



# CHILD PROTECTION & SAFEGUARDING POLICY



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## Policy Statement

PGL believes that it is always unacceptable for a child, young person or adult to experience abuse of any kind and recognises its responsibility to safeguard their welfare by a commitment to practice which protects them.

### **We recognise that:**

- The welfare of the child, young person and vulnerable adults is paramount.
- All people, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse.
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.
- We endeavour to treat all children and young people with respect, regardless of ability or culture.
- PGL recognises that extreme political and religious views and exposure to extremist materials and influences can be damaging so should be addressed as a safeguarding concern. We also recognise that if we fail to challenge extremist views, we are failing to protect our guests. There is no place for extremist views of any kind within PGL, whether from internal sources, external agencies or individuals.

### **The purpose of the policy:**

- To provide protection for the children, young people and vulnerable adults who receive our services.
- To provide staff with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm, and to enable them to protect themselves from accusations.

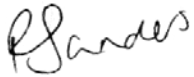
This policy applies to all staff, including senior managers and anyone working on behalf of PGL.

We will endeavour to safeguard children, young people and vulnerable adults by:

- Valuing them, listening to them and respecting them.
- Adopting child protection guidelines through procedures and a code of conduct for staff and visitors (see Appendix 1 - Visitor Policy and Procedure).
- Explicitly prohibiting the use of corporal punishment.

- Recruiting staff safely, ensuring all necessary checks are made.
- Sharing information about safeguarding, child protection and good practice with children, parents, teachers and staff.
- Sharing information about concerns with agencies who need to know and involving parents and children appropriately.
- Providing effective management for staff through supervision, support and training.

We are also committed to reviewing our policy and good practice annually.

A handwritten signature in black ink that reads "Richard Sanders". The signature is written in a cursive style with a large initial 'R'.

Richard Sanders

Operations Director

February 2020

## **Celebrating Children's Achievements**

We positively encourage all children and young people to succeed and celebrate their achievements by actively reviewing, realising different abilities and creating an environment where all achievements are given attention and praise.

We are particularly sensitive to the needs of children with additional needs who may achieve in a different way to their peers but are equally entitled to celebration.

## **Confidentiality, Data Protection and Privacy**

We have a clear approach to confidentiality and information sharing and our approach is made available to all adults, children, parents and carers via the PGL website, discussions with senior staff during inductions, through information available in the PGL Staff Information Guide and by clearly displaying the whistle-blowers' 'open-door' policy. We also have a Data Protection Policy and Privacy Statement.

We fully endorse the principal that the welfare of children and young people overrides any obligations of confidence we may hold to others. Individual cases will only be shared or discussed on a "need to know" basis.

## **Risk Assessments**

Everybody needs to be vigilant in adhering to this policy and also assessing the risks of their own work and activities.

Every PGL centre has a documented Safeguarding Risk Assessment; these risk assessments will be carried out annually by the Centre-Based Designated Safeguarding Lead; however, it is the responsibility of everyone to draw attention to practices and procedures that they are unhappy or uncomfortable with.

In addition, centres are provided with a self-assessment checklist, matched against the Ofsted criteria for the Childcare Register; the Centre-Based Designated Safeguarding Lead is responsible for using this self-assessment to ensure that practice and procedures remain in line with Ofsted criteria.

## PGL Safeguarding: Organisation, Roles and Responsibilities

### PGL Designated Safeguarding Lead (PGL DSL) and Deputy

FIGURE 1 – PGL DESIGNATED SAFEGUARDING LEADS

Their role is to:

- Oversee and ensure that our safeguarding policy is fully implemented.
- To chair the PGL Safeguarding Board (as described below).

<b>Our Designated Lead for Safeguarding is:</b>	<b>Our Deputy Lead is:</b>
Richard Sanders Operations Director PGL Travel Ltd. Tel No: 0333 321 2100	Sharon Parkin HR Director PGL Travel Ltd. Tel No: 0333 321 2100

The deputy should be available to support, or cover for, the PGL DSL. They will also handle any complaints or allegations against the PGL DSL if appropriate.

### Safeguarding Board

FIGURE 2 - PGL SAFEGUARDING BOARD

<b>PGL Safeguarding Board</b>	
Richard Sanders (Chair)	Operations Director
Sharon Parkin	Human Resources Director
Paul Kenwright	Head of Safety and Standards
Luke Shearring	Operations Manager UK
Bruce Garrod	Operations Manager UK
Giles Smith	Learning and Development Manager
Steve Hougham	Business Manager - Holidays
Kath Clayden	Human Resources
Paul Flitney	Recruitment Manager

In addition, two PGL (Centre) General Managers will join the Safeguarding Board and serve for a one-year term, after which time they will be replaced by two different General Managers.

