

City Gateway

Safeguarding Child Protection and Vulnerable Adults Policy 2023 - 2024

Reviewed by	Date	Next Review
Hannah Pilkington	February 2020	February 2021
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Mark Pike	Sept 2022/March 2023	Sept 2023
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Signed		Date	

This policy shall be reviewed annually, as a minimum.

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1. Introduction and Scope of Policy

This Policy is intended to cover all Board Trustees, Employees, Volunteers, Learners including Apprenticeships, Partner organisations and Employers.

1.1 Safeguarding Definitions

Everyone who comes into contact with children, young people and their families has a role to play in safeguarding children. For staff in an educational setting it is particularly important as they are in a position to identify concerns early and provide help for children and young people, to prevent concerns from escalating. Educational settings and their staff form part of the wider safeguarding system for children and should work with social care, the police, health services and others to promote the welfare and safety of children and protect them from harm.

- A child in law and throughout this policy is defined as anyone under the age of 18.
- An 'adult at risk' is someone aged 18 or over who: - is unable to look after their own well-being, property, rights or other interests; and. is at risk of harm (either from another person's behaviour or from their own behaviour); and. because they have a disability, mental disorder, illness or physical or mental infirmity, are more vulnerable to being harmed than other adults.

2 Scope

- To cover all activities carried out by City Gateway.
- To cover all activities carried out by learners, volunteers, employees and employers; and is extended to all Board Trustees.
- Where applicable City Gateway partners and settings need to provide their own Child Protection / Safeguarding Policies, which includes preventing extremism and radicalisation.

City Gateway Trust believes that every young person and adult has the right to be safe and that their welfare is paramount. We are committed to safeguarding and promoting the welfare and safety of children, young people and vulnerable adults and we seek to ensure that all of our services, staff and volunteers work to achieve the best outcomes for children, young people and vulnerable adults, whilst responding effectively to any risks they may experience.

City Gateway is committed to putting into practice Article 12 of the Convention on the Rights of the Child, which states that children have the right to participate in decision-making processes that may be relevant in their lives and to influence decisions taken in their regard within the family, the school or the community. As part of this commitment, this policy seeks to ensure that any barriers to young people's participation are addressed.

2.1 To achieve success, City Gateway will:

- Have clear lines of accountability for safeguarding throughout the

- organisation;
- Promote the policy to all through induction and through staff and learner reviews.
- Set up effective performance management arrangements;
- Set clear goals and monitor and review progress;
- Undertake regular annual reviews of its safeguarding processes and practices
- Maintain the resources necessary to support this commitment; and
 - provide training to staff at all levels of the organisation in applying safeguarding principles to every aspect of their work. Internal training will be carried out for staff annually in how to best implement safeguarding policies and procedures. The Executive Designated Safeguarding Lead (ESDL) shall register staff for relevant external training as legislation and practice is updated.
 - provide training to ensure that all trustees cover safeguarding and child protection training at induction. This training is to equip our trustees with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place at City Gateway are effective and support the delivery of a robust whole organisational approach to safeguarding. This training shall be regularly updated.

2.2 To fulfil and discharge our responsibility to safeguard children, young people and vulnerable adults, City Gateway is committed to:

- Providing a safe environment for all to learn in
- Protecting children, young people and vulnerable adults at risk from all forms of abuse and safeguarding risks, including, but not limited to, those identified in Keeping Children Safe in Education 2023;
- Protecting children, young people and vulnerable adults at risk from the dangers of extremism and radicalisation, and promoting a resilient and tolerant ethos within our services (see Preventing Violent Extremism and Radicalisation Policy);
- Implement Safer recruitment practice in the recruitment, selection, appointment of staff working with children, young people and vulnerable adults at risk whether paid or voluntary;
- Working in partnership with children, young people and vulnerable adults at risk, valuing their contributions, while ensuring they are safe and protected while partaking in City Gateway activities and programmes;
- Working in partnership with parents and carers of children and young people and vulnerable adults, and offering support, encouragement and advice;
- Working in partnership with other agencies who are concerned with the well-being of children, young people and vulnerable adults at risk;
- Working with children, young people and vulnerable adults at risk, and including them in creating a safe environment where they can take part in development activities and consequently increase in confidence; and
- Implementing and maintaining a robust process for dealing with concerns about possible abuse, including disclosures and allegations.
- Ensuring staff providing services on behalf of the organisation are aware

of, and comply with the policy in order to meet the highest possible standards of practice to safeguard young people and vulnerable adults.

3. Objectives

- To ensure that all children, young people and vulnerable adults who are involved in activities, training, events and placements organised by City Gateway are effectively safeguarded.
- To ensure that all City Gateway employees and volunteers are aware of and are undertaking full and correct safeguarding procedures, inclusive of the identification, recording and reporting of suspected cases of abuse, extremism and radicalisation.
- To ensure that City Gateway remains up to date with legislation and practice relating to safeguarding.
- To raise awareness and actively promote the principles of safeguarding and well-being throughout City Gateways activities.
- To work in partnership with children, young people, vulnerable adults, their parents, carers and other agencies & key stake holders. This is to ensure effective implementation of this Policy.

4 Key Principles

- For the purpose of this document, 'individual' or 'individuals' refers to all individuals working with, or in contact with, children, young people or vulnerable adults at any time as part of their employment. This includes staff, volunteers, employers, consultants and learners. All employers who have learners on learning programmes with City Gateway are required to comply with the safeguarding policy.
- City Gateway is firmly committed to safeguarding in all relevant aspects of its employment and business. City Gateway is committed to both the legal implications of safeguarding policy and the promotion of health and in relation to all relevant customers.
- City Gateway will ensure that all individuals in direct contact with children, young people or vulnerable adults as part of their employment, be they directly employed by City Gateway or working with City Gateway in any other capacity, will have enhanced Disclosure and Barring Service (DBS) clearance.
- External Speakers and Visitors to City Gateway without DBS clearance will be supervised in the company of all learners at all times.
- Referral and reporting procedures will be in place and strictly adhered to in the event of any concerns relating to the abuse of children, young people and vulnerable adults.
- City Gateway staff will maintain up-to-date knowledge of safeguarding practice and procedures, extended to include the Prevent agenda.
- City Gateway recognises that the welfare of children, young people and

vulnerable adults is paramount and will prioritise their safeguarding accordingly.

- City Gateway will actively seek to work with all related agencies, companies, bodies and providers in order to promote and maintain the highest standards of safeguarding.
- City Gateway will comply with all applicable regulations set out in;
 - The Protection of Children’s Act 1999.
 - The Safeguarding Vulnerable Groups Act 2006.
 - Criminal Justice and Court Services Act 2000
 - The Children’s Act 2004.
 - The Education Act 2002.
 - Female Genital Mutilation Act 2003
 - The Sexual Offences Act 2003.
 - The Protection of Freedoms Act 2012.
 - Keeping Children Safe in Education 2021 and subsequent updates
 - Working Together to Safeguarding Children
 - The Counter-Terrorism & Security Act 2015.
 - The Serious Crime Act 2015
 - The Modern Slavery Act 2015
 - Government Guidance – Sexual violence and sexual harassment between children in schools and colleges.
 - Safeguarding and Protecting People for Charities and Trustees

5. Designated Persons

Mark Pike – Executive Designated Safeguarding Lead

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5.1 Roles & Responsibilities

The Executive Designated Safeguarding Lead has a key duty for raising awareness across all staff of issues relating to the welfare of children, young people and adults at risk.

The post holder is required to have training in safeguarding issues and inter-agency working, receiving refresher training at least every two years or as and when any new issues arise.

The Executive Designated Safeguarding Lead is responsible for:

- Overseeing the referral of cases of suspected abuse or allegations to the relevant investigating agencies.
- Providing advice and support to other staff on issues relating to safeguarding.
- Maintaining a detailed and accurate record of any child protection referral, complaint or concern (even where that concern does not lead to a referral).
- Liaising with the Local Authorities and other appropriate agencies.
- Liaising with employers and training organisations that receive children or young people from City Gateway on block placement work experience or long term placements to ensure that appropriate safeguarding policies are put into place.
- Ensuring that staff will receive training in safeguarding issues appropriate to their roles and are aware of City Gateway safeguarding procedures.
- Holding and reviewing internal case load meetings.
- Advising the CEO on efficiency and adequacy of resources and training being available to implement this policy.
- Ensuring arrangements are made to bring this policy to the notice of all employees, volunteers, employers, partners and visitors.
- The policy and its arrangements are regularly reviewed.
- Ensuring filtering and monitoring systems are in place and adequate.

The Deputy Designated Safeguarding Lead has a key duty to ensure that staff are responsive and adopt and implement City Gateways approach to the safeguarding and welfare of children, young people and adults at risk.

The deputy Designated safeguarding Lead is responsible for;

- Deputising on all matters as outlined above in the absence of the Executive Designated Safeguarding Lead.
- Reporting all matters to the Executive Designated Safeguarding Lead.
- Knowing how to make an appropriate referral.

- Providing advice and support to staff on issues relating to safeguarding.
- Listening and responding appropriately to children, young people, Looked After Children (LAC) and adults at risk studying within City Gateway.
- Deal with individual cases, including attending case conferences and review meetings as appropriate.
- To act as a Single Point of Contact (SPOC) with external agencies to support the learners whilst in learning at City Gateway.
- Implement effective processes at the onboarding stage of learners to ensure effective measures are put in place swiftly and communicated to relevant staff on a 'need to know' basis.
- Maintaining an up to date resource hub, for learners and staff, relevant to matters impacting on the welfare of children, young people and adults at risk.
- To challenge and make recommendations to continuously improve City Gateways performance on safeguarding.

