



WORKS 4 U

SAFEGUARDING & CHILD PROTECTION POLICY

CHILDREN, YOUNG PEOPLE & VULNERABLE ADULTS



CHILD PROTECTION AND SAFEGUARDING POLICY

This policy was adopted in January 2022

This policy is due to be reviewed September 2023 (Reviewed Oct 23 – incorporating KCSIE Update)

Designated Safeguarding Lead (DSL)	-	Mark Hyde
Deputy DSL	-	Wendy Mackie
Safeguarding & Wellbeing Support Team	-	Molly Mackie Karen McDonough (College Nurse)
Chair of Advisory Board	-	David Sweeton

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1. INTRODUCTION

Works4U recognises a legal and moral duty to ensure that the safeguarding and promotion of the welfare of all our learners, children, young people, and vulnerable adults is everyone's responsibility. Everyone within our organisation who comes into contact with our learners and their families/carers, have a role to play.

Our learner's welfare is our paramount concern. The senior management team (SMT) and Advisory Body will ensure that our institution will safeguard and promote the welfare of learners. We will work together with other agencies to ensure that we have adequate arrangements to identify, assess and support those learners who are suffering or likely to suffer harm.

At Works4U we describe ourselves as a community and all those directly connected management, staff members, Advisory Board members, parents, carers, families and learners have an essential role in making it a safe and secure haven for our learners.

2. ETHOS

At Works4U we aim to provide a caring, positive, safe and stimulating environment for our learners that promotes, in addition to their vocational learning, their social, physical and moral development.

We recognise the importance of providing an environment within our settings that will help learners feel safe, respected and to respect others. We recognise the importance of enabling learners to talk openly or seek help and to confidently feel they are being listened to and supported.

We recognise that all adults in our institution, including permanent & new staff, visiting tutors, volunteers and Advisory Board members have a full and active part to play in protecting our learners from harm.

We will work with parents/carers and other professionals to build an understanding of our responsibilities to ensure the welfare of all our learners, including the need for referrals or involvement of other agencies in specific situations.

Through our safeguarding policies, we aim to "Say what we do & do what we say."

3. SCOPE

"Children" as defined in the Children Acts of 1989 & 2004 is "any person that has not yet reached their 18th birthday."

4. DEFINITION

The legal framework for responding to concerns regarding the Safeguarding and welfare of vulnerable adults is different from that of children/young people. In relation to vulnerable adults, our policy adapts the definition used on the ["Care Act 2014."](#)

The Care Act came into force in May 2014. Sections 42-46 relate to Safeguarding adults. It extended the definition of a vulnerable adult for safeguarding purposes from someone who is or maybe in need of community care services to an adult who:

- Has needs for care and support (whether or not the local authority is meeting any of those needs)
- Is experiencing or at risk of abuse or neglect and,
- As a result of those needs is unable to protect themselves from either the risk of or the experience of abuse or neglect.

For the purpose of this policy Works4U will define safeguarding and protecting the welfare of children as:

- Protecting children from maltreatment

- Preventing the impairment of children’s mental and physical health development. (Development being defined in [Working Together to Safeguard Children 2018](#) as physical, intellectual, emotional, social or behavioural development).
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to the best outcomes.
- Further information around definitions of abuse can be found in Appendix A

This policy will have consideration for, and be in compliance with, the current legislation, statutory guidance, codes of practice, including [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#)

5. ROLES & RESPONSIBILITIES

5.1 DESIGNATED SAFEGUARDING LEAD

The lead person with overall responsibility for child protection and safeguarding is the Designated Safeguarding Lead (DSL) Wendy Mackie. The deputy DSL is Mark Hyde.

The safeguarding and wellbeing support team are Sam Fletcher, Molly Newberry & Karen McDonough (college nurse).

MANAGING REFERRALS – The DSL will:

- Oversee the referral of all cases of suspected abuse to the [Multi Agency Safeguarding Hub \(MASH\)](#) and the police if it is suspected a crime has been committed. In the DSL’s absence, the Deputy DSL will undertake the task.
- Liaise with LADO, the police and social services about safeguarding issues or investigations relating to individual children or vulnerable adults.
- Act as a source of support, advice and expertise to staff on matters of child protection and safeguarding.
- If early external help is appropriate, the DSL will generally lead on liaising with other agencies and setting up inter-agency assessments and agreed action plans.
- Refer cases to the Channel programme where there is a radicalisation concern as required (See appendix E for further information on Prevent).
- Refer cases where a person is dismissed or left due to risk/harm to a young person to the disclosure and Barring Services as required.