Furthermore; an external safeguarding specialist is invited to join specific meetings of the Safeguarding Board to add a neutral (unbiased) and expert context to the meetings and to act as a 'critical friend'.

### **Responsibilities of the Safeguarding Board:**

- Ensure our safeguarding standards are communicated to all staff, visiting adults, children and parents/carers.
- Ensure all staff receive appropriate training in safeguarding.
- Ensure that all reporting and external referral procedures are adhered to; these are detailed in the Accident, Incident and Safeguarding Reporting and Referral Policy, which includes guidance as to which external agencies should be referred.
- Act as the first point of contact for the Centre-Based Safeguarding Lead in the event of any safeguarding concerns or incidents.
- Support and provide advice and assistance to the Centre-Based Safeguarding Lead.
- Quarterly review all safeguarding reports and make recommendations to PGL Safeguarding Leads.

### **Responsibilities of the Centre-Based Designated Safeguarding Leads (CB DSL):**

- To understand the laws relating to child protection as well as company policies and operating procedures. Ensure that the Safeguarding Risk Assessment is completed and reviewed on an annual basis, and that all identified preventative measures are in effect.
- To openly encourage and nurture a protective culture and environment that puts children's interests first and actively supports a whistle-blowing policy.
- Annually review their centre's safeguarding risk assessment and self-assess the centre operation against the provided Ofsted criteria checklist.
- Ensure the Visitors Policy is adhered to and a copy of the code of conduct is made available to all visitors (see Appendix 1).

- To know and establish links with local child protection agencies. Ensure that the Safeguarding Contact List detailing how to raise a concern is available to all members of the PGL staff team, both electronically and in hard copy format.  
[CLICK HERE or contact PGL](#)
- Receive information from staff, tour leaders, teachers, accompanying adults, children or parents who have safeguarding concerns, and record it. Take responsibility for clearly communicating 'next steps' with those who have raised the concern.
- Assess the information promptly and carefully, clarifying or obtaining more information about the matter as appropriate.
- Alert a member of the PGL Safeguarding Board to the incident, and, if necessary, consult locally with a statutory child protection agency such as the Children's Social Care Services (formally known as Social Services) to test out any doubts or uncertainty about the concerns as soon as possible. PGL recognises that it is not the role of the organisation to investigate or to decide whether a child has been abused.
- To be proactively responsible for determining, administering and delivering additional training.
- Make recommendations for change or improvements to current policies or operating procedures.
- Ensure a detailed log is kept of all child or staff protection issues, even if at the time no further action is deemed necessary.
- Ensure that Indies Posters detailing how to raise a concern are displayed in appropriate areas of the Centre whenever unaccompanied children are staying on site.

[CLICK HERE or contact PGL](#)

### **Centre-Based Incident Manager (CBIM)**

The CBIM can deputise for the Centre-Based Designated Safeguarding Lead and carry out initial gathering of information. They are then able to assess this information and contact the PGL Safeguarding Board.



## Staffing: Recruitment and Training

### Rigorous Recruitment

We adhere to the Local Safeguarding Partnership Key Standards for recruitment, and DfE guidelines.

We recruit all staff by obtaining full personal details and application forms with particular relevance to previous work with children and young people.

The recruitment process is as follows:

1. A detailed application form is received and vetted by a trained Recruitment Officer.
2. The applicant's references are verified.
3. Original qualification certificates and the applicant's identity are verified.
4. Applicants will be asked to disclose if they have ever been barred from working with children or disqualified under the 2006 Childcare Act and 2018 Regulations.  
[www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006](http://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006)
5. The Disclosure and Barring Service<sup>1</sup> (DBS) 'Barred List' is checked and an 'Enhanced' check is applied for.
6. New applicants for Instructional and Group Leading roles are required to complete a 6-day residential selection and training course.
7. Employment commences. If the enhanced DBS check results have not been received by this time, a safeguarding risk assessment is undertaken, and employees are restricted to supervised duties only.
8. Employees undergo a compulsory probationary period lasting a minimum of 4 weeks.
9. Their contract is confirmed upon receipt of the satisfactory DBS check, satisfactory references and successfully passing the probationary period.
10. Ongoing support, development training and monitoring is undertaken by senior staff.