The designated Safeguarding Board Trustee, is responsible for liaising with the CEO and the Executive Designated Safeguarding Lead over matters regarding safeguarding, including:

- Ensuring procedures and policies in place which are consistent with guidelines.
- Ensuring the Board considers the organisation's policy on safeguarding each year.
- Ensuring that each year the Board is informed of how City Gateway and its staff have complied with the policy, including, but not limited to a report on the training that staff have undertaken.
- The designated Safeguarding Trustee is responsible for overseeing the liaison between agencies, e.g. Police, Social Services in connection with allegations against the CEO. This will not involve undertaking any form of investigation, but will ensure good communication between the parties and provide information to assist enquiries.

CEO has overall responsibility for all matters relating to Safeguarding but will delegate duties to the Executive Designated Safeguarding Lead and is responsible for dealing with allegations made against members of staff.

The CEO will retain responsibility for;

- Ensuring that all employees have knowledge and understanding of safeguarding and that it is taken seriously.
- Ensure that appropriate child protection and safeguarding policies are adopted, implemented and monitored.
- Foster a culture of openness and support.
- Ensure that all employees feel able to raise concerns about poor or unsafe practice and such concerns are handled sensitively and in accordance with the whistle blowing procedure.
- Acknowledge and discuss any concerns about any members of staff.

- Ensure City Gateway has access to the external and internal resources to offer extensive support around Child Protection and Safeguarding.
- Report to the Board at each Board meeting.
- Ensure that all recruitment procedures follow Safer Recruitment Guidance.

6 Safer Recruitment: Staff and Volunteers

6.1 Recruitment and Selection Procedures

City Gateway follows safer recruitment principles when recruiting staff and volunteers who will work with children, young people and vulnerable adults.

In order to ensure that everyone is protected whilst at City Gateway, we will ensure that our employees and volunteers are carefully selected, screened, trained and supervised. City Gateway has a responsibility to ensure safe recruitment and employment practices. All employees and volunteers are vetted appropriately before commencement of employment/voluntary position, including an enhanced DBS check.

Online searches shall only be completed for candidates who have been shortlisted and for information that is already in the public domain. All candidates shall be made aware of this as part of the recruitment process.

City Gateway **must** obtain written notification from any agency, or third party organisation, that they have carried out the same checks as the City Gateway would otherwise perform on any individual who will be working at City Gateway (or who will be providing education on the school or college's behalf, including through online delivery). In respect of the enhanced DBS check, City Gateway **must** ensure that written notification confirms the certificate has been obtained by either the employment business or another such business.

6.2 Disclosure and Barring Service (DBS)

- All individuals working with children, young people and vulnerable adults will be made aware of DBS processes and regulations.
- City Gateway will ensure rapid and efficient interaction with DBS with regard to the discovery of new and relevant information relating to any individual.
- Enhanced DBS checks and any subsequent queries or concerns e.g. Prohibition, shall be conducted through official channels and in keeping with the Data Protection

Act 2018.

- CEO has overall responsibility for the DBS policy.
- City Gateway recognises its legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:
 - The harm test is satisfied in respect of that individual;
 - The individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed offence and;
 - The individual has been removed from (paid or unpaid) regulated activity, or would have been removed had they not left.
- This will be the responsibility of the CEO

Responsibility for the appointment of staff and apprentices is held by CEO of City Gateway. For the purpose of administering the policy, the process of appointment is delegated to a member of the Senior Leadership Team (provided they have undertaken Safer recruitment Training)

The CEO shall report to the Trustees on the identification and, recruitment and appointment of any staff member who will be part of SLT.

The Senior Leadership Team (SLT) are responsible for the appointment of volunteers and 'youth volunteers'. The placement and supervision of volunteers and youth volunteers needs to be agreed by the department managers they are placed in and reviewed by the team on a regular basis. City Gateway confirms its commitment to follow Safer Recruitment practice, which includes recruiting all staff, apprentices and volunteers in accordance with the Disclosure and Barring Service (DBS) Code of Practice and the requirements laid out in Keeping Children Safe in Education 2021. This also includes specific training undertaken by the Senior Leadership Team in Safer Recruitment.

6.3 Appointment Procedures and Safer Recruitment

All prospective staff, apprentices and volunteers (hereafter referred to as the 'applicant') are required:

- To send in a curriculum vitae including previous experience and a personal statement, and explaining any gaps in employment, and must complete a City Gateway Safer Recruitment application form
- To complete an equal opportunities form and a self-declaration form that includes personal details and a declaration of any previous criminal offences or allegations.
- To provide details of two referees, one of which is the current or most recent employer, the other being a character reference.
- To undertake an enhanced DBS check

The procedure for the appointment of staff will involve:

- Our commitment to safeguarding shall be on all JDs and in all advertising

- spaces including our website.
- An interview involving at least two individuals: one of whom must have completed Safer recruitment Training, from either the senior management, the Trustees, and the post line manager or supervisor and when appropriate;
 - All delivery facing roles will require the applicant to carry out a live task in the setting (or if not possible, online), where they will be observed interacting with a selection of those they will be engaged with (children or young people)
- Specific safeguarding questions shall be asked to all perspective applicants at interview stage regardless of role

The procedure for one off volunteers events will involve:

- Obtaining full names of expectant volunteers ahead of the event
- A signed register of attendees
- Photo ID for all volunteers
- Brief and debrief to explain safeguarding and capture any concerns
- Full supervision at all times by a permanent member of staff

If a suitable applicant is identified for the post the following conditions apply:

- They are offered the position having completed an enhanced DBS and are subject to at least a 3 month probation period.
- Two references must have been received prior to day one of employment
- Staff members and volunteers who are waiting for a DBS check to be returned may start working for City Gateway, but must be supervised at all times with an appropriate completed risk assessment until the DBS check is returned if agreed by the Executive Designated Safeguarding Lead in consultation with the CEO.
- On the return of the DBS certificate, should an offence against a child or children be revealed then the applicant would be informed they are unsuitable for the post- after the Executive Designated Safeguarding Lead has sought advice from the London Borough of Tower Hamlets (LBTH) Children's Social Care and associated boroughs.
- Other offences are at the discretion of the Executive Designated Safeguarding Lead and will require a risk assessment and action plan to be put in place

On appointment, the applicant is provided with a contract that includes a job description and outlines their responsibilities, with reference to this Safeguarding Policy.

Work experience students come to City Gateway to be trained and gain experience as well as being young people themselves. City Gateway is committed to ensuring their safety, young people and vulnerable adults at risk attending the sessions. As such, all work experience students shall have to undergo the same procedure.

7. Codes of Conduct for Staff, Apprentices and Volunteers

7.1 Code of conduct for all working with children, young people and adults

The following code of conduct applies to all City Gateway staff, apprentices and volunteers working with children, young people and vulnerable adults at risk, whether acting in a paid or unpaid capacity.

A copy of the [Guidance for safer working practice for those working with children and young people in education settings](#) will be made available to all staff.

- All staff will recognise and respect the value and intrinsic worth of each child, young person and family, regardless of economic, cultural or social background
- Good practice includes valuing and respecting children, young people and adults at risk as individuals, and the adult modelling of appropriate conduct, which would exclude bullying, aggressive behaviour and discrimination in any form
- If a child, young person or adult at risk makes a complaint, or if there are other reasons for suspecting abuse, this should be reported as soon as possible (and within 24 hours) to the designated safeguarding lead.
- The duty to report applies equally to complaints or accusations of historic, and not just recent, abuse/inappropriate behaviour
- Recipients of any complaint or accusation from a child, young person or adult at risk, must listen without making or implying any judgement as to the truth of the complaint or accusation
- All staff and volunteers should participate in training, including safeguarding training, available to support them in their work with children, young people and adults at risk;
- Staff and volunteers should remember that those who abuse children, young people and adults at risk can be of any age (even other children and adults at risk), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place
- Avoid taking a young person alone in a vehicle on journeys, however short
- If you find you are in a situation where you are alone with a child, young person or adult at risk, wherever practicable make sure that others can clearly observe you
- Avoid close personal relationships with a child, young person or adult at risk in relation to whom they are in a position of trust, including via social media
- Never make suggestive or inappropriate remarks to or about a child, young person or adult at risk, even in fun, as this could be misinterpreted
- Staff should dress appropriately for their job and remember that they are positive role models, giving a positive image of City Gateway both on and offsite
- No smoking or alcohol use is permitted on the premises, with the exception of specific events where alcohol may be served outside of delivery hours
- Under no circumstances should arguments or disagreements take place between staff, volunteers or apprentices in the presence of children, young people or adults at risk
- Confidentiality should be maintained unless there is a risk of immediate

harm to an individual, and information will only be shared on a 'need to know' basis

- Avoid unnecessary physical contact

7.2 Early Help

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;

Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children. More information on statutory assessments is included at paragraph 48. Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children.

- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

7.3 Child Welfare

City Gateway recognises the need to prioritise the welfare of children, young people and vulnerable adults with which it works. These are defined as follows:

- A child is anyone who is 18 years or younger.
- A young person is anyone who is 19 but has not reached their 20th Birthday.
- A vulnerable adult is someone who is aged 18 years or over; who is, or may be, in need of community care services by reason of mental health, or other disability, age or illness. They may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation. Individuals will operate in line with this safeguarding policy at all times.

City Gateway considers abuse of any kind, neglect, maltreatment, aggressiveness, intimidation and bullying, all as damaging to the welfare of a child, young person or vulnerable adult.

Complaints or concerns relating to individuals working with City Gateway will be reported to the Executive Designated Safeguarding Lead immediately. City Gateway's Whistleblowing Policy or Data Protection Policy do not prevent information sharing with investigating agencies where the information will help to safeguard welfare. City Gateway will refer concerns that a child, young person or vulnerable adult might be at risk of significant harm to Social Care Services/Police or the appropriate agencies as agreed with the relevant Local Safeguarding Board. Individuals will be offered training that will help to make them aware of possible signs of abuse/exploitation and act appropriately.

Children, young people and vulnerable adults will be respected at all times and encouraged to interact in both formal (evaluation and feedback) and informal (spoken word) communication.

Individuals will maintain appropriate relationships with children, young people and vulnerable adults, reducing physical contact and one-on-one situations to the minimum practicable level.