RECORD KEEPING – The DSL will:

- Ensure that appropriate records are maintained for every young person and vulnerable adult with safeguarding concerns
- Ensure the maintenance of a chronology of significant incidents and actions for each person with safeguarding concerns.
- Ensure that such records are kept confidentially and securely.
- When a learner leaves Works4U, the DSL will direct and approve the transfer of appropriate information to other education or training providers in line with our confidentiality policy, [current GDPR legislation](#) and [TMBC information sharing policy](#).

DSL AND DEPUTY DSL TRAINING

Undertake appropriate training updated at least every 2 years and update knowledge and skills at least annually in order to:

Be able to recognise signs of abuse and how to respond to them including special circumstances such as child sexual exploitation, female genital mutilation, forced marriage etc. (See appendices for further details on definitions and guidance on recognising signs of abuse).

Be aware of responsibilities under the Prevent Duty. (See appendices for further details).

Understand the Local Authorities assessment process for providing early help and intervention, i.e. the [Tameside Safeguarding Children Partnership Policies and Guidelines](#).

Have a working knowledge of how the local authority conducts initial assessments and child protection case conferences and contribute effectively to these.

Be alert to the specific needs of cared for children with EHC Plans and those with Special Educational Needs.

Ensure that each member of staff has access to and understand Works4U safeguarding and Child Protection Policy and procedures, including providing induction on these matters to new staff members.

Organise safeguarding training for all staff members regularly and provide updates at least annually.

Encourage a culture of listening and observing learners, taking into account their wishes and feelings in any action the organisation takes to protect them.

Maintain accurate records of staff induction and training.

Understand relevant data protection legislation and regulations, especially the [Data Protection Act 2018](#) and the [General Data Protection Regulation \(GDPR\)](#).

Understand the importance of information sharing, both within the organisation and with Safeguarding partners, other agencies, organisations and practitioners.

Understand the unique risks associated with online safety. Be confident that they have relevant knowledge and up-to-date capability required to keep safe whilst they are online at the college.

Can recognise the additional risks that learners 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.

DSL ROLE IN AWARENESS RAISING

Review the safeguarding and child protection policy and procedures annually and liaise with the Works4U Advisory Board to update and implement them.

Make the safeguarding and child protection policy and procedures available publicly and raise awareness of parent/carers that referrals about suspected abuse may be made and the role of our organisation in any investigations that ensue.

Ensure that updates on any changes to the child protection legislation and procedures are appropriately disseminated throughout the organisation.

Ensure that the organisation's safeguarding policies and procedures are known by all staff, understood, and used appropriately.

Ensure that all staff have regular access to appropriate training opportunities on safeguarding and child protection, undertake mandatory training and effectively implement the outcomes of training.

DSL QUALITY ASSURANCE

We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include monitoring of safeguarding policies through our internal Quality Assurance systems.

We will complete an audit of the organisations safeguarding arrangements at frequencies specified by Tameside Safeguarding Children Partnership and using the audit tool provided by them for this purpose.

Liaise with the Advisory Board on matters of safeguarding and child protection, then work closely with the nominated Advisory Board member for safeguarding.

The organisations senior management team and the Advisory Board will ensure that action is taken to remedy without delay and deficiencies and weaknesses identified in child protection arrangements.

5.2 ADVISORY BOARD AND SAFEGUARDING

The Advisory Board is collectively responsible for ensuring that safeguarding arrangements are fully embedded with our organisations ethos and reflected in our day-to-day practice. They are responsible for ensuring the DSL and safeguarding team are appropriately senior enough for their designated roles.

The Advisory Board will designate a member with appropriate knowledge and experience to liaise with the DSL on safeguarding policies, procedures and Quality Assurance.

6. SUPPORTING OUR LEARNERS

We recognise that children and young people who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth (see appendix C on Domestic Abuse). They may feel helpless, humiliated and some sense of blame. Our educational establishment may be the only stable, secure, and predictable element in their lives. We seek to be their “safe haven”.

We accept that the behaviour of a child or young person in these circumstances may range from that which is perceived to be normal to aggressive, withdrawn or challenging.

We will support all learners by:

Ensuring the content of the curriculum includes social and emotional aspects of learning.

To learn about the risks of new technologies, social media and how to use them responsibly.