It is not possible to check applicants from overseas via the DBS, so we require an Overseas Police check from their home nation. Over 50% of staff return each year. For those eligible,

<sup>1</sup> Protecting Vulnerable Groups Scheme in Scotland

we undertake a new Barred List check.

We have sound recruitment procedures and we record when we are satisfied that the applicant is appropriate and suitable. At least one person involved in the recruitment will undergo the Safer Recruitment Training.

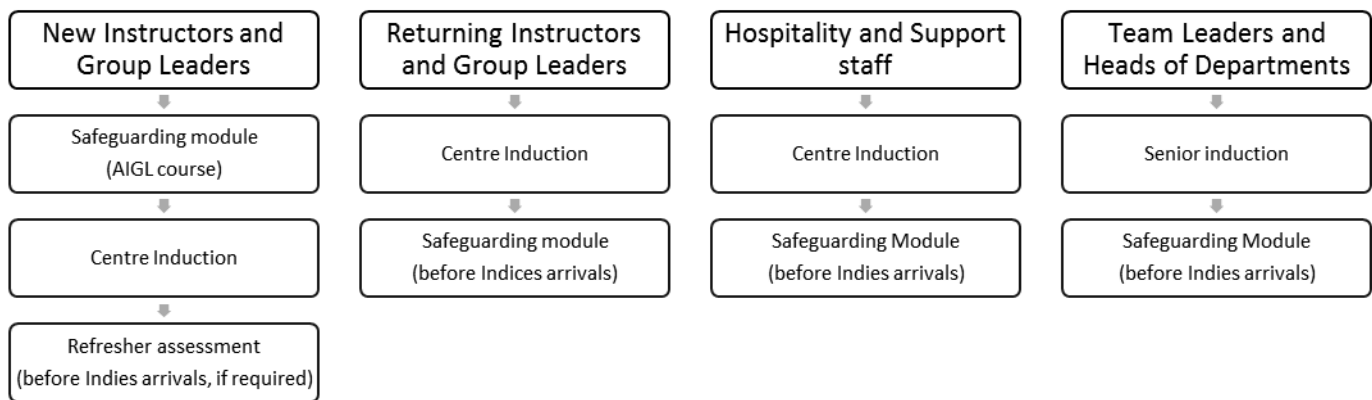
A DBS/PVG disclosure would not automatically act as a bar to employment with PGL. Consideration is always given to the legal limitations on employing certain ex-offenders and the company's duties in law; however, disclosures may contain details of spent convictions irrelevant to employment with children and therefore we risk-assess each case individually. When considering whether to employ an ex-offender we consider a range of factors, including the nature of the crime, when it happened and the success of rehabilitation, the sentence, re-offending patterns, job requirements and safeguards against offending at work. We will keep a record of our considerations and any representations made by the individual as part of the assessment.

### **Induction and Training**

We have a clear recruitment, induction and training strategy detailing clear job descriptions, terms and conditions of employment, staff responsibilities and all relevant procedures.

All new and returning centre staff receive a comprehensive induction which includes 'foundation' safeguarding training and assessment, followed by a four-week probationary period. All staff are monitored in the workplace and are meet with their line manager on a regular basis throughout their period of employment. All staff attend a mid-contract review which includes a safeguarding self-declaration form.

During their employment, all staff attend an additional Safeguarding Module that builds on the content of their induction and provides them with more in-depth knowledge and understanding of safeguarding and their specific responsibilities.



The CB DSL is responsible for ensuring this happens in line with PGL company policy.

The training and qualification requirements for all PGL employees are outlined in appendix 3.

## Responding to Concerns: Guidance for PGL Staff

If you are concerned about a child, it is important that this is communicated to the Centre-Based Designated Safeguarding Lead.

### ***You may become aware of suspected or likely abuse because:***

- you have seen something
- a child says they have been abused
- somebody else has told you they are concerned
- there has been an allegation against a team member
- there has been an anonymous allegation
- an adult has disclosed they are abusing a child
- an adult has disclosed they were abused as a child

Further detail is provided in the PGL Staff Guide, which is provided to all members of staff, online, in booklet form, and on safeguarding notice boards

## **Remember the 4 Rs of safeguarding children:**

1. **Recognising** – the signs of abuse. This may be physical, emotional, sexual or neglect and occur in many forms (see Appendix 3)
2. **Recording** – the information you have, to the best of your ability, without adding your own opinions and emotions.
3. **Reporting** – to the Centre-Based Designated Safeguarding Lead, who may also need to report to the PGL senior management team to decide on the next steps.
4. **Referral** – to the appropriate external agencies;
  - Police
  - Local Safeguarding Partnership
  - Children’s Social Care Services
  - Ofsted
  - Disclosure and Barring Service

**CONSULTATION SHOULD NOT DELAY A REFERRAL; IF A CONCERN IS SIGNIFICANT, OR THE SITUATION IS AN EMERGENCY, DO NOT DELAY; CALL THE POLICE IMMEDIATELY.**

## **PGL Procedures**

### **Allegations, Complaints, Disciplinary and Grievance Procedures**

We have clear policies about handling allegations, dealing with complaints, and our own disciplinary and grievance procedures; these details will be made available to all adults, children, parents and carers as necessary.