Individuals will endeavour to avoid being alone with a child, young person or vulnerable adult whenever possible, and will not offer informal travel or other similar services. The Safeguarding and Well-being Manager, when receiving safeguarding disclosures, will work in accordance with the Lone Working Policy.

City Gateway recognises the right of children, young people, vulnerable adults and/or their parents/guardians, to withdraw from featuring in promotional material, either on video or in photographs. Opt out forms will be prioritised and strictly adhered to in relevant situations.

8. Key safeguarding Area to be alert to.

8.0 Learners who are absent from education.

Learners being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the City Gateways response to persistently absent learners supports identifying such abuse, and in the case of absent learners, helps prevent the risk of them becoming missing in education in the future.

general information and advice for schools and colleges can be found in the Government's [Missing Children and Adults Strategy](#).

8.1 Abuse of Vulnerable Adults:

City Gateway is committed to ensuring that all staff, the management committee, trustees and volunteers have an awareness of signs and symptoms of the abuse of vulnerable adults. We will ensure that the Safeguarding Leads and other members of staff, trustees and volunteers have access to training around Safeguarding Adults.

“Abuse is a violation of an individual’s human and civil rights by any other person or persons” (No Secrets: Department of Health, 2000)

Abuse of vulnerable adults can include:

- **Physical abuse:** including hitting, slapping, punching, burning, misuse of medication, inappropriate restraint.
- **Sexual abuse:** including rape, indecent assault, inappropriate touching, exposure to pornographic material
- **Psychological or emotional abuse:** including belittling, name calling, threats of harm, intimidation, isolation
- **Financial or material abuse:** including stealing, selling assets, fraud, misuse or misappropriation of property, possessions or benefits
- **Neglect and acts of omission:** including withholding the necessities of life such as medication, food or warmth, ignoring medical or physical care needs
- **Discriminatory abuse:** including racist, sexist, that based on a person’s disability and other forms of harassment, slurs or similar treatment
- **Institutional or organisational:** including regimented routines and cultures, unsafe practices, lack of person-centred care or treatment

Abuse may be carried out deliberately or unknowingly. Abuse may be a single act or repeated acts. People who behave abusively come from all backgrounds and walks of life. They may be doctors, nurses, social workers, advocates, staff members, volunteers or others in a position of trust. They may also be relatives, friends, neighbours or people who use the same services as the person experiencing abuse.

8.2 Child on child abuse:

City Gateway’s procedures for minimising the risk of Child on child abuse, ensure learners are issued with:

- Learner code of conduct
- Learner handbook, contain the contact details for the Safeguarding Leads
- Anti-bullying Policy
- Access to Safeguarding, Child Protection and Vulnerable Adults Policy

All learners receive a face-to-face safeguarding induction with a member of the safeguarding team when they enrol at City Gateway, which addresses Child on child abuse.

Allegations of Child on child abuse, within City Gateway, will be

investigated. This will include meetings between the Deputy Designated Safeguarding Lead, the relevant staff member, the Learner and their Parent(s)/Carer(s) and any relevant external agencies. This is in line with City Gateway's Support Policy, including the disciplinary process.

The victim, perpetrator and any other learner affected by Child on child abuse will be supported in accordance to the Support Policy. Both victims and perpetrators will be dealt with on a case by case basis, taking into account circumstances and individual needs.

When considering if a behaviour between a child or young person to another child or young person has been abusive it is important to consider; whether there is a large difference in power (for example age, size, ability, development between the young people concerned); or whether the perpetrator has repeatedly tried to harm one or more other children; or whether there are concerns about the intention of the alleged perpetrator. Child on child abuse can manifest itself in many different ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual, or emotional (blackmail/threats) and can include gender based violence/sexual assaults, sexting, teenage relationship abuse, child on child exploitation, serious youth violence, sexual bullying, harmful sexual behaviour, cyber bullying, initiations, and showing prejudice in race, religion or disability.

All Child on child abuse is unacceptable and will be taken seriously, regardless of the gendered nature of abuse.

Child on child abuse is categorised under 'abuse' and should never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

8.2.1 Upskirting

Upskirting normally involves taking a picture under a person's clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause upset to the victim. Upskirting often occurs in a public crowded place, making it hard for the victim to know that a photograph is being taken, victims are often distressed and feel humiliated.

It is a criminal offence under the Voyeurism Act 2019. Any incident must be reported via Cpoms. The EDSL / DSL will then take the necessary actions.

8.2.2 Down Blousing

This is the act of taking photos down a woman's top without consent, or "downblousing" It is not yet a criminal act, but there is growing call for this to be made illegal, as the above. New proposals aim to protect victims of intimate image abuse and revenge porn by changing current laws.

8.3 Teenage Relationship Abuse

This is a pattern of abusive behaviours over a course of time used to exert power and control over a dating partner. Violent words and actions are tools an abusive partner uses to gain and maintain power and control over their partner. Types of abuse include: emotional, verbal, physical, financial, sexual, stalking and digital (using technology to threaten, stalk, intimidate or bully).

8.4 Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. LAC are particularly vulnerable - the most common reason for children becoming looked after is as a result of abuse and/or neglect. City Gateway will ensure that employees have the skills, knowledge and understanding necessary to keeping LAC safe. In particular, they will ensure that appropriate employees have the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

To ensure that all children, young person or vulnerable adult working alongside City Gateway receive appropriate protection, we will give special consideration to those who are:

- Disabled or have Special Education Needs
- Living in a domestically abusive situation
- Affected by parental substance misuse
- Asylum seekers
- Were previously regularly absent from school
- Attending alternative provision or subject to a managed move
- Living away from home (frequent movers)
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Living a transient lifestyle
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Involved directly or indirectly in prostitution or child trafficking
- Speakers of another first language
- Children that are subject to a Full Care order (LAC), Child Protection Plan or Children in Need Plan
- Children that may be vulnerable to messages of violence and extreme ideologies and radicalization.

Children with special educational needs and disabilities or health issues

Additional considerations

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Children who are lesbian, gay, bi, or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory [Relationships Education, Relationship and Sex Education and Health Education](#) curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

8.5 Definitions and categories of abuse

City Gateway recognises the following as definitions of abuse; physical, emotional, neglect, and sexual with the additional categories of acts of

omission, psychological, financial or material, institutional or professional abuse.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent you from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if you have concerns about a child. It is also important that you determine how best to build trusted relationships with children and young people which facilitate communication.

Someone may abuse or neglect a child or young person by inflicting harm, by failing to act to prevent harm, or by failing to ensure safety and adequate care. Harm may occur intentionally or unintentionally. Children may be abused in a family, an institution or community setting, by those known to them, or by a stranger. Examples of abuse are set out below these examples are by no means exhaustive;

8.5.1 Physical abuse

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

Possible signs of physical abuse include:

- Any injuries not consistent with the explanation given for them.
- Injuries which occur to the body in places which are not normally exposed to falls or rough games.
- Injuries which have not received medical attention.
- Reluctance to change for, or participate in, games or swimming.
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation.
- The child gives inconsistent accounts for the cause of injuries.

8.5.2 Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental mental 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Possible signs of emotional abuse include:

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy.
- Obsessions or phobias.
- Sudden underachievement or lack of concentration.
- Seeking adult attention and not mixing well with other children.
- Sleep or speech disorders.
- Negative statements about self.
- Highly aggressive or cruel to others.
- Extreme shyness or passivity.
- Running away, stealing and lying.

8.5.3 Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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.

Possible signs of neglect include:

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice.
- Clothing that is dirty, too big or small, or inappropriate for weather conditions. Frequently left unsupervised or alone.
- Frequent diarrhoea.
- Frequent tiredness.
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to.
- Frequently hungry.
- Overeating junk food.

8.5.4 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.

Possible signs of sexual abuse include:

- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age.
- Sexual activity through words, play or drawing.
- Repeated urinary infections or unexplained stomach pains.
- The child is sexually provocative or seductive with adults.
- Inappropriate bed-sharing arrangements at home.
- Sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations.
- Eating disorders such as anorexia or bulimia.

8.5.5 Domestic Abuse/Violence

The cross-government definition of abuse is: "Any incident or pattern of incidents of controlling, coercive or 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. This can encompass but is not limited to the following types of abuse

- psychological
- physical
- sexual
- financial
- emotional

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 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.” *

This definition, which is not a legal definition, includes so called ‘honour’ based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.” (GOV.UK)

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Exposure to Domestic Abuse and/or Violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family as a result. Domestic Abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

8.6 Bullying and Cyberbullying

Cyberbullying is bullying that takes place over digital devices, such as mobile phones and internet use through computers, laptops and tablets. Cyberbullying can occur through SMS, Text and Apps or online with social media, forums or gaming, where people can view, participate in, or share content. Cyberbullying includes sending, posting or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information or images about someone else causing embarrassment and humiliation. Some Cyberbullying crosses the line into unlawful or criminal behaviour. See City Gateway’s Anti-Bullying Policy for further information.

The most common places where Cyberbullying takes place:

- Social Media, such as Facebook, Instagram, Snapchat and Twitter Tiktok
- SMS (short Message Service) also known as a ‘text message’ sent through devices. Instant Messaging (via devices, email provider services, Apps and social media messaging features)
- Email

Resources

- DfE advice for schools: [teaching online safety in schools](#)
- UK Council for Internet Safety (UKCIS) ³⁷ guidance: [Education for a connected world](#)

- UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- The UKCIS [external visitors guidance](#) will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors
- National Crime Agency's CEOP education programme: [Thinkuknow](#)
- Public Health England³⁸: [Every Mind Matters](#)
- [Harmful online challenges and online hoaxes](#) - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.

8.6.1 On-line safety monitoring

City Gateway work with an external provider of IT security to filter and diagnose internet traffic, using a system called Securly, and are able to provide analysis of sites attempted to be accessed. Learners shall be advised of this as part of their induction.