Relevant issues will be covered through relationships & sex education and our PSHE (Personal, Social, Health & Economic education) programme.

Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.

Providing learners with clear information on who and how they can raise fears or concerns regarding their safety or wellbeing.

Supporting our learner’s development in ways that will foster security, confidence, and independence.

Encouraging development of self-esteem and self-assertiveness while not condemning aggression or bullying.

Ensuring a zero tolerance of repeated hate incidents, e.g., Racism, homophobic, gender or disability-based bullying and such incidents are considered under our safeguarding procedures. (See Appendix F, I & J for further details on dealing with peer-on-peer abuse).

Liaising and working together with other support services and these agencies involved in safeguarding children.

Ensuring that all staff, under the guidance of the DSL, are aware of their role in working with other professionals e.g., reviews and investigations.

Ensuring that all staff understand the additional safeguarding issues of children and vulnerable adults with special educational needs and disabilities and how to address them.

Maintaining attendance patterns and responding to them as part of welfare protection procedures and Works4U attendance policy.

Where there is a safeguarding concern, we will ensure the learners wishes and feelings are considered when determining what action to take and what services to provide. Systems are in place and they are well promoted, easily understood and easily accessible for our learners to confidently report abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give their feedback.

Our safeguarding team, under the direction of the DSL will be aware in certain circumstances that where there is imminent threat of harm or where the law may be broken, that the abuse will have to be reported.

Be aware that a child or vulnerable adults health and general demeanour can in some cases, be an indicator that a child or vulnerable adult has suffered or is at risk of suffering abuse, neglect, or exploitation.

Be aware that children can abuse other children (child on child abuse). (See appendix I).

Protecting children as they are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse. This risk is part of our colleges safeguarding approach.

Understanding that the use of technology has become a significant component of creating safeguarding issues. Child sexual exploitation, radicalisation, sexual predation: technology can provide the platform that facilitates harm.

Understanding that children with special educational needs, disabilities (SEND) or certain health conditions can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- these children being more prone to poor group isolation or bullying (ridiculing prejudice-based bullying) than other children.
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without awkwardly showing signs; and
- communication barriers and difficulties in managing or reporting these challenges.

Safeguarding – Filtering & Monitoring –

The DSL and James Mackie (SMT) are responsible for understanding the filtering and monitoring systems Works4u have in place. Both have undertaken appropriate training and work closely with our ICT consultants – Inology on Cyber Security.

- Cyber essentials Certificate of assurance obtained on 20/9/23.

7. RECORD KEEPING

All child protection and welfare concerns, discussions and decisions will be recorded in writing, kept confidential and stored securely on School Pod; our Management Information System.

If a child about whom there have been concerns transfers to another educational establishment all

appropriate information, including child protection and welfare concerns, will be forwarded under confidential cover to the learner's new educational establishment as a matter of priority.

No confidential information about a child will be shared outside of the organisation without the knowledge and approval of DSL. Information will always be shared via secure digital means such as Egress.

Good record keeping is an important part of the organisation's accountability to children and their families/carers and will help us in meeting our key responsibility and legal duty to respond appropriately to welfare concerns about children and vulnerable adults.

Records should be factual, accurate, relevant, up-to-date and auditable. They should support monitoring, risk assessment, planning for children and enable informed and timely discussions about appropriate action to take.

The DSL will ensure that records are maintained appropriately for children with safeguarding concerns and in line with the local Safeguarding Board guidelines.

8. SAFER WORKFORCE AND MANAGING CONCERNS ABOUT ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

All staff will be subject to safeguarding checks in line with the statutory guidance for [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/keeping-children-safe-in-education) statutory guidance for schools and colleges September 2023.

Every job description and personal specification will have clear statement about the safeguarding responsibilities of the post holder.

We will ensure that at least one member of the interview panel who conducts an interview has completed safer recruitment training (see appendix K for more details).

We have a procedure in place to handle allegations against members of staff or volunteers in line with [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/keeping-children-safe-in-education) in accordance with local guidance, we adhere to [Greater Manchester Safeguarding Procedures](#) – managing allegations against staff guidance and [safer recruitment](#).

Any allegation made against a staff member or concern raised about a member of staff, volunteer or visitor will be dealt with by the CEO/principal. In the case of allegations made against the CEO/Principal, the case manager will be the chair of the Advisory Board.

