



South Gloucestershire and Stroud Academy Trust (SGSAT)

Safeguarding Children, Young People & Vulnerable Adults Policy & Procedure

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Ref. No.: Q/P 106.20	Date of this version: 01/09/2020 Review date: 01/09/2021 (Subject to any legislative changes) Upload to website? Yes
Approved by:	SGSAT Trust Board
Date:	14/10/2020

Safeguarding Children, Young People & Vulnerable Adults Policy & Procedure

1. Policy Intent

- 1.1. South Gloucestershire & Stroud Academy Trust (SGSAT) is committed to prioritising and promoting safeguarding and protecting all children, young people and vulnerable adults from harm whatever their age, culture, disability, gender, language, race, religion or belief and / or sexual orientation. SGSAT also aspires to support all students as far as it is able to do so.
- 1.2. The purpose of this policy and procedure is to ensure that SGSAT responds in a measured and supportive manner to reports or suspicions of abuse. The policy also safeguards all students, staff, supply staff, partners, volunteers, contractors, stakeholders and visitors to SGS, whether on site, at other external facilities or in the workplace.

2. Scope

- 1.1. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
- 1.2. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

3. Procedures

- 3.1. Safeguarding and promoting the welfare of children is defined as:
 - protecting children from maltreatment;
 - preventing impairment of children's mental and physical health or development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
- 3.2. '**Child**' is defined as: Any person under the age of 18.
- 3.3. '**Young Person**' is defined as: Any person under the age of 18. The term child and young person are used synonymously throughout this policy and procedure.
- 3.4. '**Vulnerable Adult**' is defined as: A person aged 18 years or over who is or may be in need of community care services by reason of disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

- 3.5. SGSAT recognises that some adults are also vulnerable to abuse. Accordingly, the procedures may be applied (with appropriate adaptations) to allegations of abuse and the protection of young people and vulnerable adults.
- 3.6. SGSAT will follow the relevant Child Protection Procedures for geographies across the South West Region (further details are available at <https://www.proceduresonline.com/swcpp/>) and work with the Police and other external agencies, whilst always placing the welfare of the child at the centre of any actions taken.

4. Information for ALL Staff (including supply staff and volunteers)

- 4.1. If staff have **any concerns** about a child's / young person's welfare, they should act on them immediately. **Appendix 2** shows a flow chart setting out the process for staff when they have concerns about a child / young person.
- 4.2. **All** staff have a responsibility to provide a safe environment in which children can learn and all staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life.
- 4.3. **Any staff member** who has a concern about a child's / young person's welfare should follow the referral processes set out in **Appendix 2**. Staff should expect to support social workers and other agencies following any referral.
- 4.4. **All** staff should be aware of systems within the school which support safeguarding and these should be explained to them as part of staff induction.
- 4.5. **All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 4.6. **All** staff should be aware of their local early help process and understand their role in it.
- 4.7. **All** staff should be aware of the processes for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- 4.8. **All** staff should know what to do if a child tells them they are being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL, DDSL or other designated members of staff with responsibility for Safeguarding shown in the [SGSAT Safeguarding Key Contacts List](#) and the children's social care.
- 4.9. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

- 4.10. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- 4.11. **All** staff should be clear as to the school's policy and procedures with regard to peer on peer abuse, children missing education and those requiring mental health support.
- 4.12. Staff working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.
- 4.13. Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the DSL, DDSL or other designated members of staff with responsibility for Safeguarding shown in the [SGSAT Safeguarding Key Contacts List](#).
- 4.14. The DSL, DDSL or other designated members of staff with responsibility for Safeguarding should always be available during office hours to discuss safeguarding concerns.
- 4.15. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. If in any doubt about sharing information, staff should speak to the DSL, DDSL or other designated members of staff with responsibility for Safeguarding shown in the [SGSAT Safeguarding Key Contacts List](#). Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

5. Maintaining Professional Boundaries

- 5.1. In the course of their roles, many staff will work closely with students and where there is daily contact, there will be a development of a professional working relationship and this development should be positive and enjoyable for both staff and students. However, students often have much less experience of relationships and roles than school professionals. It is common in this situation for a student to "reach out" to people they see on a daily basis (e.g. teacher, key worker, etc.) and confide in them, particularly if they lack support outside of school. The responsibility is on school staff to set the boundaries of their roles, so that the student is clear about what support may be offered.
- 5.2. There are some situations that are never appropriate while working with students
 - Having any form of sexual relationship with a student. See the Trust's [Abuse of Trust Policy](#) for more detail.
 - Telling a student your home address or home telephone number, or personal mobile telephone number. Under no circumstances should staff use their own personal devices to text or phone students or parents either in or out of school time.
 - Taking a student to your home.
 - Arranging to meet a student outside of work hours or on non-school business.
 - Allowing students' access, as friends on personal social networking sites.

- Communicating with students inappropriately using any form of social media or messaging technologies.
- 5.3. [The Guidelines on maintaining Professional Boundaries](#) including use of Social Media provide staff with detailed guidance. The guidelines explain that staff are expected to exercise appropriate discretion and maintain a clear professional distance between themselves and students.
- 5.4. Types of interaction that staff must avoid:
- Interacting with students online other than through the school email system or through any approved school Facebook page.
 - Communicating with students or parents on the internet other than by email or through any approved school Facebook page.
 - Allowing students to see their social networking sites where permission is required to see those sites.
 - Participating in the individual social networking sites of students.

6. Work Experience Placements

- 6.1. Staff organising work experience placements should ensure that the placement provider has policies and procedures in place to protect children from harm.
- 6.2. The school needs to provide safeguards such as; undertaking initial checks, checks during the placement and helping pupils to prepare for their placement. This will involve working closely with work experience placements to ensure that the correct employment checks, health and safety considerations and any other safeguards, such as risk assessments are in place. The school and the work experience placement should clearly identify responsibilities for ensuring these checks are in place.
- 6.3. Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. The school should consider the specific circumstances of the work experience.

Consideration must be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary.

These considerations would include whether the person providing the teaching / training / instruction / supervision to the child on work experience will be:

- unsupervised themselves; and
 - providing the teaching / training / instruction frequently (more than three days in a 30 day period, or overnight).
- 6.4. If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity. If so, the school could ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.
- 6.5. The school is not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience.

- 6.6. If the activity undertaken by the child on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases and where the child is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for the child in question. DBS checks cannot be requested for children under the age of 16.

7. Trips

- 7.1. This Policy and Procedure (along with all other SGSAT Policies & Procedures) will apply during trips.