City Gateway has contact with parents and carers. Those communications should be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

City Gateway trustees will ensure appropriate filtering and monitoring systems are in place and regularly review their effectiveness. They shall ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

All staff shall be made aware of the organisations filtering and monitoring arrangements, and have an understanding of their responsibilities to escalate any concerns they have.

Regular analysis of activity is undertaken and reported through to Trustees, covering both staff and learner online activities.

City Gateway shall take into account the guidance published by the Department for Education to meet this duty - [Filtering and Monitoring Standards](#)

In summary City Gateway shall;

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually

- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet their safeguarding needs.

8.7 Child Criminal Exploitation – County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money (on occasions weapons) from urban areas to suburban and rural areas, market and seaside towns. The key to identifying potential involvement in county lines are missing episodes, where the victim may have been trafficked for the purpose of transporting drugs.

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

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males and females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, the power of imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status and access to economic or other resources.

8.7.1 Recognising Young People Who May Be Affected by Gang Activity

Gang involvement is a multi-agency issue; partnership working and information sharing is therefore a key to safeguarding children, young people, vulnerable adults at risk of gang-related harm. Children, young people, vulnerable adults are put at risk by gang activity both through participation in and as victims of gang violence.

Learners particularly vulnerable to suffering harm in the gang context are those who are:

- Not involved in gangs, but living in an area where gangs are active.
- Not involved in gangs, but at risk of becoming victims of gangs; by way of truanting from education, permanent exclusion from school/college or having been a victim of abuse or neglect.
- Not involved in gangs but at risk of becoming drawn in, for example, siblings or children of known gang members; or
- Gang-involved and at risk of harm through their gang-related activities (e.g. drug supply, weapon use, sexual exploitation and risk of attack from own or rival gang members).

Victims and offenders are often the same people. When adults treat a young person as just a victim or just an offender, they are not taking into account the complex, cyclical nature of the victim-offender link and the factors that influence young people's lives. There are particular risk factors and triggers that young people experience in their lives that can lead to them becoming involved in gangs. Many of these risk factors are similar to involvement in other harmful activities such as youth offending or violent extremism.

8.7.2 Risk factors for a person becoming involved in gangs may include:

- Becoming withdrawn from family;
- Sudden loss of interest in education - decline in attendance or academic achievement;
- Starting to use new or unknown slang words;
- Holding unexplained money or possessions;
- Staying out unusually late without reason;
- Sudden change in appearance - dressing in a particular style or 'uniform';
- Dropping out of positive activities;
- New nickname;
- Unexplained physical injuries;
- Graffiti style tags on possessions, school books, walls;
- Constantly talking about another young person who seems to have a lot of influence over them;
- Broken off with old friends and hanging around with a new group;
- Increased use of social networking sites;
- Starting to adopt codes of group behaviour e.g. ways of talking and hand signs;
- Expressing aggressive or intimidating views towards other groups of young people some of whom may have been friends in the past;
- Being scared when entering certain areas;
- Being concerned by the presence of unknown youths in their neighbourhood.

This is not an exhaustive list and should be used as a guide, amended as appropriate in light of local knowledge of the risk factors in a particular area.

8.8 Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a form of child sexual abuse. It 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.

CSE 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 (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection), and/or

(b) for the financial advantage or increased status of the perpetrator or facilitator. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship, where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex and sexual bullying. CSE does not always involve physical contact; it can also occur through the use of technology; cyber bullying and grooming.

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. The victim may have been sexually exploited even if the sexual activity appears consensual.

8.9 Sexual Violence and Sexual Harassment between children in schools and colleges

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Further information on consent:

- a child under the age of 13 can never consent to any sexual activity;

- the age of consent is 16
- sexual intercourse without consent is rape.

Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle, at an age-appropriate stage, issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

The department has produced a one-stop hub for teachers which can be accessed here: [Teaching about relationships sex and health \(Gov.uk\)](#). This includes teacher training modules on the RSHE topics and non-statutory implementation guidance. Further guidance focused on teaching relationships education specifically to prevent sexual harassment and sexual violence will be published in the 22/23 academic year.

8.9.1 Sexual Harassment:

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a

child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (City Gateway will consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include;
- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats.

It is important that staff consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

8.10. Honour Based Violence

So-called 'honour based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including forced marriage, Female Genital Mutilation (FGM) and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and must be reported immediately.

8.11. Forced Marriage

A forced marriage is a marriage without the full consent of both parties and where pressure or threats are a factor. This is very different to an arranged marriage, which both people will have agreed to. Emotional pressure from their family might stop them from saying anything to anyone else. The lack of control over their own decisions can lead to depression and self-harm.

Signs and indicators of concern:

- Truancy / absence from learning.
- Low Motivation.
- Lack of Punctuality.
- Self-Harm.
- Depression.

- Isolation.
- Attempted Suicide.
- Eating Disorders.
- Brother/Sisters forced to marry or reported missing.
- Family disputes.
- Runaways.
- Domestic violence.
- Substance misuse.

While many of these signs and indicators could be linked to their issues, it is important to consider all potential reasons and keep an open mind. Honour Based Abuse and Forced Marriages are a fundamental abuse of human rights. As of 16th June 2014 changes to legislation made Forced Marriages a criminal offence. Remember the ['One Chance Rule'](#).

If someone you know is at risk

Contact the Forced Marriage Unit (FMU) if you know someone who's been taken abroad to be forced into marriage.

- Give as many details as you can, for example:
- where the person has gone
- when they were due back
- when you last heard from them

The FMU will contact the relevant embassy. If they're a British national, the embassy will try to contact the person and help them get back to the UK if that's what they want.

8.12. Female Genital Mutilation:

Female genital mutilation (sometimes referred to as female circumcision or 'cutting') refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. It has been estimated that over 65,000 girls under the age of 13 are at risk of female genital mutilation (FGM) in the UK each year, and that 170,000 women and girls in the UK are living with the consequences of FGM. However, the true extent is unknown, due to the "hidden" nature of the crime. Females may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before they return to school. There is evidence that girls have now undergone this FGM in the UK.

Risk Factors:

- A child talking about a special ceremony.
- A young person talking about being 'cut'.
- A child belonging to certain communities.
- Planning an extended trip abroad.
- Knowledge of previous siblings.

Indicators it may have taken place:

- Prolonged absence.
- Change in behaviour on returning from an extended holiday.
- Urinary infections, bladder or menstrual problems.
- Describing pain in the groin.
- Avoiding physical activity.
- Appears uncomfortable including when sitting.
- Finds it difficult to sit still.
- Talking about something happening to them or someone hurting them and having to keep a secret.

8.12.1 Making a Report

The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires Teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

For the purposes of the duty, the relevant age is the girl's age at the time of the disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18).

Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply. The duty is a personal duty which requires the Teacher who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second. For staff that are not teachers, reports concerning FGM must be made directly to the Executive Designated Safeguarding Lead who will make any necessary reports directly to the Police.

Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate.

8.13. Contextualised Safeguarding

Contextualised Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and

abuse. Parents and Carers have little influence over these contexts, and young people's experiences of extra-familial abuse can determine parent-child relationships.

Link to further information:

<https://www.csnetwork.org.uk/en/>

8.14. Recognising extremism and radicalisation

The following guidance is written with regard to the Home Office guidance "Channel: Protecting Vulnerable People from Being Drawn into Terrorism" and "Channel: Vulnerability Assessment Framework".

Engagement: Example needs, susceptibilities, motivations and contextual influences that make individuals vulnerable to engagement with an extremist group, cause or ideology include:

- Feelings of grievance and injustice.
- Feeling under threat.
- A need for identity, meaning and belonging.
- Desire for status.
- A desire for excitement and adventure.
- A need to dominate and control others.
- Susceptibility to indoctrination.
- A desire for political or moral change.
- Opportunistic involvement.
- Family or friend's involvement in extremism.
- Being at a transitional time of life.
- Being influenced or controlled by a group.
- Relevant mental health issues.
- Pre-existing conviction that their religion / culture is under threat.

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.
- Their day-to-day behaviour becoming increasingly centred on 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.
- Communication with others that suggest identification with a group/cause/ideology.
- Increased Social Media use, changes in their profile/image or name and being overly secretive about it. Extremist groups/individuals use social media to recruit those vulnerable to radicalisation.

Intent to cause harm: Not all those who become engaged by a group, cause or ideology go on to City Gateway an intention to cause harm, so this dimension is considered separately.

Intent factors describe the mind-set that is associated with a readiness to use violence and address what the individual would do and to what end. They can include:

- Over-identification with a group or ideology.
- 'Them and Us' thinking.
- Dehumanisation of the enemy.
- Attitudes that justify offending.
- Harmful means to an end.
- Harmful objectives.

Example indicators that an individual has an intention to 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 plotting or conspiring with others.

Capability to cause harm: Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Example indicators that an individual is capable of directly or indirectly causing harm 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).
- Having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

Please refer to City Gateway's Preventing Extremism and Radicalisation Safeguarding Policy for further details.

8.15. Hate crime

What are hate incidents?

The Police and Crown Prosecution Service have agreed a common definition of hate incidents. They say something is a hate incident if the

victim or anyone else thinks it was motivated by hostility or prejudice based on one of the following things:

- Disability
- Race
- Religion
- Transgender identity
- Sexual orientation.

This means that if you believe something is a hate incident it should be recorded as such by the person you are reporting it to, **Anyone can be the victim of a hate incident.**

Other personal characteristics:

Those people who live by an alternative sub-culture can be subject to hate incidents. These are incidents based on someone's appearance and include Goths, Emos, Punks and other similar groups.

What type of incidents can be a hate incident?

Hate incidents can take many forms, for example:

- Verbal abuse like name-calling and offensive jokes.
- Harassment.
- Bullying or intimidation by children, adults, neighbours or strangers.
- Physical attacks such as hitting, punching, pushing, spitting.
- Threats of violence.
- Hoax calls, abusive phone or text messages, hate mail.
- Online abuse for example on Facebook or Twitter.
- Displaying or circulating discriminatory literature or posters.
- Harm or damage to things such as your home, pet, vehicle.
- Graffiti.
- Arson.
- Throwing rubbish into a garden.
- Malicious complaints for example over parking, smells or noise.