Children’s Social Care Services will manage any investigations, overseen by the LADO (Local Authority Designated Officer) in accordance with Local Safeguarding Partnership procedures. These are available on the Local Safeguarding Partnership website. PGL will make referrals to the DBS when deemed necessary or when advised by the LADO and in liaison with local agencies as relevant.

With regard to disciplinary and grievance procedures, we are very clear that we will take no steps until we have fully discussed and agreed a strategy with the Local Authority

Designated Officer, Children's Social Care Services and/or the Police. Any investigation will override the need to implement any such procedures.

We will always inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegation, within 14 days.

## **Record Keeping**

All relevant information will be recorded by the person with the concern on headed paper or incident forms and will be factual and non-judgmental. All written records will be kept securely in a locked cabinet/drawer in the Centre-Based Designated Safeguarding Lead's office. Only the CB DSL will have access, and records will only be kept as long as necessary.

Records will be uploaded to the secure, centre-specific Sensitive Information Log on SharePoint within 24 hours; once this has been done, hard copies will be destroyed. If necessary, these records will be passed to Children's Social Care Services as soon as possible.

It is helpful to record any known details of the child/children or young people involved, e.g. name, address, date of birth etc. It is equally important to record the reasons for not referring to Children's Social Care Services as it is when the decision is taken to refer. Always sign, date and time these records and also record name and job role.

## Whistle-blowing

In very exceptional circumstances when a member of staff might be concerned that the company is not dealing with child safeguarding concerns appropriately (as per the 'open-door' policy), they may contact Ofsted, Social Care services, or the Police if a crime has, or may have been committed.

## E-safety

PGL recognises that it is the enhanced functions of many mobile devices that cause the most concern, and which are most susceptible to misuse. Misuse includes the taking and distribution of indecent images, exploitation and bullying.

PGL has a specific E-Safety Policy which identifies the risks and describes the control measures in place to mitigate those risks.

[CLICK HERE](#) or [contact PGL](#)

## **Appendix 1 – Visitor Policy and Procedure**

The PGL Visitor Policy describes the procedure for managing access to PGL centres and details the different types of visitors, both planned and unannounced, who may arrive.

The Policy outlines the required standards for approval of visitors and their identification, arrival, supervision and departure.

The Policy also includes a Code of Conduct which must be provided to all visitors and which includes reference to safeguarding.

[CLICK HERE](#) or [contact PGL](#)