8. Responding to a Disclosure or Allegation of Abuse

- 8.1. If you're in a situation where a child discloses abuse to you, there are a number of steps you should take:

- Listen carefully to the child. Avoid expressing your own views on the matter. A reaction of shock or disbelief could cause the child to 'shut down', retract or stop talking.
- Find an appropriate opportunity to explain that the information will need to be shared with others. Do not promise to keep the information confidential or a 'secret'.
- Allow the child to continue at her / his own pace and not interrupt if the child is freely recalling events.
- Avoid asking questions or pressing for more information. Ask for clarification only. If questions are necessary, only ask open questions: **Tell me... Explain to me... Describe to me...**
- Let them know they've done the right thing. Reassurance can make a big impact to the child who may have been keeping the abuse secret.
- Tell them it's not their fault. Abuse is never the child's fault and they need to know this.
- Say you will take them seriously. A child could keep abuse secret in fear they won't be believed. They've told you because they want help and trust you'll be the person who will listen to and support them.
- Don't talk to the alleged abuser. Confronting the alleged abuser about what the child's told you could make the situation a lot worse for the child.
- Explain what you'll do next. If age appropriate, explain to the child you'll need to report the abuse to someone who will be able to help.
- Don't delay reporting the abuse. The sooner the abuse is reported after the child discloses the better. Report as soon as possible so details are fresh in your mind and action can be taken quickly. You can report a concern using the [My Concern](#) software or speak to a member of the safeguarding team (**within 2 hours**).

NOTE: Disclosures relating to allegations against colleagues and members of staff (including supply staff and volunteers) should be treated in the same way. This information must be passed immediately to the DSL or DDSL who will ensure the appropriate procedures are followed.

9. Keeping Records

- 9.1. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded on [My Concern](#). If in doubt about recording requirements, staff should discuss with the DSL, DDSL or other designated members of staff with responsibility for Safeguarding.
- 9.2. It is important for children to receive the right help at the right time to address risk and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take action. Examples of poor practice include:
 - failing to act on and refer the early signs of abuse and neglect;
 - poor record keeping;
 - failing to listen to the views of the child;
 - failing to re-asses concerns when situations do not improve;
 - not sharing information;
 - sharing information too slowly; and
 - a lack of challenge to those who appear not to be taking action.

10. Information Sharing

- 10.1. All information sharing decisions and reasons must be recorded in line with SGSAT procedures. If at any stage you are unsure about how or when to share information, you should seek advice from the DSL or DDSL. You should also ensure that the outcome of the discussion is recorded.
- 10.2. Sharing of information between practitioners and organisations is essential for effective identification, assessment, risk management and service provision. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children and young people at risk of abuse or neglect.
- 10.3. **The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.**
- 10.4. Further details on information sharing can be found:
 - in Chapter one of [Working Together to Safeguard Children 2018](#), which includes a myth-busting guide to information sharing
 - At [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#). The seven golden rules for sharing information will be especially useful
 - At [The Information Commissioner's Office \(ICO\)](#), which includes ICO GDPR FAQs and guidance from the department
 - In [Data protection: toolkit for schools](#) Guidance to support schools with data protection activity, including compliance with the GDPR.
- 10.5. **Appendix 6** provides a summary of the procedure for sharing information.

11. Allegations Management Procedure

- 11.1. If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers or supply staff) posing a risk of harm to children, then they should immediately report it to the DSL or DDSL, who in turn will notify the Headteacher and Human Resources (HR).
- 11.2. Where there are safeguarding concerns, or an allegation is made about the DSL or DDSL, this should be referred to the Headteacher.
- 11.3. Where there are safeguarding concerns, or an allegation is made about the Headteacher, this should be referred to the Trust Designated Safeguarding Lead, Chair of the Trust and Chair of the Local School Board.
- 11.4. The DSL or DDSL will report the incident to the Local Authority Designated Officer (LADO).
- 11.5. For details of current post holders and their contact information, please see the [SGSAT Safeguarding Key Contacts List](#).
- 11.6. Appendix 5 provides a summary of the Allegations Management Procedure.

12. Whistleblowing

- 12.1. All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the SGSAT safeguarding regime and know that such concerns will be taken seriously by SLT.
- 12.2. The [NSPCC whistleblowing helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by SGSAT. Staff can call 0800 0280285 Monday – Friday between 08:00 and 20:00 and email help@nspcc.org.uk.

13. Policy Implementation

- 13.1. SGSAT has a nominated Trustee and Local School Board Member with specific responsibility for Safeguarding Children, Young People & Vulnerable Adults. Responsibilities as part of these roles are outlined in the approved Safeguarding Lead Role Profile.
- 13.2. A senior member of staff from the Senior Leadership Team (SLT) is appointed to the role of Designated Safeguarding Lead (DSL). The specific responsibilities of the DSL are described in **Appendix 1**.
- 13.3. Contact details for other designated members of staff with responsibility for Safeguarding Children, Young People & Vulnerable Adults are shown on the [SGSAT Safeguarding Key Contacts List](#).

14. Enforcement

- 14.1. Any failure to adhere to this policy, or to comply with related procedures may result in disciplinary action.

15. Related Policies, Procedures, Charters, Plans, Guidance and Legislation

- 15.1. [Information Sharing, Advice for practitioners providing safeguarding services to children, young people, parents & carers](#)
- 15.2. [Inspecting Further Education & Skills: Guidance for Providers](#)
- 15.3. [Keeping Children Safe in Education](#)
- 15.4. [Keeping Children Safe in Education, Part 1 information for all school & college staff](#)
- 15.5. [Mandatory Reporting of Female Genital Mutilation – procedural information](#)
- 15.6. [NSPCC](#)
- 15.7. [NSPCC Whistleblowing Advice Line](#)
- 15.8. [Ofsted Inspecting Safeguarding in Early Years Education and Skills \(September 2015\)](#)
- 15.9. [Prevent Duty Guidance for Further Education Institutes in England & Wales](#)
- 15.10. [Safeguarding Vulnerable Groups Act 2006](#)
- 15.11. [SGSAT Anti-Bullying \(Student\) Policy & Procedure](#)
- 15.12. [SGSAT Code of Conduct \(Staff\)](#)
- 15.13. [SGSAT Educational Visits Policy](#)
- 15.14. [SGSAT Freedom of Information Policy & Procedure](#)
- 15.15. [SGSAT IT Acceptable Use Policy \(Email; Mobile Devices; Users; and Security\)](#)
- 15.16. [SGSAT Recruitment & Selection Policy](#)
- 15.17. [SGSAT Recruitment of Ex-Offenders Policy](#)
- 15.18. [SGSAT Safeguarding Structure](#)
- 15.19. [SGSAT Volunteering Policy](#)
- 15.20. [SGSAT Guidelines on Professional Boundaries including Social Media](#)
- 15.21. [SGSAT Whistleblowing Policy & Procedure](#)
- 15.22. [SGSAT Work Experience Policy & Procedure for KS3 & KS4 \(Students\)](#)
- 15.23. [South West Child Protection Procedures](#)
- 15.24. [The Children's Act 2004 \(sections 11 & 16\)](#)
- 15.25. [What to do if you're worried a child is being abused: Advice for Practitioners](#)
- 15.26. [Working Together to Safeguard Children 2018](#)
- 15.27. [Guidelines on maintaining Professional Boundaries – including use of Social Media](#)
- 15.28. [When to call the police](#)

16. Impact

- 16.1. The impact of this policy and related procedures is to minimise safeguarding risks for our students and staff and to ensure that any concerns are acted on in accordance with this policy and related legislation and guidance

17. Definitions of Abuse & Neglect

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

17.1.1. **Abuse:** is 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 institution or community setting by those know 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.