When is a hate incident also a hate crime?

When hate incidents become criminal offences they are known as hate crimes.

A criminal offence is something which breaks the law of the land. Any criminal offence can be a hate crime if it was carried out because of hostility or prejudice based on disability, race, religion, transgender identity or sexual orientation.

When something is classed as a hate crime, the courts can impose a tougher sentence on the offender under the Criminal Justice Act 2003.

Incidents which are based on other personal characteristics, such as age and belonging to an alternative subculture, are not considered to be hate crimes under the law. These should still be reported, but they will not be

prosecuted specifically as hate crimes by the police and the Crown Prosecution Service.

Examples of hate crimes

- Assaults
- Criminal damage
- Harassment
- Murder
- Sexual assault
- Theft
- Fraud
- Burglary
- Hate mail (Malicious Communications Act 1988)
- Causing harassment, alarm or distress (Public Order Act 1988).

What can you do about a hate incident or crime?

If you've experienced a hate incident or crime you must report it to the Executive Designated Safeguarding Lead, who can report it to the police. You should also report a hate incident or crime even if it wasn't directed at you. For example, if another learner behaves inappropriately.

When reporting the incident or crime you should say whether you think it was because of disability, race, religion, transgender identity, sexual orientation or a combination of these things. This is important because when it gets reported to the police it gets recorded as a hate incident or crime.

It's also important to keep in mind that some hate crimes start as smaller incidents which may escalate into more serious and frequent attacks - so it's always best to act early.

If you're being repeatedly harassed, should you report all the incidents? If you've experienced hate crime, it may have been just one isolated incident. But sometimes, you may be repeatedly harassed by the same person or group of people.

8.16. Modern Slavery

Modern slavery is a form of organised crime in which individuals including children and young people are treated as possessions/supplies and exploited for criminal gain. Traffickers and slave drivers trick, force and/or persuade children and parents to let them leave their homes.

Grooming methods are used to gain the trust of a child and their parents, e.g. the promise of a better life or education, which results in a life of abuse, enslavement and inhumane treatment.

Child modern slavery is identified as child abuse which requires a child protection response. It is an abuse of human rights, and all children,

irrespective of their immigration status, are entitled to protection under the law.

Children are recruited, moved or transported and then exploited, forced to work or sold. The Modern Slavery Act 2015 includes two substantive offences i) human trafficking, and ii) slavery, servitude and forced or compulsory labour. It also provides two civil prevention orders - the Slavery and Trafficking Prevention Orders (STPO) and Slavery and Trafficking Risk Order (STRO) and provision for child trafficking advocates.

Children are not considered able to give 'informed consent' to their own exploitation (including criminal exploitation), so it is not necessary to consider the means used for the exploitation - whether they were forced, coerced or deceived, i.e. a child's consent to being trafficked is irrelevant and it is not necessary to prove coercion or any other inducement.

Boys and girls of all ages are affected and can be trafficked into, within ('internal trafficking'), and out of the UK for many reasons and all forms of exploitation - e.g. sex trafficking - children can be groomed and sexually abused before being taken to other towns and cities where the sexual exploitation continues. Victims are forced into sexual acts for money, food or a place to stay. Other forms of slavery involve children who are forced to work, criminally exploited and forced into domestic servitude. Victims have been found in brothels or saunas, farms, in factories, nail bars, car washes, hotels and restaurants and commonly are exploited in cannabis cultivation. Criminal exploitation can involve young people as drug carriers, begging and pick-pocketing. Debt bondage (forced to work to pay off debts that realistically they will never be able to), organ harvesting and benefit fraud are other types of modern slavery.

Victims often face more than one type of abuse and slavery, for example they may be sold to another trafficker and then forced into another form of exploitation.

Children and young people may be exploited by parents, carers or family members. Often the child or young person will not realise that family members are involved in the exploitation.

Some young people may not be victims of human trafficking but are still victims of modern slavery.

Slavery, servitude and forced or compulsory labour may also be present in trafficking cases; however, not every young person who is exploited through forced labour has been trafficked. In all cases, protection and support is available through different agencies (e.g. the police, Home Office, including Border Force, UK Visas and Immigration, local authorities and voluntary organisations).

8.16.1 Risk Factors and Vulnerable Circumstances

Victims may not always be recognised by those who come into contact with

them. They may be unwilling to come forward to agencies not seeing themselves as victims, or fearing further reprisals from their abusers.

Vulnerable circumstances include:

- Poverty, limited opportunities at home, low levels of education, and the effects of war are some of the key drivers that contribute to trafficking of victims;
- Poor and displaced families may hand over care of their children to traffickers who promise to provide them with a source of income, education or skills training, but ultimately exploit them;
- Wanting to help their families back at home or seeking better futures;
- Escaping familial situations of harm and abuse, homelessness or being orphaned;
- A lack of equal opportunities, discrimination or marginalisation and social customs such as children being expected to respect and follow the adult in charge.
- Faith abuse and other specific practices may be used to control the child. A demand for cheap or free labour or a workforce who can be easily controlled and forced into criminal activity;
- Unaccompanied, internally displaced children;
- Some children may say they are unaccompanied when claiming asylum - the trafficker may have told the child that in doing so they will be granted permission to stay in the UK and be entitled to claim welfare benefits;
- Former victims of modern slavery or trafficking;
- Trafficked children have an increased risk of going missing from care in the UK, with some re-joining those who exploited them in the first place.

8.16.2 Indicators

Signs that a child has been trafficked may not be obvious, or children may show signs of multiple forms of abuse and neglect. Spotting the potential signs of child slavery/trafficking in referrals and children you work with can include:

- A reluctance to seek help - victims may be wary of the authorities for many reasons such as not knowing who to trust or a fear of deportation or concern regarding their immigration status and may avoid giving details of accommodation or personal details;
- The child seeming like a willing participant in their exploitation, e.g. involvement in lucrative criminal activity - however this does not mean they have benefitted from the proceeds;
- Discrepancies in the information victims have provided due to traffickers forcing them to provide incorrect stories;
- An unwillingness to disclose details of their experience due to being in a situation of dependency;
- Brought or moved from another country;

- An unrelated or new child discovered at an address;
- Unsatisfactory living conditions - may be living in dirty, cramped or overcrowded accommodation;
- Missing - from care, home or school - including a pattern of registration and de registration from different schools;
- Children may be found in brothels and saunas;
- Spending a lot of time doing household chores;
- May be working in catering, nail bars, caring for children and cleaning;
- Rarely leaving their home, with no freedom of movement and no time for playing;
- Orphaned or living apart from their family, often in unregulated private foster care;
- Limited English or knowledge of their local area in which they live;
- False documentation, no passport or identification documents;
- Few or no personal effects - few personal possessions and tend to wear the same clothing;
- No evidence of parental permission for the child to travel to the UK or stay with the adult;
- Little or no evidence of any pre-existing relationship with the adult or even an absence of any knowledge of the accompanying adult;
- Significantly older partner;
- Underage marriage.
- Physical Appearance - Victims may show signs of physical or psychological abuse, look malnourished or unkempt, or appear withdrawn. Physical illnesses - including work-related injuries through poor health and safety measures, or injuries apparently as a result of assault or controlling measures. There may be physical indications of working (e.g. overly tired in school or indications of manual labour).
- Sexual health indicators - sexually transmitted infections, or pregnancy; injuries of a sexual nature and/or gynaecological symptoms.
- Psychological indicators - suffering from post-traumatic stress disorder which may include symptoms of hostility, aggression and difficulty with recalling episodes and concentrating. Depression/self-harm and/or suicidal feelings; an attitude of self-blame, shame and extensive loss of control; drug and or/alcohol use.

Protection and Action to be Taken

Modern slavery is child abuse, and any potential victim should immediately be referred to the Executive Designated Safeguarding Lead.

8.17. Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The Department for Education (DfE) has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#) (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans (Keeping Children Safe in Education 2021).

8.18. Abuse of a position of trust guidelines

Young people and vulnerable adults at risk who are over the age of consent are still in need of protection. The Home Office have produced guidelines that- although they hold no statutory force- contain the principles of good practice in protecting vulnerable young adults or adults where a relationship of trust has been built up with someone looking after them. City Gateway is committed to protecting all those that we work with. It will therefore be unacceptable for any member of staff or volunteer to engage in behaviour that might allow a sexual or an 'inappropriate' relationship to City Gateway, including via social media, while the relationship based in a position of trust continues.

Young volunteers who have previously been young people accessing services though City Gateway projects have shown the ability and desire to assist with the running of projects throughout the organisation. A relationship of trust therefore exists between them and City Gateway. It will therefore be unacceptable for any member of staff or volunteer to engage in behaviour that might allow a sexual or an 'inappropriate' relationship to City Gateway, including via social media, while the relationship based in a position of trust continues. Supervisors need to be mindful to hold their volunteers and members of staff to account in how they are supervising young volunteers.

Young volunteers are trainees and must be assigned a supervisor; the supervisor needs to ensure that the young volunteer is not left in any position where they could be accused of any misconduct with a young person. The EDSL also needs to provide, or source, child protection training that is at a suitable and understandable level for individual young volunteers.

9. Reporting on Safeguarding

9.1. Procedure for dealing with a disclosure

When a child, young person or vulnerable adult discloses abuse to a member of City Gateway the employee must report the disclosure to the Executive Designated Safeguarding Lead, or the Deputy Designated Safeguarding Lead at City Gateway **immediately**. All concerns must be reported within 24 hours. Failure to do so may result in disciplinary action.

Reporting must include low level concerns, as this can help build a bigger picture of what is happening and can act as an indicator for other issues. All must be captured using CPOMS.

All external speakers and visitors are issued with the City Gateway leaflet setting out guidance about their courses of action in this circumstance.

The member of staff concerned should refer to the following guidance when hearing the allegation of abuse from a child, young person or vulnerable adult.