## Appendix 2 – Safeguarding Training Framework – Overview

### Centre Teams:

Role	Modules
Designated Safeguarding Lead (DSL)	<ol style="list-style-type: none"> <li>1. Designated Safeguarding Lead training from the Local Authority (LA), or online course if LA training is unavailable.</li> <li>2. One CPD workshop per year (minimum).</li> <li>3. Online modules including common core skills and knowledge, Channel awareness, Prevent awareness and anti-bullying.               <ol style="list-style-type: none"> <li>a. <a href="http://www.virtual-college.co.uk/courses/safeguarding/common-core-skills-knowledge">www.virtual-college.co.uk/courses/safeguarding/common-core-skills-knowledge</a></li> <li>b. <a href="http://www.elearning.prevent.homeoffice.gov.uk">www.elearning.prevent.homeoffice.gov.uk</a></li> <li>c. <a href="http://www.elearning.prevent.homeoffice.gov.uk/preventreferrals">www.elearning.prevent.homeoffice.gov.uk/preventreferrals</a></li> <li>d. <a href="http://www.elearning.prevent.homeoffice.gov.uk/channelawareness">www.elearning.prevent.homeoffice.gov.uk/channelawareness</a></li> <li>e. Anti-bullying alliance modules 4 and 7; <a href="http://www.anti-bullyingalliance.org.uk/trainingcatalogue">www.anti-bullyingalliance.org.uk/trainingcatalogue</a></li> </ol> </li> </ol>
Centre Based Incident Managers (CBIM)	<ol style="list-style-type: none"> <li>1. Senior Induction <a href="#">CLICK HERE or contact PGL</a></li> <li>2. PGL Safeguarding module <a href="#">CLICK HERE or contact PGL</a></li> <li>3. Online modules, Channel awareness, Prevent awareness and anti-bullying. [See DSL online CPD for details]</li> </ol>
Safeguarding Trainers	<ol style="list-style-type: none"> <li>1. Designated Safeguarding Lead training</li> <li>2. PGL Safeguarding module <a href="#">CLICK HERE or contact PGL</a></li> <li>3. Training qualification e.g. Level 3 Award in Education and Training or PGL's Foundation Skills Training course</li> </ol>
Activity Instructors, Group Leaders, Hospitality and Support staff	<ol style="list-style-type: none"> <li>1. Centre Induction <a href="#">CLICK HERE or contact PGL</a></li> <li>2. PGL Safeguarding module <a href="#">CLICK HERE or contact PGL</a></li> </ol>
Team Leaders and Heads of Departments	<ol style="list-style-type: none"> <li>1. Senior Induction <a href="#">CLICK HERE or contact PGL</a></li> <li>2. PGL Safeguarding module <a href="#">CLICK HERE or contact PGL</a></li> </ol>
HR Administration Managers / HR Coordinators	<ol style="list-style-type: none"> <li>1. Senior Induction <a href="#">CLICK HERE or contact PGL</a></li> <li>2. PGL Safeguarding module <a href="#">CLICK HERE or contact PGL</a></li> <li>3. Safer Recruitment course</li> </ol>

### Head Office Teams

Role	Modules
Safeguarding Board	<ol style="list-style-type: none"> <li>1. Designated Safeguarding Lead training</li> <li>2. PGL Safeguarding module <a href="#">CLICK HERE or contact PGL</a></li> <li>3. Online modules including common core skills and knowledge, Channel awareness, Prevent awareness and anti-bullying</li> </ol>



	<ul style="list-style-type: none"> <li>a. <a href="http://www.virtual-college.co.uk/courses/safeguarding/common-core-skills-knowledge">www.virtual-college.co.uk/courses/safeguarding/common-core-skills-knowledge</a></li> <li>b. <a href="http://www.elearning.prevent.homeoffice.gov.uk">www.elearning.prevent.homeoffice.gov.uk</a></li> <li>c. <a href="http://www.elearning.prevent.homeoffice.gov.uk/preventreferrals">www.elearning.prevent.homeoffice.gov.uk/preventreferrals</a></li> <li>d. <a href="http://www.elearning.prevent.homeoffice.gov.uk/channelawareness">www.elearning.prevent.homeoffice.gov.uk/channelawareness</a></li> <li>e. Anti-bullying alliance modules 4 and 7; <a href="http://www.anti-bullyingalliance.org.uk/trainingcatalogue">www.anti-bullyingalliance.org.uk/trainingcatalogue</a></li> </ul>
AIGL Head Tutors	<ul style="list-style-type: none"> <li>1. Safer recruitment course: <a href="https://learning.nspcc.org.uk/training/schools/safer-recruitment-in-education-training/">https://learning.nspcc.org.uk/training/schools/safer-recruitment-in-education-training/</a></li> <li>2. PGL Safeguarding module <a href="#">CLICK HERE or contact PGL</a></li> <li>3. Training qualification e.g. Level 3 Award in Education and Training</li> </ul>
AIGL Tutor team	<ul style="list-style-type: none"> <li>1. PGL Safeguarding module <a href="#">CLICK HERE or contact PGL</a></li> <li>2. Training qualification e.g. Level 3 Award in Education and Training</li> </ul>
Recruitment Officers	<ul style="list-style-type: none"> <li>1. Safer Recruitment course: <a href="http://learning.nspcc.org.uk/training/schools/safer-recruitment-in-education-training/">learning.nspcc.org.uk/training/schools/safer-recruitment-in-education-training/</a></li> </ul>

## Appendix 3 – Definitions and Background Information

### Recognising Abuse

#### Physical

When someone hurts or harms a child or young person on purpose. It includes hitting with hands or objects, slapping and punching, kicking, shaking, throwing, poisoning, burning and scalding, biting and scratching, breaking bones, drowning. It also includes making up the symptoms of an illness or causing a child to become unwell.

If a child regularly has injuries, there seems to be a pattern to the injuries or the explanation doesn't match the injuries, then this should be reported.