8.1 PROCEDURE FOR MANAGING ALLEGATIONS AGAINST/CONCERNS RAISED IN RELATION TO TUTORS, SUPPORT WORKERS, OTHER STAFF, VOLUNTEERS AND CONTRACTORS

Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the children at our establishment. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing of understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our educational establishment are safe to work with children. We will always ensure that the procedures outlined in part 4 of [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/keeping-children-safe-in-education) are adhered to.

If an allegation is made or information is received about an adult who works within our setting, which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the DSL immediately. Should an allegation be made against the CEO/Principal, this will be

reported to the chair of the Advisory Board. In the event that the chair is not available, the information will be passed to the advisory board member designated for safeguarding.

The CEO/Principal and chair of the Advisory Board will follow Keeping Children Safe in Education September 2023. No member of staff or the Advisory Board will undertake further investigation before receiving advice from LADO, Local Authority Designated Officer.

Any member of staff or volunteer who does not feel confident to raise their concerns to the DSL or chair of the Advisory Board should call NSPCC Whistleblowing helpline on 0800 028 0285.

Local Authority Designated Officer – Tania Brown Tel: 0161 342 4398 Email: tania.brown@tameside.gov.uk Tameside Integrated Services for Children with Additional Needs (ISCAN): Jubilee Gardens-0161 371 2060 Tameside Public Service Hub: Hours – Monday to Wednesday 8.30 am to 5pm, Thursday 8.30am to 4.30pm, Friday 8.30am to 4pm. Tel: 0161 342 4101 Out of hours Tel 0161 342 2222 Greater Manchester Safeguarding Manual: <https://greatermanchesterscb.proceduresonline.com/chapters/contents.html>

The college together with Children’s Social Care and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate.

The CEO/Principal will ensure that the child and family are kept informed of the progress of the investigation.

The staff member who is the subject of the allegations will be advised to seek legal advice, contact their union/professional association or a colleague for support.

Works4U will seek to ensure that the staff member is provided with appropriate support, including, if necessary, legal advice.

The DSL will designate a named member of the SMT to keep the staff member updated on the progress of the investigation, this will continue during any police or section 47 investigation or disciplinary investigation.

We have a legal duty to refer the Disclosure and Barring Service (DBS) anyone who has harmed or passes a risk of harm to a child or if there is reason to believe the member of staff has committed one of the member of staff has committed one of a number of listed offences and also who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our establishment, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and our legal advisors.

Referrals to Children’s Social Care need to be considered when a child is at risk of significant harm and an individual who is working or volunteering with children has: -

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly has committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

Low level concerns that do not meet the harm threshold – concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. All concerns about adults working in or on behalf of the college (including volunteers, visitors and contractors) will be dealt with promptly and appropriately.

9. STAFF INDUCTION, TRAINING & DEVELOPMENT

All staff will be made aware of the systems within our establishment which support safeguarding, and these will be explained to them as part of staff induction.

This will include the:

- Child protection policy which will amongst other things, also include the policy and procedures to deal with peer on peers abuse;
- Behaviour policy (which will include measures to prevent bullying, including cyber bullying, prejudice-based and discriminatory bullying);
- Staff behaviour policy (code of conduct);
- Safeguarding response to absence and children who go missing from home;
- Role of the designated safeguarding lead (DSL), the deputy DSL and the safeguarding and wellbeing support team;
- Staff through our SharePoint Staff Hub will be given copies of our safeguarding policy and associated appendices;

We will ensure that all staff understand the critical importance of safeguarding and the procedures to follow when they have incidents or concerns.

All staff members of our establishment will receive appropriate safeguarding child protection training including online safety.

The nominated Advisory Board member for safeguarding and child protection will attend relevant training updated every 2 years.

We will maintain accurate records of staff induction and training.

10. CONFIDENTIAL, CONSENT AND INFORMATION SHARING

We recognise that all matters relating to child protection are confidential.

The DSL or Deputy DSL will disclose any information about a learner to other member of staff on a need-to-know basis and the best interests of the child.

All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing or be in breach of a statutory duty.

All members of staff have a professional responsibility to share information under the guidance of the DSL, to share information with other agencies in order to safeguard children.

All our staff members who come into contact with children will be given appropriate training and guidance to understand the purpose of information sharing in order to safeguard and promote children's welfare.

We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

It is essential that people working with children can confidently share information as part of their day-to-day work. This is necessary, not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.