Types of abuse are difficult to define precisely or fully. However, the following examples are indicative of various types of abuse:

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

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

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

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

17.1.4. **Physical Abuse:** is a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child/young person. Physical harm

may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

- 17.1.5. **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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

18. Specific Safeguarding Issues

- 18.1. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

18.1.1. Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. SGS Academy Trust has an effective approach to online safety designed to protect and educate the whole Trust and school community in their use of technology. Appropriate filters and monitoring systems are in place in order to identify, intervene in, and escalate any incident where appropriate.

The key consideration is for staff not to view or forward illegal images of a child. UKCIS sexting advice provides more details on what to do when viewing an image is unavoidable. <https://www.gov.uk/government/publications/sexting-in-schools-and-colleges>

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

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

18.1.2. 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 child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. **All** staff should be aware of the School's unauthorised absence and children missing from education procedures set out in **Appendix 3**.

18.1.3. Child Sexual Exploitation (CSE) Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur 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 or criminal activity. Whilst age may be the most obvious, this power imbalance can be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical, can be facilitated and /or take place online. More information on definitions and indicators are included at **Appendix 7**.

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 from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs.

All staff should be aware of indicators, which may signal that 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

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#)

18.1.4. **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 this policy and speaking to the designated safeguarding lead or a deputy.

18.1.5. **Domestic Abuse**

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

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. 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 home as a result.

18.1.6. **Female Genital Mutilation**

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.

Whilst staff should speak to the DSL, DDSL or other designated members of staff with responsibility for Safeguarding with regard to any concerns about FGM, **there is specific legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

It is recommended that you make a report orally by **calling 101**, the single non-emergency number. When you call 101, the system will determine your location and connect you to the police force covering that area.

18.1.7. **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 communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

18.1.8. **Peer on Peer Abuse**

All staff should recognise that children are capable of abusing their peers. It is important that peer on peer harm should be considered as a safeguarding issue. This can include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- upskirting;
- sexting (also known as youth produced sexual imagery); and
- initiation / hazing type violence and rituals.

At SGS Academy Trust, any such incidents are taken seriously.

- These will never be tolerated or passed off as 'banter', just having a laugh' or 'part of growing up'.
- Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- It is understood that peer on peer harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.

It is important that incidents of harm are treated under safeguarding policy and process.

18.1.9. **Upskirting**

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. Upskirting' is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

18.1.10. **Radicalisation & Extremism**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is a part of the Trust's safeguarding approach.

Extremism 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.

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. 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) and settings (such as the internet).

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 DSL or DDSL making a referral to the Channel programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for educational institutions to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

SGS Single point of contact for Prevent is the DSL. For details of current post holders and their contact information please see the [SGSAT Safeguarding Key Contacts List](#).

[Prevent Duty Guidance: for further education institutes in English & Wales](#) Section 26 (1) of the Counter-Terrorism and Security Act 2015 ("the Act") imposes a duty on "specified authorities", when exercising their functions, to have due regard to the need to prevent people from being drawn into terrorism.

There is an important role for education institutions, in helping prevent people being drawn into terrorism, which includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. It is a condition of funding that all further education providers must comply with relevant legislation and any statutory responsibilities associated with the delivery of education and safeguarding of students.

18.1.11. **Sexual Violence & Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

When an incident of sexual violence and sexual harassment occurs, reference to [Part 5 of Keeping Children Safe In Education 2020](#) and the guidance [Sexual violence and sexual harassment between children in schools and colleges 2018](#) should be made in relation to taking protective action. These incidents must be reported immediately to the DSL/ Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified

18.1.12. **So called 'Honour-Based' Abuse (HBA)**

HBA encompasses incidents or crimes which have 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.

Possible indicators of abuse and neglect are described in Appendix 7.

9. MANDATORY INITIAL IMPACT SCREENING



Completed by:

Moira Foster-Fitzgerald | Chief Group Services Officer and DSL | 12/08/2020

I have read the guidance document: Completing a Policy Impact Assessment? ✓

If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed: ✓

EQUALITY AND DIVERSITY IMPACT ASSESSMENT

Characteristic	This policy seeks to:	
Age	No appreciable impact	
Disability	No appreciable impact	
Faith or Belief	No appreciable impact	
Gender	No appreciable impact	
Race or Ethnicity	No appreciable impact	
Orientation	No appreciable impact	
Gender reassignment	No appreciable impact	
Economic disadvantage	No appreciable impact	
Rural isolation	No appreciable impact	
Marriage	No appreciable impact	
Pregnancy & maternity	No appreciable impact	
Carers & care leavers	No appreciable impact	
Vulnerable persons	Safeguarding children or vulnerable adults	
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the Trust's stakeholder groups:		
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the Trust's stakeholder groups:		
Is there any possibility that this policy could operate in a discriminatory way?	☐	✘
If you have ticked yes (red), which characteristic will be most affected? Choose an item.		
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	☐	Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS

Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect:	Art. 3 Best interests of the child Art. 19 Protection from violence, abuse & neglect Arts. 34/35/36 Protection from sexual and other exploitation
Which Human Right (HRA) does this policy most protect:	Art. 4 Prohibition of slavery & forced labour Art. 5 Right to liberty and security

DATA PROTECTION & PRIVACY BY DESIGN SCREENING

Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official Trust systems:	✓
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	✓

Appendix 1 – Role of the Designated Safeguarding Lead (DSL)

The activities listed below can be delegated to appropriately trained deputies but the ultimate lead responsibility remains with the DSL.