Signs and symptoms include bruises, broken or fractured bones, burns or scalds, bite marks. It can also include other injuries and health problems such as scarring, the effects of poisoning, such as vomiting, drowsiness or seizures, breathing problems from drowning, suffocation or poisoning.

#### Emotional

Any type of abuse that involves the continual emotional mistreatment of a child. It can involve deliberately trying to scare, humiliate, isolate or ignore a child. It is often a part of other kinds of abuse, which means it can be difficult to spot the signs or tell the difference, though it can also happen on its own.

Examples include humiliating or constantly criticising a child, threatening, shouting at a child or calling them names, making the child the subject of jokes, or using sarcasm to hurt a child, blaming and scapegoating, making a child perform degrading acts, not recognising a child's own individuality or trying to control their lives, pushing a child too hard or not recognising their limitations, exposing a child to upsetting events or situations like domestic abuse or drug taking, failing to promote a child's social development, not allowing them to have friends, persistently ignoring them, being absent, manipulating a child, never saying anything kind or expressing positive feelings or congratulating a child on successes, never showing any emotions in interactions with a child.

There might not be any obvious physical signs of emotional abuse or neglect. And a child might not tell anyone what's happening until they reach a 'crisis point'. That's why it's important to look out for signs in how a child is acting.

As children grow up, their emotions change. This means it can be difficult to tell if they're being emotionally abused. But children who are being emotionally abused might seem unconfident or lack self-assurance, have difficulty making or maintaining relationships, use language you wouldn't expect them to know for their age, act in a way or know about things you wouldn't expect them to know for their age, struggle to control their emotions, have extreme outbursts, seem isolated from their parents, lack social skills or have few or no friends.

### **Neglect**

The ongoing failure to meet a child's basic needs and the most common form of child abuse. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. This can put children and young people in danger. It can also have long term effects on their physical and mental wellbeing. It can be physical, emotional, educational or medical.

Signs of poor appearance and hygiene include being smelly or dirty, being hungry or not given money for food, having unwashed clothes, having the wrong clothing, such as no warm clothes in winter, having frequent and untreated nappy rash in infants.

Health and development-related signs include anaemia, body issues such as poor muscle tone or prominent joints, medical or dental issues, missed medical appointments, such as for vaccinations, not given the correct medicines, poor language or social skills, regular illness or infections, repeated accidental injuries, often caused by lack of supervision, skin issues, such as sores, rashes, flea bites, scabies or ringworm, thin or swollen tummy, tiredness, untreated injuries, weight or growth issues.

Housing and family signs include living in an unsuitable home environment, such as having no heating, being left alone for a long time, taking on the role of carer for other family members.

Behavioural signs include becoming clingy, aggressive, being withdrawn, depressed or anxious, changes in eating habits, displaying obsessive behaviour, finding it hard to concentrate or take part in activities, absence, showing signs of self-harm, using drugs or alcohol.

## **Sexual**

A child or young person is forced or tricked into sexual activities. They might not understand that what's happening is abuse or that it's wrong. And they might be afraid to tell someone. It can happen anywhere – and it can happen in person or online. It's never a child's fault – it's important to make sure children know this. There are 2 types of this abuse – contact and non-contact.

Contact abuse is where an abuser makes physical contact with a child. This includes sexual touching of any part of a child's body, whether they're clothed or not; using a body part or object to rape or penetrate a child; forcing a child to take part in sexual activities; making a child undress or touch someone else. Contact abuse can include touching, kissing and oral sex – it isn't just penetrative.

Non-contact abuse is where a child is abused without being touched by the abuser. This can be in person or online and includes exposing or flashing; showing pornography; exposing a child to sexual acts; making them masturbate; forcing a child to make, view or share child abuse images or videos; making, viewing or distributing child abuse images or videos; forcing a child to take part in sexual activities or conversations online or through a smartphone.

Emotional signs include avoiding being alone with or frightened of people or a person they know; language or sexual behaviour you wouldn't expect them to know; having nightmares

or bed-wetting; alcohol or drug misuse; self-harm; changes in eating habits or developing an eating problem.

Physical signs include bruises; bleeding, discharge, pains or soreness in their genital or anal area; sexually transmitted infections; pregnancy.

### **Child Sexual Exploitation**

This is when a child or young person is given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they're in a loving and consensual relationship and may trust their abuser and not understand that they're being abused. Sometimes abusers use violence and intimidation to frighten or force a child or young person, making them feel as if they've no choice. They may lend them large sums of money they know can't be repaid or use financial abuse to control them. Children and young people who are abused in this way may also be used to 'find' or coerce others to join groups.

