour

The internet and new technologies have enabled potential victims to be accessible and available to perpetrators, who may be anonymous, quickly and freely in ways that would otherwise not be possible. The internet enables users to feel they are protected and can remain anonymous, resulting in an apparent lack of inhibition online and risk-taking that would not take place offline.

Young people at risk of harm online may not have any previous vulnerabilities that are often associated with being victims of sexual abuse and exploitation, such as being in care; from families facing adversities or having a history of sexual abuse. This has implications for identification, as they are less likely to be known to the authorities. The currently accepted indicators of possible sexual exploitation, such as going missing or school absence, may not be displayed, and the first parents may know that their child has been a victim of sexual exploitation is when the police contact the family.

Certain groups, such as young people with learning difficulties, those with mental health problems and lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people, appear to be particularly vulnerable to online harm. This is in part due to seeking social interaction online that they are not able to achieve offline and in part due to not fully understanding the consequences of sharing personal information, sending images or arranging to meet strangers met online.

(Source http://www.barnardos.org.uk/onlineshop/pdf/digital_dangers_report.pdf)

Domestic abuse

Domestic abuse is an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in the majority of cases by a partner or ex-partner, but also by a family member or carer. Domestic abuse can include, but is not limited to, the following:

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

(Source <https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/>)

Teenage relationship abuse

Since March 2013, the Home Office definition of domestic violence now includes 16 – 18 year olds, it includes:

- Emotional abuse: Constant insults and name calling, Isolation from friends and family, Controlling what someone wears or where they go, Checking up on partners all the time (inc. checking emails, texts, social networking sites etc), Making the person feel responsible for the abuse
- Physical abuse: Hitting, punching, pushing, biting, kicking, using weapons etc
- Sexual abuse: Forcing someone to have sex, Unwanted kissing or touching, Being made to watch pornography without consent, Pressure not to use contraception
- Financial abuse: Taking/controlling your money, Forcing people to buy them things, Forcing partners to work or not to work

(Source: <https://www.safeguardingschools.co.uk/what-is-teenage-relationship-abuse/>)

Substance misuse

Substance abuse, also known as drug abuse, is a patterned use of a drug in which the user consumes the substance in amounts or with methods which are harmful to themselves or others, and is a form of substance related disorder.

Poor parenting

Parenting children demands ongoing efforts to protect, teach, encourage and set behavioral limits. In this process, some parents fall short of standard goals and their efforts may fall under the heading of “poor parenting.” Although the definition of poor parenting may be somewhat subjective, various parenting practices usually fit this description.

- Problems with Over Control : One type of poor parenting involves over-controlling. This parent uses an “authoritarian” parenting style, according to developmental psychologist Diana Baumrind, with the University of California, Berkeley. Authoritarian parents attempt to exert too much control over children’s attitudes and behavior to the point of demanding absolute obedience. In the process, parents often miss opportunities to respond to children in a loving and nurturing manner. Children typically have little opportunity to develop their own opinions and beliefs, especially if they contradict the parent’s beliefs, according to Baumrind.
- Not Enough Discipline: The other end of the spectrum involves a permissive parenting style, with limited or no disciplinary measures. The permissive parent may make few demands of a child, not requiring the child to follow behavioral requirements and not assigning household chores. The parent who engages in this parenting style may not set an effective example to teach desired behavior to the child. This parenting type often involves the parent attempting to reason with a child or manipulate the child into obedience instead of setting clear expectations for behavior.
- The Pitfalls of Negativity: Parents may fall into habits of negative parenting, which could include expressing negative emotions toward children and handling children roughly. If this conflict continues or escalates over the childhood years, kids often exhibit hostility and aggression toward the parent and toward others. This aggression can lead to behavioral problems at home and at school.
- Lack of Positive Reinforcement: Parenting requires ongoing positive reinforcement to discipline and teach children. Instead of focusing on positive and desired behavior, some parents focus on the undesired behavior of children. When undesired behavior claims a parent’s attention, it can become difficult to positively encourage better behavior. In general, it’s more effective to praise and reinforce positive behaviour when it happens than to punish undesired behaviour. While discipline is necessary to discourage undesired behaviour, it’s also important to notice the good behavior and praise it.
- Abusive Parenting: Parenting can be challenging and frustrating. Some parents give in to the frustration and resort to abusive parenting tactics. Child abuse can include physical, verbal, emotional or sexual abuse or physical neglect, states the American Academy of Pediatrics HealthyChildren.org website. Out-of-control anger can cause a parent to lash out and hurt a child physically or emotionally. Using violent force when parenting children can lead to injury. Child neglect can include a lack of supervision that might lead to injuries.

(Source <https://howtoadult.com/poor-parenting-skills-8009581.html>)

Mental Health

Mental health is a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her own community. (World Health Organisation)

The definition of 'mental ill health' or 'mental health problems' covers a very wide spectrum, from the worries and grief we all experience as part of everyday life to the most bleak, suicidal depression or complete loss of touch with everyday reality.

There are many issues that impact on our mental health including our physical health, our social situation, our living environment and/or genetic factors. This makes us all at risk of developing a mental health problem at any time during our lives. The most important thing to realise about mental health problems is that the majority of people who experience them do recover or learn to manage their mental health problem and still lead meaningful and fulfilled lives.

'Mental health problems', 'mental illness' and 'mental ill health' are all common terms that are used to refer to the full spectrum of diagnosed clinical conditions such as depression, anxiety, psychosis, bipolar or schizophrenia. Symptoms of mental health problems have traditionally been divided into groups called either 'neurotic' or 'psychotic' symptoms. 'Neurotic' covers those symptoms which can be regarded as extreme forms of 'normal' emotional experiences such as depression, anxiety or panic. Conditions formerly referred to as 'neuroses' are now more frequently called 'common mental health problems,' although this does not always mean they are less severe than conditions with psychotic symptoms.

Less common are 'psychotic' symptoms which interfere with a person's perception of reality and may include hallucinations, delusions or paranoia, with the person seeing, hearing, smelling, feeling or believing things that no one else does. Psychotic symptoms or 'psychoses' are often associated with 'severe mental health problems.' However, there is no sharp distinction between the symptoms of common and severe mental health problems. It is important to remember that some illnesses feature both neurotic and psychotic symptoms

(Source <http://www.gofal.org.uk/what-is-mental-health/>)

Appendix 2 – Designated Safeguarding Lead and Prevent Lead

Designated Safeguarding Lead	Beverley Ellis
Contact Number	07749 270840
Deputy Designated Safeguarding Lead	Sue Lloyd
Contact Number	07841 444537

Anti-terrorist help line number – 0800 789 321