Manage Referrals

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

Work with Others

- act as a point of contact with the three safeguarding partners;
- liaise with the Headteacher to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” and the LADO for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, nurses, IT Technicians, and SENCOs or the named person with oversight for SEN) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school’s safeguarding policy & procedure, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, within the school, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;

- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

- ensure the school's safeguarding policy & procedure is known, understood and used appropriately;
- ensure the school's safeguarding policy & procedure is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this;
- ensure the safeguarding policy & procedure is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child Protection File

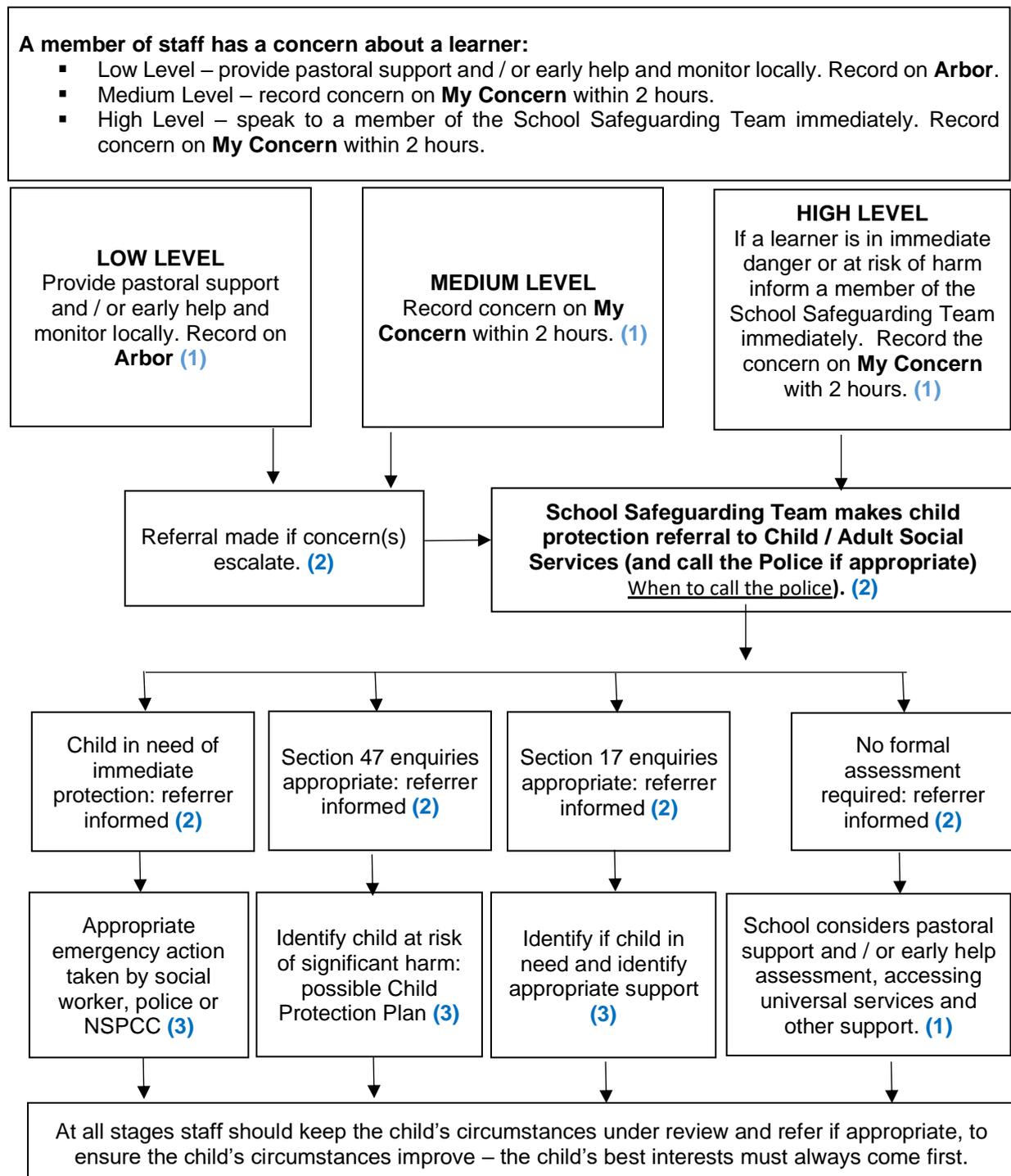
Where children leave the school the DSL should ensure their safeguarding file is transferred to the new educational establishment as soon as possible. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained.

In addition to the safeguarding file, the DSL should also consider if it would be appropriate to share any information with the new educational establishment in advance of a child leaving.

Availability

During term time the DSL (or deputy) will be available during school hours for staff to discuss any safeguarding concerns.

Appendix 2 - Procedure for concerns about the abuse of a Child, Young Person or Vulnerable Adult



(1) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged.

(2) Under the Children's Act 1989, local authorities are required to provide services for children in need for the purpose of safeguarding and promoting their welfare. Children in need may be assessed under section 17. Under section 47, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare.

(3) This could include applying for an Emergency Protection Order (EPO).

Appendix 3 – Procedure for Children Missing From Education

South Gloucestershire & Stroud Academy Trust (SGSAT) has put these guidelines in place, to ensure appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

Where reasonably possible, SGSAT aims to hold more than one emergency contact number for each pupil. This goes beyond the legal minimum School Attendance Guidance and is good practice, to give us additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Children Missing From Education

Due to the daily contact that schools have with many children, as a sector we are often well placed to notice when a child has gone missing. When a child or sibling group are withdrawn from school, or appear to have gone missing, staff should raise a concern via the 'My Concern' software and make every effort to trace the child as soon as it is apparent that the period of absence is unusual in any way.

Local Authorities have the lead statutory responsibility to identify, as far as possible to do so, children missing education and get them back into education. All schools and the local authority should:

- promote good attendance and reduce absence
- ensure every pupil has access to full-time education
- act early to address patterns of absence

Parents have a duty to ensure their child of compulsory school age receives suitable full time education. Although children can leave school on the last Friday in June if they will be 16 by the end of the summer holidays, they must do one of the following until they are 18:

- stay in full-time education, for example at a college
- start an apprenticeship or traineeship
- spend 20 hours or more a week working or volunteering, while in part-time education or training.

SGSAT Responsibilities

If a pupil fails to attend school or the arranged education provision, the school must establish the reason for absence and mark the register accordingly. The school should follow up absence to:

- ascertain and record the reason for absence
- identify whether the absence is approved or not
- identify the correct code to use before entering it on the school's electronic system.
- ensure the proper safeguarding action is taken

Following 2 days of continuous unexplained absence staff should alert the Designated Safeguarding Lead (DSL) by recording a concern in the My Concern system. The concern should include the steps already taken to contact the child/family and any other relevant information gained to establish the reason for absence. The DSL will then notify the Children Missing Education Service of the pupil missing education within 10 days.

If the school is of the belief that the pupil has moved away notification to the local authority must be made earlier. Vulnerable children & young people with a history of poor attendance and/or welfare concerns should be followed up immediately by the school.

Children subject to a child protection plan or children looked after

Absence for these children must be followed up and given immediate attention by the school. Staff should alert the DSL by recording a concern in the My Concern system, who will notify the allocated Social Worker. The unexplained, continuous absence of any child who is subject to a Child Protection Plan must be treated as the highest priority.

Children missing from home

There is an expectation that parents, carers and guardians will report to the Police if their child is missing. If a parent reports to the school that their child has gone missing, they should be advised to report this information to the police.