The establishment may have to share information about parents or carers, such as their medical history, disability, or substance mis use issues, for investigation of child abuse carried out by children's services.

We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.

The data protection legislation is not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.

We should be sharing any concerns we have with parents/carers at an early stage unless this would put a child at greater risk or compromise an investigation. Parents/carers need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.

Be clear about the purpose of sharing confidential information and only share as much as we need to achieve our purpose.

We will try to get consent from parents/carers (or the child if they have sufficient understanding*) to share information, if possible. However, we do not need consent if we have serious concerns about a child's safety and wellbeing. If we decide to share information without consent, we should record this with a full explanation of our decision.

*Children aged 12 or over may generally be expected to have sufficient understanding. Younger children may also have sufficient understanding. All people aged 16 and over are presumed, in law, to have capacity to give or withhold their consent, unless there is evidence to the contrary.

Consent should not be sought from parents or carers (or the child, if they have sufficient understanding), if; it would place a child at increased risk or harm; or it would place an adult at risk of serious harm; or it would prejudice a criminal investigation; or it would lead to unjustified delay in making enquiries about allegations of significant harm to a child; or required by law or a court order to share information.

Consent is necessary for Children's Social Care investigations or assessments of concerns under section 17 of the [Children Act 1989](#). Children's Social Care will assume that we have obtained consent from the parents/carers to share information unless we make them aware that there is a specific issue about consent. This will be discussed with a social worker in the Multi Agency Safeguarding Hub.

Early help assessments are undertaken with the agreement of the child and their parents or carers.

If we are in any doubt about the need for seeking consent, we will get advice from the Multi Agency Safeguarding Hub (MASH).

The [Data Protection Act 2018](#) and GDPR do not prevent the sharing of information for the purpose of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

11. INTER AGENCY WORKING

We will maintain and promote effective working relationships with other agencies, including agencies providing early help services to children, the police, and children's social care.

We will ensure that relevant staff members participate in multi-agency meetings, forums, and statutory reviews, including child protection conferences and care groups, to consider individual children.

We will participate in serious case reviews, other reviews, and file audits as and when required to do so by the Tameside Safeguarding Children Partnership.

We will support the Tameside Safeguarding Children Partnership arrangements in supporting our children and families.

11.1 EARLY HELP FOR CHILDREN AND FAMILIES

Most parents/carers can look after their children without the need of help other than their families and friends. However, some parents/carers may need additional help from our educational establishment or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.

Our educational establishment will work together with other agencies to provide a coordinated offer of early help in line with '[Working Together to Safeguard Children 2018](#)', and local guidance, to any child who needs it. We work in partnership with TSCP [Tameside Safeguarding Children Partnership](#) to assist parents/carers who may require additional support from Early Help.

We will pool our knowledge within our establishment and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them.

11.2 MENTAL HEALTH

We will work with a range of services to identify and support children who may be suffering from mental health issues.

All staff at Works4U are aware that mental health problems, 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 will attempt to make a diagnosis of a mental health problem.

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

Staff however will 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 health, behaviour and education.

11.3 REPORTING A SAFEGUARDING CONCERN

Tameside Safeguarding Children Partnership threshold guidance will be used to determine the level of need and the action needed to offer support at an earlier stage or to safeguard a child i.e. does the child and family need help or is the child at risk of harm?

Tameside Children's Multi-Agency Safeguarding Hub will be contacted if we need support or advice on safeguarding children/young people and/or we believe that a child/young person is at risk of significant harm. The DSL will oversee the contact.

All safeguarding concerns will be reported to the Children's [Multi-Agency Safeguarding Hub](#) using the [Multi-Agency Request for Service](#) form. (MARS).

The safeguarding functions within the Children's Multi-Agency Safeguarding Hub bring together all the multi-agency resources to provide a quick and robust response to safeguarding children at the front door.

Referrals may also be made for Early Help intervention by completing a MARS, this will enable Works4U to work with the family and other professionals to provide a coordinated multi-agency package of support.

12. CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

We will ensure that contractors and providers are aware of our establishments safeguarding and child protection policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

We will seek assurance that employees and volunteers provided by these organisations are working with our children have been subjected to the appropriate level of safeguarding check in line with 'Keeping Children Safe in Education Sept 2023'. If assurance is not obtained, permission to work with our children or to use our educational establishment premises may be refused.

When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

13. WHISTLEBLOWING AND COMPLAINTS

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the CEO/Principal, the chair of the Advisory Board or with the Local Authority Designated Officer.