The staff member should listen carefully:

- Notify the person that the disclosure cannot be kept a secret, and you are required to inform the relevant Designated Safeguarding Leads.
- Allow the person to speak without interruption, remember 'TED' (Tell, Explain, Describe).
- Never trivialise or exaggerate the issue.
- Never make suggestions
- Never coach or lead, in any way.
- Re-assure the person and let them know that they are glad the person has spoken up and that they were right to do so.
- Always question enough to clarify understanding, but not to probe or interrogate. ·Remain calm at all times, this is not an easy thing for them to do.
- Do not show emotions such as anger, disgust or disbelief as this may stop the person communicating further. This may be because the person may feel that they are upsetting the staff member or may feel the staff member's negative feelings are directed towards them.
- Let the person know that City Gateway will take their disclosure very seriously and will take the appropriate action.
- Employees and volunteers are not required by City Gateway to investigate suspicions where they may suspect that a child, young person or vulnerable adult may be at risk of suffering significant

harm.

They must always refer such concerns to the Executive Designated Safeguarding Lead, or the Deputy Designated Safeguarding Lead and never explore concerns or allegations themselves; the designated people will then determine the appropriate course of action.

9.2. Managing and Reporting Allegations Against Staff

- If a child, young person or adult at risk accuses a learner or member of staff of abuse or inappropriate behaviour, including low level concerns, this should be reported immediately to any member of the Safe Guarding Team; who must advise the Executive Designated Safeguarding Lead or CEO if the Executive Designated Safeguarding Lead is absent, or the allegation refers to them.
- Those dealing with any allegations of abuse or misconduct should adhere to the principles set out in the policy. Any information received should be acted upon sensitively, effectively and efficiently. Wherever possible, those making allegations should be given information about the outcome, only when it is appropriate to do so.
- Although allegations should be reported only on a “need to know” basis, staff and learners making allegations need not be concerned that they will be breaching confidentiality or the Data Protection Act, as complying with the policy overrides such obligations. If the person making the allegation feels they need counselling or other appropriate support from City Gateway, they are encouraged to seek it; and
- Appropriate licensing laws must be complied with.
- Any allegation against a member of staff will be reported to the Local Authority Designated Officer (Tower Hamlets) by the Executive Designated Safeguarding Lead or CEO, even if low level and advice needs to be sought.

- City Gateway wishes to create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

9.3. Reporting Processes

Make notes as soon as being told, immediately, on the Safeguarding Form. When making a record, it is important to write down exactly what the child/ young person/ adult at risk has said what you said in reply, when it was said, and what had happened immediately before hand (a description of the activity). Record dates and times of the events and when you made the report. Keep all hand-written notes even if these have been typed at a later time.

Report concerns as soon as possible (within 24 hours) to the Executive

Designated Safeguarding Lead who has been nominated to act on behalf of City Gateway, referring concerns, disclosures or allegations of neglect or abuse to the statutory authorities, including Children or Adults' Social Care and/or the Police section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm).

Ensure that appropriate follow up has been arranged for the child/young person/ adult at risk, taking into consideration whether it is safe for the child, young person or adult to return home. This is part of the responsibility of the DSL, unless the EDSL is implicated.

Reports should be made using the designated safeguarding form (whilst we await the introduction of CPOMS). These forms should be saved in the format: DATE(YYYY-MM-DD)-SITE CODE-LEARNER INITIALS and emailed to departmental DSLs and copied to safeguarding@citygateway.org.uk action on these reports will be taken by DSL, with support from the ESDL.

If the concerns, disclosures or allegations in any way implicate the EDSLs, the report should be made directly to the CEO. If at any time the CEO is acting as ESDL the concern should be sent to the safeguarding trustee.

Any reports implicating staff in abusive behaviour towards children and young people will be reported to (LA)DO .

Concerns, disclosure or allegations should not be discussed with anyone other than those named on this document unless specifically requested by the child, young person or adult at risk involved. It is good practice to ensure that children, young people and adults at risk feel supported through any safeguarding process; confidentiality should work to protect those at risk, not to deny them support from wider members of staff. It is the role of the ESDL to ensure that any wider staff do not take on direct responsibility of dealing with an allegation and only take on a supporting role as directed by the DO/LADO.

All reports, including electronic reports, must be kept in a locked or secure place by the EDSL. Reports should be kept for a minimum of 7 years, although requirements may vary under contracts from different partners.

It is expected that all members of staff and volunteers will follow this policy and guidance document. If however, they feel that the response of the CEO or ESDL has not been appropriate, it is the right of any individual as a citizen to make a direct referral to the child protection or adult at risk agencies.

It is important that City Gateway complies with its obligations, under the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) to process personal information fairly and lawfully and to keep the information held safe and secure.

Appendix A

Whistleblowing Procedures

This section outlines guidance and recommendations regarding whistleblowing and raising concerns regarding City Gateway staff.

- i. Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult, this is particularly important where the welfare of young people or adults at risk may be at risk.
- ii. Even where staff do not feel able to express their concerns out of a feeling that this would be disloyal to colleagues or out of fear of harassment or victimisation, this must never result in a child, young person or adult at risk continuing to be unnecessarily at risk. Concerns should always be reported.

Each individual involved in City Gateway has responsibility for raising concerns about unacceptable practice or behaviour for the following reasons:

- i. To prevent the problem worsening or widening
- ii. To reduce risks to or protect others
- iii. To prevent themselves from becoming implicated

Staff and volunteers may experience the following concerns when contemplating whistleblowing, which will need to be overcome:

- i. Starting a chain of events which spirals
- ii. Disrupting the work or project
- iii. Fear of getting it wrong
- iv. Fear of repercussions or damaging careers
- v. Fear of not being believed

City Gateway has a responsibility to protect you from harassment or victimization.

No action will be taken against you if the concern proves to be unfounded and was raised in good faith.

Malicious allegations may be considered a disciplinary offence.

Further advice on Whistle-blowing can be found here; [Government Guidance on Whistleblowing for Employees](#)

'How to' Guidelines

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed, the easier and sooner action can be taken.
- Try to pinpoint exactly what practice is concerning you and why.
- Approach your immediate manager or City Gateway's ESDL.
- If your concern is about your immediate manager or a Designated Safeguarding Lead at City Gateway, contact Diane Betts (CEO)
- If your concern is about the CEO contact Diane Betts (CEO), contact the ESDL. If at any time the CEO is acting as the ESDL, then contact the safeguarding Trustee.
- Make sure you get a satisfactory response - don't let matters rest.

- As best practice you should put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation, but you will need to demonstrate sufficient grounds for the concern.

Health and Safety

Personal Safety: It is the responsibility of all workers to know the whereabouts of all children and young people involved in the activity. Risk assessments appropriate to the venue and/or activity will be undertaken and recorded prior to the activity. Children and young people will be given full guidance of permitted areas of access and any rules related to the movement around or off site.

Appendix B

No longer relevant

Appendix C

Tower Hamlets- key contacts link

https://www.towerhamlets.gov.uk/content_pages/contact_us/by_telephone.aspx

If you think you or someone you know is being abused or neglected you should call the Tower Hamlets Connect helpline Team on 0300 303 6070.

Tower Hamlets Safeguarding Children- Current as at November 2021

- Tower Hamlet's SPoC Somen, Banerjee, Director of Public Health, on Somen.Banerjee@towerhamlets.gov.uk
- Child Protection Advice Line
0207 364-3444
- Integrated Pathways numbers /
- Multi Agency Safeguarding Hub (MASH)(screening and duty numbers)
0207364 5601
0207364 5606
- Children Social Care Out of Hours Team (5pm onwards)
020 7364 4079
- Police Child Abuse Investigation Team (CAIT)
020 8217 6484 (or 999 if not available)
- LADO (allegations against professionals, including childminders)
Verlyn Munro
020 7364 0677
- Early Help Hub
0207 364 5744 (Monday / Friday 10am - 1pm)
Children's services hotline-
0207 364 5006 (all other times)

Adult social care Tower Hamlets

020 7364 5005

EDT: 020 7364 4079 (after 5pm and weekends)

Please note that safeguarding reports need to be made to the learners home Local Authority / London Borough.

PREVENT - Tower Hamlets Useful contacts

National Anti Terrorist Hotline

0800 789321

Simon Smith - Prevent Programme Manager

Tel: 020 7364 4691

Email: simon.smith@towerhamlets.gov.uk

Jasmin Phillips - Prevent Education Officer (Schools, Colleges and Training)

Tel: 07984 277 158

Email: Jasmin.Phillips@towerhamlets.gov.uk

Shadique Gani - Prevent Youth Engagement Officer (Youth, Training and Safeguarding)

Tel: 020 7364 1635

Email: Shadique.Gani@towerhamlets.gov.uk

Other Useful Contacts

NSPCC

Child Protection Helpline: 0808 800 5000

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

Churches' Child Protection Advisory Service (CCPAS)

Po Box 133, Swanley, Kent, BR8 7UQ Tel: 0845 120 4550

Website: www.ccpas.co.uk

Childline

Tel: 0800 1111

Ann Craft Trust

Tel: 0115 951 5400

A national association working with staff in the statutory, independent and voluntary sectors in the interests of people with learning disabilities who may be at risk from abuse.

Linked Government Guidance for Staff

The Government have produced statutory and non-statutory guidance for staff. If City Gateway staff are concerned about a particular safeguarding or child protection issue the following links should be consulted:

- [Children Missing in Education](#)
- [Children Missing from Home or Care](#)
- [Child Sexual Exploitation \(CSE\);](#)
- [Bullying \(Including Cyber Bullying\)](#)
- [Domestic Abuse Advice](#)
- [Drugs;](#)
- [Fabricated or induced illness;](#)
- [Faith abuse;](#)
- [Female Genital Mutilation \(FGM\)](#)
- [Forced marriage;](#)
- [Gangs and youth violence;](#)
- [Ending Violence Against Women and Girls](#)
- [Supporting Mental Health](#)
- [Private fostering;](#)
- [Preventing Radicalisation](#)
- [Sexting](#)
- [Trafficking.](#)

It is within this policy context that City Gateway operates its Safeguarding Policy and associated policies and procedures.