Children missing from care

Children in care depend on the Local Authority to act as a responsible corporate parent to ensure that it is discharging its corporate parenting responsibilities. The LA must:

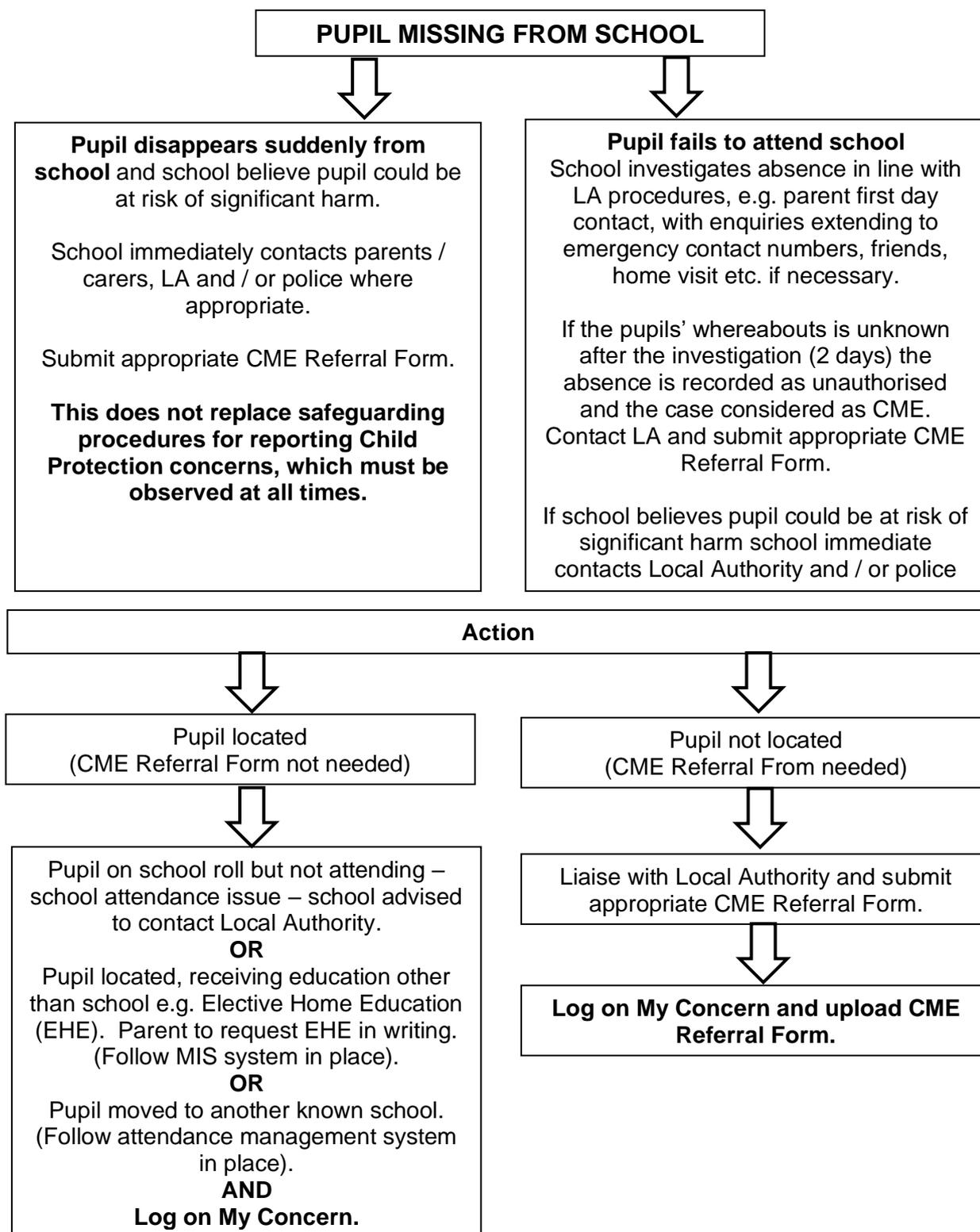
- Assess their needs
- Ensure they receive appropriate support and services
- Enable all the children that it looks after to achieve the best possible outcomes

Where young people are missing from their residential or foster care placements it is essential that the professionals and agencies concerned are informed and that they work closely together to respond to the incident in a timely way to locate the child as quickly as possible. It is important to recognise that given the vulnerability of some children in care, it may be necessary to take additional measures to ensure that they are effectively safeguarded and protected from exploitation. Whenever a child runs away from a placement, the foster carer or the manager on duty in the residential care setting are responsible for ensuring that the following individuals and agencies are informed immediately:

- The local police
- Parents and any other persons with parental responsibility
- Carers and residential
- Schools

Children missing from home and care is often a symptom of wider problems in a child's life, the assessment must take this view, and look at any factors which may 'push' or 'pull' a child into going missing. Our increasing knowledge and understanding of Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) highlights that there is often a strong link between incidents of young people going missing and concern of CSE and CCE.

**Children Missing from Education (CME)
School Process Flowchart**



Further guidance and referral forms can be downloaded from the appropriate Local Authorities website.

- [Bristol County Council](#)
- [Gloucestershire County Council](#)
- [South Gloucestershire County Council](#)

Appendix 4 – Self-Harm Policy

Definition of Self-Harm

Self-harm is when somebody intentionally damages or injures their body. For example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

Risk Factors

There is no such thing as a typical young person who self-harms. Self-harm is something that can affect anyone. There are a whole range of reasons people use self-harm and it's very important to focus on an individual's experiences above all else. However, research shows that certain experiences and circumstances can increase the risk of self-harm including:

- Experiencing sexual abuse or assault
- Experiencing or witnessing domestic abuse
- Living in an area of social deprivation
- Chronic poor health
- Being part of a minority or marginalised group such as a Black, Asian Minority Ethnic community (BAME), identifying as LGBTQIA or being disabled
- Being involved with the criminal justice system
- Experiencing a high number of Adverse Childhood Events (also known as ACEs)

Warning Signs

Staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm. These warning signs should always be taken seriously and staff observing any of these warning signs should seek further advice from designated members of staff with responsibility for Safeguarding Children, Young People & Vulnerable Adults shown on the [SGSAT Safeguarding Key Contacts List](#).

Possible warning signs include:

- Observations of cuts / marks on the student
- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing e.g. wearing thick bracelets to cover wrists or long sleeves or trousers in warm weather

Roles and Responsibilities

Students may choose to confide in a member of staff if they are self-harming or if they are concerned about their own welfare, or that of a peer. Staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of staff is showing a considerable amount of courage and trust.