Online, a child might be persuaded or forced to send or post sexually explicit images of themselves, film or stream sexual activities, or have sexual conversations. Gangs use this type of abuse to exert power and control, for initiation, and to use sexual violence as a weapon.

Sexual exploitation can be difficult to spot and sometimes mistaken for "normal" teenage behaviour. Knowing the signs can help protect children and help them when they've no one else to turn to. Signs include unhealthy or inappropriate sexual behaviour, being frightened of some people, places or situations, being secretive, sharp changes in mood or character, having money or things they can't or won't explain, physical signs of abuse, like bruises or bleeding in their genital or anal area, alcohol or drug misuse, sexually transmitted infections, or pregnancy.

Other things you might notice include having an older boyfriend or girlfriend, staying out late or overnight, having a new group of friends, missing from home or care, or stopping

going to school or college, hanging out with older people, other vulnerable people or in antisocial groups, being involved in a gang, or being involved in criminal activities like selling drugs or shoplifting.

### **Female Genital Mutilation (FGM)**

This is when a female's genitals are deliberately altered or removed for non-medical reasons. It's also known as 'female circumcision' or 'cutting', but has many other names, including sunna, gudniin, halalays, tahur, megrez and khitan.

The summer months (July, August and September) are sometimes referred to as 'Cutting season' – when many girls are on break from school. This is often the period when there is time to commit this act. Girls might be flown abroad during this time, so it's important to be aware of this risk.

There are no medical reasons to carry it out. It's often performed by someone with no medical training, using instruments such as knives, scalpels, scissors, glass or razor blades. Children are rarely given anaesthetic or antiseptic treatment and are often forcibly restrained. It's used to control female sexuality and can cause long-lasting damage to physical and emotional health. It can happen at various stages of a child's life, including when a baby is new-born, during childhood or as a teenager, just before marriage, or during pregnancy. Signs it might happen include a relative or someone known as a 'cutter' visiting from abroad, a special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage', a female relative, like a mother, sister or aunt has undergone it, a family arranges a long holiday overseas or visits a family abroad during the summer holidays, a girl has an unexpected or long absence from school, a girl struggles to keep up in school or a girl runs away – or plans to run away – from home.

Signs it has happened include having difficulty walking, standing or sitting, spending longer in the bathroom or toilet, appearing quiet, anxious or depressed, acting differently after an absence from school or college, or a reluctance to go to the doctors or have routine medical examinations.

A child may also ask for help – though they might not be explicit about the problem because they're scared or embarrassed.

### **Prevent/Extremism**

Prevent is about safeguarding and supporting those vulnerable to radicalisation. Prevent is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

Prevent uses a range of measures to challenge extremism including supporting people who are at risk of being drawn into terrorist or extremist activity through the Channel process, working with and supporting community groups and social enterprise projects who provide services and support to vulnerable people, supporting local schools, local industry and partner agencies through engagement, advice and training, and working with faith groups and institutions to assist them in providing support and guidance to people who may be vulnerable.

Prevent is not about spying on students or intruding unnecessarily into their families. It's about making sure you can identify worrying behaviour and know how to refer those students who may be at risk of radicalisation for appropriate support. If you have a concern, you should follow the safeguarding reporting procedures.

### **Radicalisation**

The process may involve being groomed online or in person, exploitation, including sexual exploitation, psychological manipulation, exposure to violent material and other inappropriate information, or the risk of physical harm or death through extremist acts.

Anyone is at risk, but there are some factors which may make a young person more vulnerable. These include being easily influenced or impressionable, having low self-esteem or being isolated, feeling that rejection, discrimination or injustice is taking place in society, experiencing community tension amongst different groups, being disrespectful or angry

towards family and peers, having a strong need for acceptance or belonging, or experiencing grief such as loss of a loved one.

Indicators include becoming disrespectful and intolerant of others, becoming angrier, avoiding discussions about their views, using words and phrases that sound scripted, becoming isolated and secretive, and not wanting to anyone else to know what they are looking at online.

### **County Lines**

This is when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs. These dealers will use dedicated mobile phone lines, known as 'deal lines', to take orders from drug users. Heroin, cocaine and crack cocaine are the most common drugs being supplied and ordered. In most instances, the users or customers will live in a different area to where the dealers and networks are based, so drug runners are needed to transport the drugs and collect payment. In some cases, the dealers will take over a local property, normally belonging to a vulnerable person, and use it to operate their criminal activity from. This is known as cuckooing.