Appendix D

Definitions and signs of abuse- an easy reference guide

<p>Abuse: General Definition</p> <p>A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children</p>	
<p>Sexual Abuse</p> <p>Definition: : 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.</p> <p>Signs/Indicators</p> <ul style="list-style-type: none"> • Any allegations made by a child concerning sexual abuse • A child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who engages in age-inappropriate sexual play • Sexual activity through words, play or drawing • Repeated urinary infections or unexplained abdominal, 'tummy' pains • Child who is sexually proactive or seductive with adult • Inappropriate relationships with peers and or adults • Severe sleep disturbances with fears, phobias, vivid dreams or nightmares 	<p>Emotional Abuse</p> <p>Definition: The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional Development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.</p> <p>Signs/Indicators</p> <ul style="list-style-type: none"> • Any allegations made by a child concerning emotional abuse • Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy. Also depression, aggression and extreme anxiety • Highly aggressive or cold towards others • Nervousness, frozen watchfulness, persistent tiredness • Obsessions or phobias • Sleep or speech disorders • Negative statements about self • Extreme shyness or passivity • Sudden under-achievement or lack of
<p>Physical Abuse</p> <p>Definition: A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.</p> <p>Signs/Indicators</p> <ul style="list-style-type: none"> • Any allegations made by a child concerning physical abuse • Any injuries not consistent with the explanation given for them • Injuries which have to receive medical attention • Injuries which have not received medical attention (but should have) • Injuries that occur to places on the body not normally exposed to accidents • Reluctance to change for, or participate in, games or swimming • Bruises, bites, burn, fractures etc. which do not have an accidental explanation • Child gives inconsistent accounts for the causes of injuries 	<p>Child on child abuse</p> <p>Definition: Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.</p> <p>Signs / Indicators</p> <ul style="list-style-type: none"> • Any allegations made by a child concerning child on child abuse • Absence from school or disengagement from school activities • Physical injuries • Mental or emotional health issues • Becoming withdrawn – lack of self esteem • Persistent inability to sleep • Alcohol or substance misuse • Changes in behaviour • Inappropriate behaviour for age • Abusive towards others

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) (including serious violence)	Neglect
<p>Definition: Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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.</p> <p>Signs / Indicators</p> <ul style="list-style-type: none"> • Any allegations made by a child concerning CSE or CCE • Persistently going missing from school or home and/or being found out-of-area • Unexplained acquisition of money, clothes, jewellery, or mobile phones • Excessive receipt of texts or phone calls • Spending more time online or on their devices • Using more than one phone • Suddenly acquiring expensive gifts such as mobile phones, jewellery – even drugs – and not being able to explain how they came by them • Having hotel cards or keys to unknown places • Being secretive about who they are talking to and where they are going • Relationships with controlling older individuals or groups • Returning home looking dishevelled and / or unusually late or staying out all night • Carrying weapons • Starting or increasing drug or alcohol use, or being found to have large amounts of drugs on them • Loss of interest in school and significant decline in performance • Using sexual, gang, drug-related or violent language you wouldn't expect them to know • Meeting with unfamiliar people or associating with a gang • Becoming isolated from peers or social networks • Self-harm 	<p>Definition: The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold and starvation or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or Development, including non-organic failure to thrive. This can include neglect during pregnancy.</p> <p>Signs/Indicators</p> <ul style="list-style-type: none"> • Any allegations made by a child neglect • Dirty skin, body smells, unwashed, uncombed hair and untreated lice • Under nourishment • Clothing that is dirty, too big or small, or inappropriate for weather conditions • Frequently left unsupervised or alone • Frequent diarrhoea • Frequent tiredness • Untreated illnesses, infected cuts or physical complaints which the carer does not respond to • Frequently hungry • Stealing or gorging food, overeating junk food

Appendix E

Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific Convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination,²⁵ and
- Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at [Human Rights | Equality and Human Rights Commission](#)

Equality Act 2010

Schools and colleges have obligations under the Equality Act 2010 (the Equality Act).

According to the Equality Act, schools and colleges **must** not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Whilst all of the above protections are important in the context of safeguarding, this guidance and the **legal duties** placed on schools and colleges, in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Provisions within the Equality Act allow schools and colleges to take

positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need. This includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. A school or college, could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk), it may also be useful for colleges. For further information [Equality Act guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com).

Public Sector Equality Duty

The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools and colleges, advice on this – including on specific duties, is set out in the advice linked in paragraph above.

City Gateway should be mindful of this in its operations.

The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics (see para 87) and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them, such as sexual violence and sexual harassment, misogyny/misandry and racism. This is one reason why good record-keeping and monitoring of all forms of abuse and harassment is essential.

The PSED helps schools and colleges (which are subject to it) to focus on key issues of concern and how to improve pupil and student outcomes. Some pupils or students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. Such concerns will differ between education settings, but it is important schools and colleges are conscious of disproportionate vulnerabilities and integrate this into their safeguarding policies and procedures. For further information please see [Technical Guidance on the Public Sector Equality Duty: England | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)

Appendix E

A Visitors Guide to Safeguarding

Please take the time to read this information as it forms part of our approach to the promotion of our learner's safety and wellbeing.

Unless you have an approved enhanced DBS certificate, you shall not be able to be left alone in any capacity whilst on our premises.

You should always remain under the supervision of the member of staff you are visiting.

You must:

Sign in at reception, and sign out when leaving.

Wear your visitors badge at all times, and return this when leaving

Not take any photos whilst on the premises, without prior authorisation.

If you are speaking with our learners you must:

Be professional. Be careful how you interact with or speak to our learners, they may interpret it differently.

Avoid physical contact with learners unless you are preventing them from immediately harming themselves or others.

Avoid being on your own with a learner, always ensure that a door is open and that you are visible to others.

You must:

Report any concerns immediately, however minor they may seem, to any member of our Safeguarding Team.

Safeguarding@citygateway.org.uk

The Pavilion	Contacts
Mark Pike	07580 585614
Elicia Morrison	07989 347651

Changes to policy

Changes made	Changes made by	Date of change	Section and or page ref
Added up-skirting	Mark Pike	21 st Dec 21	8.2.1
Added down blousing	Mark Pike	5 th Sept 2022	8.2.2
Strengthened low level concerns	Mark Pike	5 th Sept 2022	9
Learners not feeling confident to report issues	Mark Pike	5 th Sept 2022	8.5.5
Additional info in domestic abuse	Mark Pike	5 th Sept 2022	9.2
Role of trustees strengthened	Mark Pike	5 th Sept 2022	2.1
Referenced compliance with GDPR	Mark Pike	5 th Sept 2022	9.3
Preventative education on sexual harassment	Mark Pike	5 th Sept 2022	8.9
Online safety and info for parents	Mark Pike	5 th Sept 2022	8.6
Increased role for trustees relating to online safety	Mark Pike	5 th Sept 2022	8.6.1
New para relating to trusted adult for LGBT	Mark Pike	5 th Sept 2022	8.4.1
Recruitment strengthened relating to online searches and agencies.	Mark Pike	5 th Sept 2022	6.1
New Annex of resources	Mark Pike	5 th Sept 2022	Annex 1
Removed Appendix b relating to old reporting form	Mark Pike	5 th Sept 2022	Appendix B
New Appendix covering Human Rights / Equality Act / Public Sector Equality	Mark Pike	5 th Sept 2022	Appendix E
Strengthened the wording relating to applicants being made aware on line checks if shortlisted.	Mark Pike	6 th Sept 2023	6.1
Updated new DSL contact details	Mark Pike	6 th Sept 2023	5 Appendix E
Updated responsibilities for DSL relating to online safety.	Mark Pike	6 th Sept 2023	5.1
Added additional 3 paragraphs at end of section to cover the strengthen filtering and monitoring requirements.	Mark Pike	6 th Sept 2023	8.6.1
New section on absenteeism added	Mark Pike	6 th Sept 2023	8.0- New

Appendix 1 (lifted entirely from KCSIE 2023)

Appendix 1 contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this Appendix.

As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or a deputy).

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately.

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Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

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

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

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

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and

access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

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

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents overtime and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

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

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

County lines

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

Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further

and higher educational institutions, pupil referral units, children's homes and care homes.

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

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

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

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office and The Children's Society County Lines Toolkit For Professionals](#)

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of videolinks is explained.

Making child arrangements via the family courts following separation can be

stressful and trench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child

criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Cybercrime

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

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by

overwhelming it with internet traffic from multiple sources, and,

- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: [Cyber Choices](#), '[NPCC- When to call the Police](#)' and [National Cyber Security Centre - NCSC.GOV.UK](#).

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity,

age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

[Operation Encompass](#) operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or a deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safe Young Lives: Young people and domestic abuse | Safelives](#)
- [Domestic abuse: specialist sources of support](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- [Home : Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)

Homelessness

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The

following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

More information can be found in the [Mental health and behaviour in schools guidance](#), colleges may also wish to follow this guidance as best practice. Public Health England ¹⁴⁷ has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See [Every Mind Matters](#) for links to all materials and lesson plans.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. [Modern slavery: how to](#)

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism¹⁴⁸ is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation¹⁴⁹ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism¹⁵⁰ is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological

¹⁴⁷Public Health England: has now been replaced by the UK Health Security Agency and the Office for Health Improvement and Disparities (OHID), which is part of the Department of Health and Social Care, and by the UK Health Security Agency. However, the branding remains unchanged.

¹⁴⁸ As defined in the Government's Counter Extremism Strategy
<https://www.gov.uk/government/publications/counter-extremism-strategy>.

¹⁴⁹ As defined in the Revised Prevent Duty Guidance for England and Wales.
<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

¹⁵⁰ As defined in the Terrorism Act 2000 (TACT 2000)
<http://www.legislation.gov.uk/ukpga/2000/1/contents>

cause.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are [possible indicators](#) that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability.

Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

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

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised. Further information and a list of such indicators can be found at [Radicalisation and Extremism - Examples and Behavioural Traits \(educateagainsthate.com\)](https://www.educateagainsthate.com)

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard"¹⁵¹ to the need to prevent people from being drawn into terrorism".¹⁵² This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in schools should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads (and deputies) and other senior leaders in colleges should familiarise themselves with the [Prevent duty guidance: for further education institutions in England and Wales](#). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

¹⁵¹ According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

¹⁵² "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Channel

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

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: [Channel guidance](#).

Additional support

The Department has published further advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are **robust, informed** and with **good intention**.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build

resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings to comply with the Prevent duty. This

includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The [ETF Online Learning environment](#) provides online training modules for practitioners, leaders and managers, to support staff and governors/Board members in outlining their roles and responsibilities under the duty.

London Grid for Learning have also produced useful resources on Prevent ([Online Safety Resource Centre - London Grid for Learning \(lgfl.net\)](#)).

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Detailed advice is available in Part five of this guidance.

Serious Violence

There are a number of indicators, which may signal children are at risk

from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's [Serious Violence Strategy](#).

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's [Criminal exploitation of children and vulnerable adults: county lines](#) guidance. The [Youth Endowment Fund \(YEF\) Toolkit](#) sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found [here](#). As the strategic coordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and

ensure a joined up approach to young people across the risk spectrum.

The Police, Crime, Sentencing and Courts Act will introduce early in 2023 a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31

October 2015 there has been a mandatory reporting duty placed on **teachers**¹⁵³ that requires a different approach (see below).

FGM

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

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM

¹⁵³ Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information.](#)

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁵⁴ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or a deputy) and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet.](#)

Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#) particularly section 13.

Forced marriage

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

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage -](#)

¹⁵⁴ Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

[GOV.UK \(www.gov.uk\)](http://www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

Additional advice and support

There is a wealth of information available to support schools and colleges. The following list is not exhaustive but should provide a useful starting point:

Abuse

[Supporting practice in tackling child sexual abuse - CSA Centre](#) Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources

to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.

[What to do if you're worried a child is being abused](#) – DfE

advice [Domestic abuse: Various Information/Guidance](#) -

Home Office (HO) [Faith based abuse: National Action Plan](#)

- DfE advice

[Disrespect NoBody campaign - GOV.UK](#) - Home Office

website [Tackling Child Sexual Abuse Strategy](#) – Home Office

policy paper [Together we can stop child sexual abuse](#) – HM

Government campaign

Bullying

[Preventing bullying including cyberbullying](#) - DfE advice

Children missing from education, home or care

[Children missing education](#) - DfE statutory

guidance [Child missing from home or care](#) - DfE

statutory guidance

[Children and adults missing strategy](#) - Home Office strategy

Children with family members in prison

[National Information Centre on Children of Offenders](#) - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

[Trafficking: safeguarding children](#) - DfE and Home Office guidance

[Care of unaccompanied and trafficked children](#) – DfE statutory

guidance [Modern slavery: how to identify and support victims](#) –

HO statutory guidance

[Child exploitation disruption toolkit](#) - HO statutory guidance

[County Lines Toolkit For Professionals](#) - The Children's Society in partnership with Victim Support and National Police Chiefs' Council

Confidentiality

[Gillick competency Fraser guidelines](#) - Guidelines to help with balancing children's rights along with safeguarding responsibilities.

Drugs

[Drug strategy 2021](#) - Home Office strategy

[Information and advice on drugs](#) - Talk to Frank website

[Drug and Alcohol education — teacher guidance & evidence review](#) – PSHE Association

(so called) "Honour Based Abuse" including FGM and forced marriage

[Female genital mutilation: information and resources](#)- Home Office guidance

[Female genital mutilation: multi agency statutory guidance](#) - DfE, Department for Health, and Home Office

[Forced marriage](#) - Forced Marriage Unit (FMU) resources

[Forced marriage](#) - Government multi-agency practice guidelines and multi-agency statutory guidance

[FGM resource pack](#) – HM Government guidance

Health and Well-being

[Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England

[Supporting pupils at schools with medical conditions](#) - DfE

statutory guidance [Mental health and behaviour in schools](#) - DfE advice

[Overview - Fabricated or induced illness](#) - NHS advice

Homelessness

[Homelessness code of guidance for local authorities](#) – Department for Levelling Up, Housing and Communities guidance

Information Sharing

[Government information sharing advice](#) - Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.

[Information Commissioner's Office: Data sharing information hub](#) -

Information to help schools and colleges comply with UK data protection legislation including UK GDPR.

Online safety-advice

[Childnet](#) provide guidance for schools on cyberbullying

[Educateagainstthate](#) provides practical advice and support on protecting children from extremism and radicalisation

[London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements

[NSPCC E-safety for schools](#) provides advice, templates, and tools on all aspects of a school or college's online safety arrangements

[Safer recruitment consortium](#) "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective

[Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones

[South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements

[Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

[Online Safety Audit Tool](#) from UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring

[Online safety guidance if you own or manage an online platform](#)

DCMS advice [A business guide for protecting children on your online platform](#) DCMS advice

[UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online

Online safety- Remote education, virtual lessons and live streaming

[Guidance Get help with remote education](#) resources and support for teachers and school leaders on educating pupils and students

[Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely

[London Grid for Learning](#) guidance, including platform specific advice

[National cyber security centre](#) guidance on choosing, configuring and

deploying videoconferencing

[UK Safer Internet Centre](#) guidance on safe remote learning

Online Safety- Support for children

[Childline](#) for free and confidential advice

[UK Safer Internet Centre](#) to report and remove harmful

online content [CEOP](#) for advice on making a report about

online abuse

Online safety- Parental support

[Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support

[Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents

[Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying

[Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world

[How Can I Help My Child?](#) Marie Collins Foundation – Sexual Abuse Online

[Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation

[London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

[Stopitnow](#) resource from [The Lucy Faithfull Foundation](#) can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)

[National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online

[Parentzone](#) provides help for parents and carers on how to keep their children safe online

[Talking to your child about online sexual harassment: A guide for parents](#) – This is the Children's Commissioner's parental guide on talking to their

children about online sexual harassment

[#Ask the awkward](#) – Child Exploitation and Online Protection Centre guidance to parents to talk to their children about online relationships

Private fostering

Radicalisation

[Prevent duty guidance](#) - Home Office guidance

[Prevent duty: additional advice for schools and childcare providers](#) -

DfE advice [Educate Against Hate website](#) - DfE and Home Office advice

[Prevent for FE and Training](#) - Education and Training Foundation (ETF)

[Extremism and Radicalisation Safeguarding Resources](#) – Resources by London Grid for Learning

Serious Violence

[Serious violence strategy](#) - Home Office Strategy

[Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) – Home Office

[Youth Endowment Fund](#) – Home Office

[Gangs and youth violence: for schools and colleges](#) - Home

Office advice [Tackling violence against women and girls strategy](#) -

Home Office strategy

[Violence against women and girls: national statement of expectations for victims](#) - Home Office guidance

Sexual violence and

Sexual harassment specialist

Organisations

[Barnardo's](#) - UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.

[Lucy Faithful Foundation](#) - UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.

[Marie Collins Foundation](#) – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.

[NSPCC](#) - Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.

[Rape Crisis](#) - National charity and the umbrella body for their network of independent member Rape Crisis Centres.

[UK Safer Internet Centre](#) - Provides advice and support to children, young people, parents, carers and schools about staying safe online.

Harmful sexual behaviour

[Rape Crisis \(England & Wales\)](#) or [The Survivors Trust](#) for information, advice, and details of local specialist sexual violence organisations.

[NICE guidance](#) contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working.

[HSB toolkit](#) The Lucy Faithfull Foundation - designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families.

[NSPCC Learning: Protecting children from harmful sexual behaviour](#) and [NSPCC - Harmful sexual behaviour framework](#) - free and independent advice about HSB.

[Contextual Safeguarding Network – Beyond Referrals \(Schools\)](#) provides a school self-assessment toolkit and guidance for addressing HSB in schools.

[Preventing harmful sexual behaviour in children - Stop It Now](#) provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

Support for Victims

[Anti-Bullying Alliance](#) - Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.

[Rape Crisis](#) - Provide and signpost to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.

[The Survivors Trust](#)- UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.

[Victim Support](#) - Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.

[Childline](#) provides free and confidential advice for children and young people.

Toolkits

[ask AVA](#) - The Ask AVA prevention platform has been created to support education practitioners across the UK to develop and deliver a comprehensive programme to stop Violence Against Women and Girls.

[NSPCC](#) - Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.

NSPCC also provides free and independent advice about HSB: [NSPCC - Harmful sexual behaviour framework](#)

[Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire](#) - Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.

[Contextual Safeguarding Network](#) – self-assessment toolkit for schools to assess their own response to HSB.

[Childnet - STAR SEND Toolkit](#) equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities.

[Childnet - Just a joke?](#) provides lesson plans, activities, a quiz and teaching guides designed to explore problematic online sexual behaviour with 9-12 year olds.

[Childnet - Step Up, Speak Up](#) a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.

[NSPCC - Harmful sexual behaviour framework](#) an evidence-informed framework for children and young people displaying HSB.

[Contextual Safeguarding Network – Beyond Referrals - Schools](#) leavers for addressing HSB in schools.

Farrer & Co: [Addressing child on child abuse: a resource for schools and](#)

[colleges](#). This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse.

Sharing nudes and semi-nudes

[London Grid for Learning-collection of advice](#) - Various information and resources dealing with the sharing of nudes and semi-nudes.

[UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

Support for parents/carers

NCA CEOP [Thinkuknow](#): Advice/resources on how to deal with concerns about what children may be doing online including advice on how to help challenge harmful sexual attitudes and start a conversation to [support positive sexual behaviour](#).