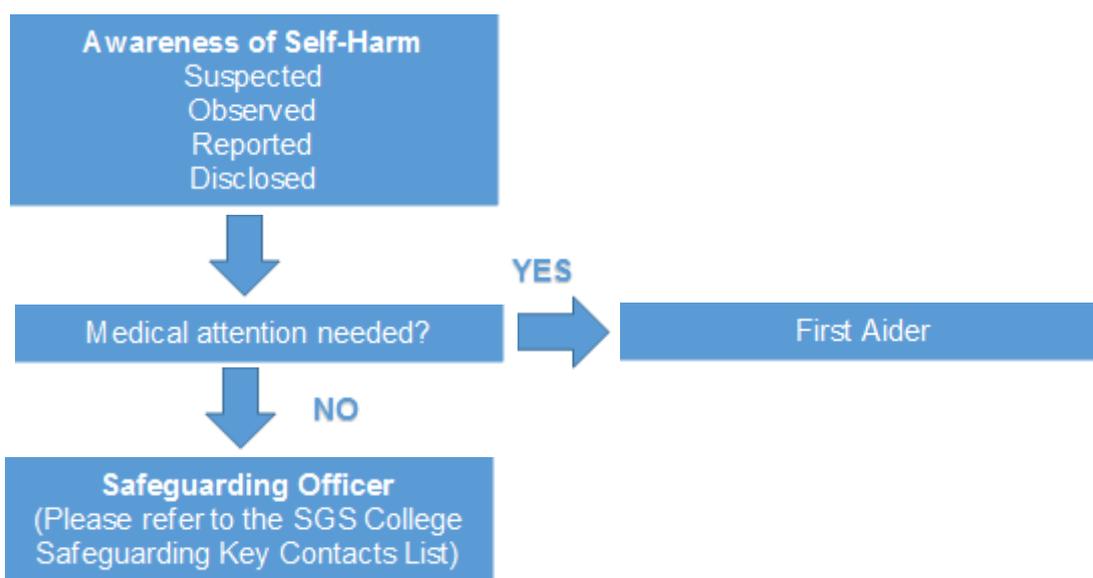
Students need to be made aware that it may not be possible for staff to offer complete confidentiality. **If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept.** It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so.

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult one of the Safeguarding Officers.

Following the report, the designated members of staff with responsibility for Safeguarding Children, Young People & Vulnerable Adults Safeguarding Officer will decide on the most appropriate course of action. This may include:

- Contacting parents / carers
- Arranging immediate professional assistance e.g. doctor, nurse, social care
- Arranging an appointment with a counsellor
- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers
- **In the case of an acutely distressed student, the immediate safety of the student is paramount and a member of staff should remain with the student at all times**
- **If a student has self-harmed in School a First Aider should also be called for immediate help**