Signs of this include an increase in visitors and cars to a house or flat, new faces appearing at the house or flat, new and regularly changing residents (e.g different accents compared to local accent), a change in resident's mood and/or demeanour (e.g. secretive/ withdrawn/ aggressive/ emotional), substance misuse and/or drug paraphernalia, changes in the way young people you might know dress, unexplained, sometimes unaffordable new things (e.g clothes, jewellery, cars etc), residents or young people you know going missing, maybe for long periods of time, young people seen in different cars/taxis driven by unknown adults, young people seeming unfamiliar with your community or where they are, truancy, exclusion, disengagement from school, an increase in anti-social behaviour in the community, or unexplained injuries.



## **Bullying and Cyberbullying**

This type of abuse can take different forms. It could include hitting, slapping or pushing someone, name calling, gossiping or threatening someone, hand signs or text messages, threatening, intimidating or humiliating someone, ignoring or isolating someone, undermining, constant criticism or spreading rumours, controlling or manipulating someone, making silent, hoax or abusive calls, racial, sexual or homophobic abuse, or targeting someone because they have a disability.

It can also happen online. This can include sending threatening or abusive text messages, creating and sharing embarrassing images or videos, trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games, excluding children from online games, activities or friendship groups, shaming someone online, setting up hate sites or groups about a particular child, encouraging young people to self-harm, voting for or against someone in an abusive poll, creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name, sending explicit messages (also known as sexting), or pressuring children into sending sexual images or engaging in sexual conversations.

No single sign will indicate for certain that a child is being abused in this way, but watch out for belongings getting 'lost' or damaged, physical injuries, such as unexplained bruises, being afraid to go to school, being mysteriously 'ill' each morning, or skipping school, not doing as well at school, asking for, or stealing, money (to give to whoever's bullying them), being nervous, losing confidence, or becoming distressed and withdrawn, problems with eating or sleeping, or bullying others.

## **Online Abuse**

Any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online, including social media, text messages and messaging apps, emails, online chats, online gaming or live-streaming sites.

Children can be at risk of this type of abuse from people they know or from strangers. It might be part of other abuse which is taking place offline, like bullying or grooming. Or the abuse might only happen online.

A child or young person experiencing abuse online might spend a lot more or a lot less time than usual online, texting, gaming or using social media, seem distant, upset or angry after using the internet or texting, be secretive about who they're talking to and what they're doing online or on their mobile phone, or have lots of new phone numbers, texts or email addresses on their mobile phone, laptop or tablet.

Some of the signs of online abuse are similar to other abuse types – cyberbullying, grooming, sexual abuse and child sexual exploitation.

### **Peer on Peer Abuse**

Recognition should be given to the fact that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Victims of peer abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy.

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same age or similar age. Peer-on-peer abuse can relate to various forms of abuse (not just sexual abuse and exploitation, some forms of peer on peer abuse are:

- **Sexting**

Sexting is when someone sends or receives a sexually explicit text, image or video.

This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing,

indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

- **Initiation/Hazing**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

- **Prejudiced Behaviour**

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

- **Teenage relationship abuse**

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

## **Upskirting**

Upskirting is the practice of taking non-consensual photographs under a person's skirt or kilt,

capturing an image of the crotch area, underwear, and sometimes genitalia. An upskirt is a photograph, video, or illustration which incorporates an image made by upskirting.

As of April 2019, upskirting is a specific offence of voyeurism under the Sexual Offences Act 2003. It is defined as creating images of or operating equipment to view genitals, buttocks or underwear beneath clothing where they would not normally be visible, for the purpose of sexual gratification or to cause humiliation, alarm or distress. The maximum sentence for the offence is two years' imprisonment and in the more serious sexual cases those convicted are added to the Violent and Sex Offender Register.

### **Domestic Abuse**

This is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and young people, and witnessing domestic abuse is child abuse. It's important to remember domestic abuse can happen inside and outside the home, can happen over the phone, on the internet and on social networking sites, can happen in any relationship and can continue even after the relationship has ended, and that both men and women can be abused or abusers.

Signs that a child has witnessed domestic abuse can include aggression or bullying, anti-social behaviour, like vandalism, anxiety, depression or suicidal thoughts, attention seeking, bed-wetting, nightmares or insomnia, constant or regular sickness, like colds, headaches and mouth ulcers, drug or alcohol use, eating disorders, problems in school or trouble learning, tantrums or withdrawal.