Checklist for Staff

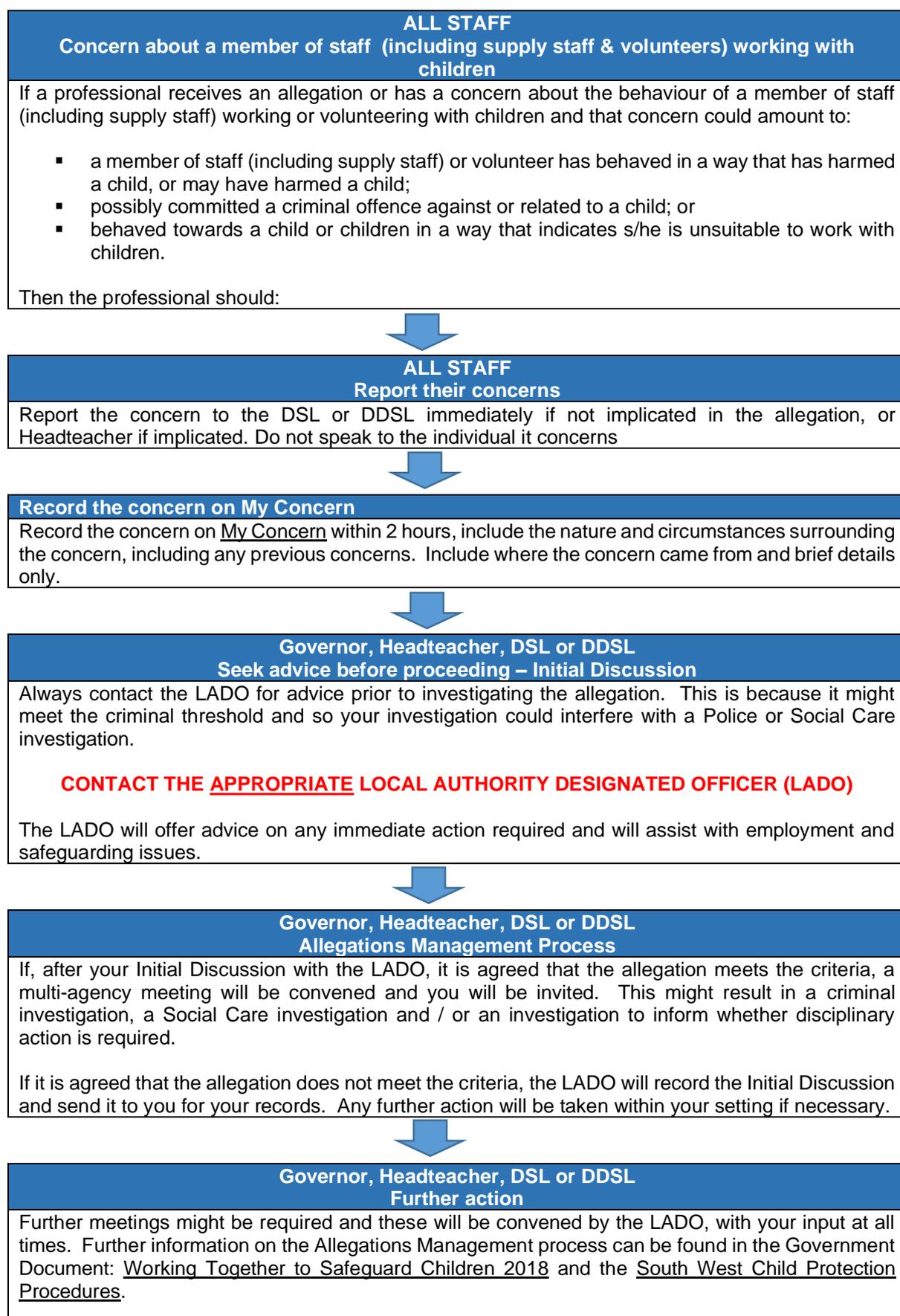


Further Information

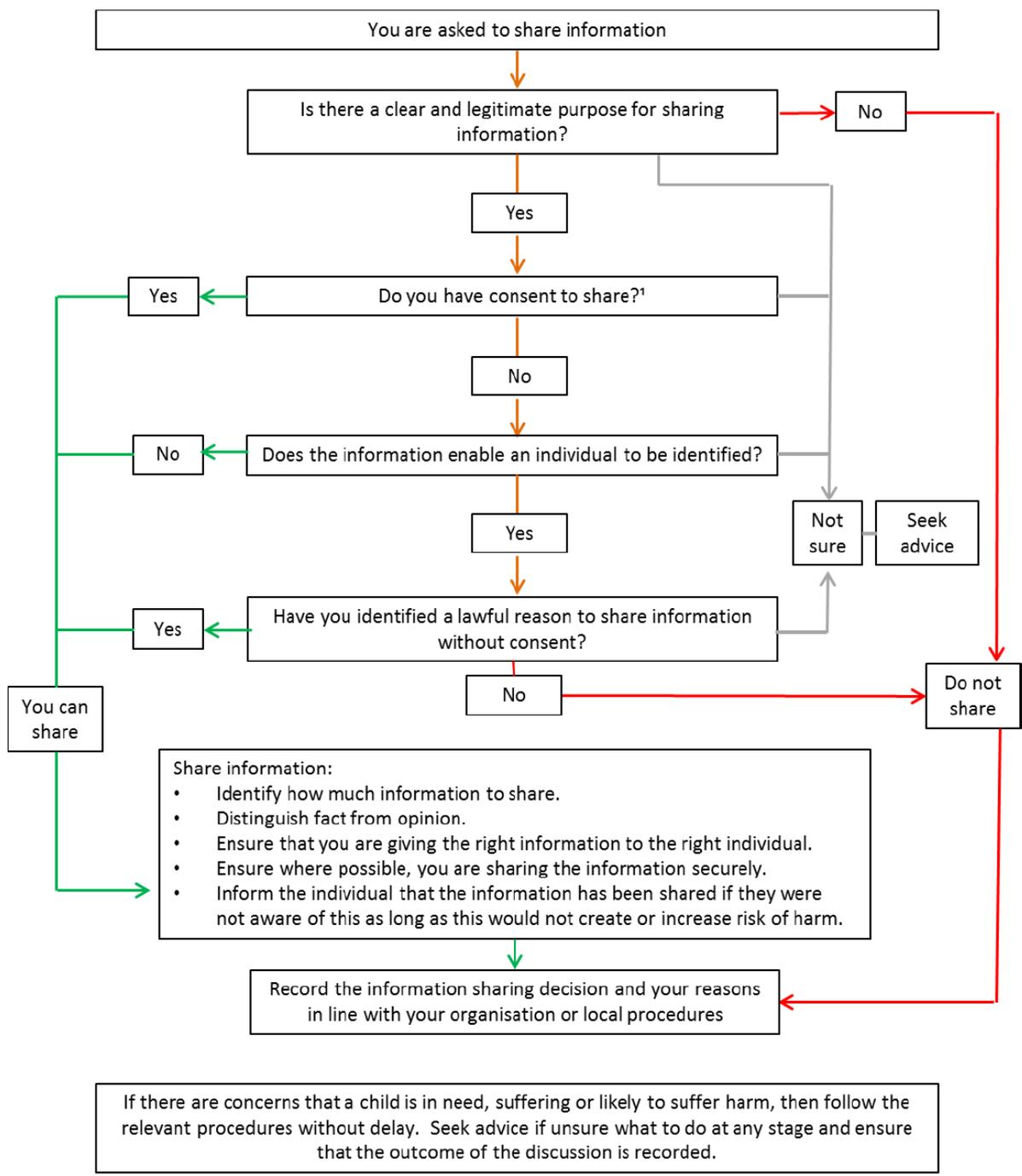
Organisations which provide extensive support and resources for young people and their parents / carers around self-harm include:

- www.harmless.org.uk
- www.nhs.uk/conditions/self-harm
- www.seflharm.co.uk
- www.nspcc.org.uk
- www.youngminds.org.uk

Appendix 5 – Summary of Allegations Management Procedures



Appendix 6 - Information sharing, Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)



1. Consent must be unambiguous, freely given and may be withdrawn at any time

Appendix 7 – Indicators of Abuse & Neglect

Abuse comes in many forms. The following is not an exclusive list and the signs and symptoms do not necessarily indicate abuse:

Type of Abuse	Examples	Possible Signs & Symptoms	
Cyber Bullying	The use of information & communication technologies to support deliberate, repeated, & hostile behaviour by an individual or group that is intended to harm others.	<ul style="list-style-type: none"> ▪ Fear ▪ Depression ▪ Disturbed sleep pattern ▪ Loss of self esteem 	<ul style="list-style-type: none"> ▪ Running away ▪ Weight loss ▪ Withdrawal
Discrimination	Offensive language or behaviour that is directed at a person because of disability, ethnic origin, race, skin colour, culture, sexual orientation, size or age, any other form of harassment, slurs or similar treatment.	<ul style="list-style-type: none"> ▪ Anger / Aggression ▪ Loss of self esteem 	<ul style="list-style-type: none"> ▪ Imitative behaviour ▪ Withdrawal
Domestic Violence / Honour Based Abuse (HBA)	<p>Any incident or pattern 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.</p> <p>Honour based abuse is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.</p>	<ul style="list-style-type: none"> ▪ Controlling partner ▪ Drug & alcohol misuse ▪ Emotional abuse ▪ Financial abuse 	<ul style="list-style-type: none"> ▪ Physical abuse ▪ Sexual abuse ▪ Isolation from family & friends ▪ Mental health issues
Emotional / Psychological Abuse	Emotional Abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or support networks.	<ul style="list-style-type: none"> ▪ Aggression ▪ Ambivalence ▪ Confusion ▪ Deference ▪ Depression ▪ Disturbed sleep pattern ▪ Fear 	<ul style="list-style-type: none"> ▪ Low self esteem ▪ Passivity ▪ Resignation ▪ Running away ▪ Withdrawal ▪ Weight loss
Fabricated & / or induced illness	This pattern of behaviour is where a caregiver fabricates, exaggerates, or induces mental or physical health problems in those in their care, usually to gain attention or sympathy from others. This is a rare form of child abuse & it is often difficult to define, detect & confirm.	<ul style="list-style-type: none"> ▪ Absences from school ▪ Fabricates signs ▪ Manipulates laboratory test ▪ Mis-presents symptoms 	<ul style="list-style-type: none"> ▪ Purposely harms the child through poisoning, suffocation, infection, starvation or physical injury ▪ Seeks unnecessary test & explorative examinations

<p>Female Genital Mutilation (FGM)</p>	<p>FGM, also known as female cutting & female circumcision is the ritual removal of some or all of the female genitalia. It is practiced in more than 28 African countries, parts of the Middle East, Asia & other countries. It is a form of child abuse & is illegal in the UK to remove a child from the country or perform FGM in the UK & can carry up to 14 years in prison.</p> <p>It is cultural & not done for any medical, health or religious reasons. It is done as a means of controlling women to suppress sexual urges & ensure they remain pure until marriage. FGM is dangerous & can cause serious infections as well as problems with fertility, pregnancy, miscarriage & childbirth & stillbirths.</p>	<ul style="list-style-type: none"> ▪ Child may talk about becoming a woman ▪ Depression Feelings of shame & betrayal ▪ Going to visit elders in their country of origin ▪ Going on an extended family holiday ▪ Going on a spiritual journey ▪ Incontinence ▪ Infertility ▪ Loss of libido ▪ Miscarriage <ul style="list-style-type: none"> ▪ Pain & bleeding during sexual intercourse ▪ Pain & swelling ▪ Pelvic infections ▪ Post-traumatic stress ▪ Problems with menstrual periods ▪ Problems with pregnancy & natural childbirth ▪ Scarring ▪ Stillbirths ▪ Urine retention
<p>Financial Abuse</p>	<p>Theft, fraud, exploitation, pressure in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits</p>	<ul style="list-style-type: none"> ▪ Disappearing benefit payments ▪ Inadequate clothing ▪ Inadequate money to pay bills <ul style="list-style-type: none"> ▪ Lack of personal belongings ▪ Poor standard of possessions ▪ Sudden or large withdrawal from bank account
<p>Forced Marriage</p>	<p>Forced marriage is a marriage in which one or both of the parties is married without his or her consent or against his or her will. A forced marriage differs from an arranged marriage, in which both parties consent to the assistance of their parents or a third party (such as a matchmaker) in identifying a spouse. There are often a continuum of coercion used to compel a marriage, ranging from outright physical violence to subtle psychological pressure. The United Nations views forced marriage as a form of human rights abuse, since it violates the principle of the freedom & autonomy of individuals.</p>	<ul style="list-style-type: none"> ▪ Abandonment by family ▪ Emotional & or physical abuse by family members <ul style="list-style-type: none"> ▪ Kidnapping Punishment including sexual violence & murder ▪ Ostracised by the community

<p>Gangs & Serious Youth Violence</p>	<p>Gangs are groups of young people with a discernible structure, a recognised territory & distinctive beliefs, values, attitudes & behaviours. Although the gang may offer inclusion, protection & success to some socially disadvantaged children & young people, it is primarily concerned with crime, not infrequently drug-related, & violence, often armed & occasionally lethal.</p>	<ul style="list-style-type: none"> ▪ Change in behaviour & personality ▪ Children who isolate themselves from family ▪ Decorating their bodies with piercings or tattoos with certain symbols ▪ Drug & alcohol abuse ▪ Hanging out with those who have been in trouble with the law ▪ Lack of respect for authority figures or the law 	<ul style="list-style-type: none"> ▪ Missing from education ▪ School books covered in graffiti associated with the gang name ▪ Use of nicknames ▪ Using hand signals or certain words only known to those within their gang ▪ Wearing clothing of a particular colour or branding ▪ Wearing baseball caps, tilted to the side or bandanas
<p>Grooming & Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)</p>	<p>Sexual exploitation of children & young people under 18 involves exploitative situations, contexts & relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them, & / or another or others performing on them, sexual activities.</p>	<ul style="list-style-type: none"> ▪ Breakdown of family relationships ▪ Emotional neglect by parent / carer / family member ▪ Emotional / sexual activity ▪ Entering / leaving vehicles driven by unknown adults ▪ Family history of domestic violence ▪ Family history of mental health difficulties ▪ Family history of substance misuse ▪ Frequenting potentially dangerous areas ▪ Isolated from peers / social networks ▪ Lack of positive relationship with a protective / nurturing adult ▪ Low self-esteem 	<ul style="list-style-type: none"> ▪ Missing overnight ▪ Multiple STI, pregnancy, miscarriage ▪ No contact with support systems ▪ Physical abuse by parent / carer / family member ▪ Physical abuse by same person ▪ Relationship with a much older person(s) ▪ Relationship with controlling person ▪ Sexual abuse ▪ Suddenly acquiring jewellery, phones, money & other gifts without explanation ▪ Unsuitable inappropriate accommodation

Neglect	Ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services. The withholding of the necessities of life such as medication, adequate nutrition & heating	<ul style="list-style-type: none"> ▪ Dehydration ▪ Hypothermia Inadequate clothing ▪ Infections 	<ul style="list-style-type: none"> ▪ Malnutrition ▪ Pressure sores ▪ Unexplained failure to respond to prescribed medication
Physical Abuse	Hitting Slapping Pushing Kicking Misuse of Medication Inappropriate Sanctions Restraint	<ul style="list-style-type: none"> ▪ Bruising ▪ Dislocations ▪ Fractures ▪ Incontinence ▪ Lacerations ▪ Malnutrition ▪ Pressure sores 	<ul style="list-style-type: none"> ▪ Scalds / burns ▪ Self-harm ▪ Signs of medication misuse (over or under) ▪ Sprains ▪ Unexplained injuries ▪ Untreated medical problems
Radicalisation & Extremism	Radicalisation is a process through which an individual changes from passiveness or activism to become more revolutionary, militant or extremist, especially where there is intent towards, or support for, violence.	<ul style="list-style-type: none"> ▪ Attitude towards women/ethnic groups/armed services ▪ Closed mindedness ▪ Intolerant 	<ul style="list-style-type: none"> ▪ Isolated ▪ Physical change – clothes etc. ▪ Spreading messages ▪ Quick to anger
Upskirting	This typically 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 cause the victim humiliation, distress or alarm	<ul style="list-style-type: none"> ▪ Blackmail ▪ Bullying ▪ Taking images or video and uploading or sharing them with others with & without consent 	<ul style="list-style-type: none"> ▪ Sharing of texts & messages over phone & other media devices ▪ Coerce someone into continuing with a relationship
Sexting & Revenge Porn	Sexting is the sending of sexually explicit messages usually over mobile phones & social media. Content can be shared between two romantic partners & then outside the relationship with others. It also occurs between people who are not yet in a relationship, but where one person's hopes to be. When sexually explicit content is shared & distributed without consent via any medium then this is known as revenge porn & is illegal in the UK.	<ul style="list-style-type: none"> ▪ Blackmail ▪ Bullying ▪ Coerce someone into continuing with a relationship 	<ul style="list-style-type: none"> ▪ Sharing of texts & messages over phone & other media devices ▪ Taking images & video & uploading these & sharing them with others with & without consent
Sexual Abuse	Rape & sexual assault or sexual acts which the person has not consented to, or could not consent to, or was pressurised into consenting to.	<ul style="list-style-type: none"> ▪ Changes in behaviour ▪ Difficulty in walking or sitting ▪ Pain, itching, bleeding or bruising in the genital area 	<ul style="list-style-type: none"> ▪ Pregnancy ▪ Torn or stained clothing ▪ Sexualised behaviour ▪ Venereal disease