Works4U [Whistle Blowing Policy can be read here.](#)

We have clear reporting procedure for children, parents/carers and other people to report concerns or complaints, including abusive or poor practice. Email – Safeguarding@normanmackie.com

We actively seek the views of children, parents/carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

Local Authority Designated Officer – Tania Brown Tel: 0161 342 4398 Email:

tania.brown@tameside.gov.uk Tameside Integrated Services for Children with Additional Needs (ISCAN):

Jubilee Gardens-0161 371 2060 Tameside Public Service Hub: Hours – Monday to Wednesday 8.30 am to 5pm, Thursday 8.30am to 4.30pm, Friday 8.30am to 4pm. Tel: 0161 342 4101 Out of hours Tel 0161 342

2222 Greater Manchester Safeguarding Manual:

<https://greatermanchesterscb.proceduresonline.com/chapters/contents.html>

14. SITE SECURITY

All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

We check the identity of all visitors and volunteers coming into Works4U. Visitors are expected to sign in and out of the visitor's log and to display a visitors' badge while on site. Any individual who is not known or unidentifiable will be challenged for clarification and reassurance.

Works4U will not accept the behaviour of any individual, parent, or anyone else, that threatens Works4U security, or leads others, child or adult to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to Works4U.

15. ONLINE SAFETY

Works4U has an [online-safety policy](#) which includes guidance for all learners in relation to online safety and using the internet and social media. There are appropriate filtering and monitoring systems in place. Staff are encouraged to report their concerns if they believe learners are using the internet, mobile technology or social media inappropriately (e.g. sexting). In some extreme cases, the police may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently, staff must report concerns in a timely way so that advice and support can be sought.

16. ABSENCE/CHILDREN MISSING FROM EDUCATION

A child continuously absent or missing from education is a potential sign of abuse or neglect, particularly on repeat occasions.

At Works4U we have appropriate safeguarding responses to support children with unauthorised absence or who go missing from education, particularly on repeat occasions, to help identify the risk of abuse or exploitation, and to help prevent the risk of them going missing again.

We have in place, a daily telephone system to contact parents/carers when a learner has an unauthorised absence and backed up by our safeguarding and wellbeing team.

We will work closely with other professionals e.g LEA/Social Care, the Local Safeguarding Board and the Police to ensure that children missing from home or being identified as being at risk of abuse and neglect, including sexual abuse or exploitation, receive appropriate levels of care and support to mitigate the dangers.

We may request more than one emergency contact number for each learner in order to be able to contact more than one responsible adult if a child who is missing education is also identified as a welfare and /or Safeguarding concern.

17. USEFUL LINKS, POLICIES AND PROCEDURES

The following policies and procedures are relevant for the child protection and safeguarding policy and procedure.

- [Attendance Policy](#)
- [Behaviour & Anti-Bullying Policy](#)
- [Care Act 2014](#)
- [Children Act 1989](#)
- [Greater Manchester Safeguarding Procedures](#)
- [Health & Safety Policy](#)
- [Keeping Children Safe in Education 2021](#)
- [Medication Policy](#)
- [Multi Agency Safeguarding Hub](#)
- [Multi-Agency Request for Service](#) form
- [Online Safety Policy](#)
- [Staff Safer Recruitment Policy](#)
- [Tameside Safeguarding Children Partnership Policies and Guidelines](#)
- [TMBC information sharing policy](#)
- [Whistle Blowing Policy](#)
- [Working Together to Safeguard Children 2018](#)
 - [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)

To report concerns, seek advice or need any help, please send an email to:
www.safeguarding@normanmackie.com

APPENDIX A – DEFINITIONS

1. DEFINITIONS

Abuse, including neglect, is a form of maltreatment. A person may abuse or neglect child by inflicting harm by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by others (e.g. via the internet). They may be abused by an adult/s or child/children.

Children are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

Child protection is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

Harm is ill treatment or impairment of health or development, including impairment suffered from seeing or hearing the ill treatment of another.

Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

Safeguarding children is the action we take to promote the welfare of children and protect them from harm.

Safeguarding and promoting the welfare of children is defined in [Working together to Safeguard Children \(July 2018\)](#) as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental health and development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Significant harm is the threshold that justifies compulsory intervention in the family in the best interests of the child. [Section 31 of the Children Act 1989](#) states where the question of whether harm suffered by a child is significant turns on the child's mental and physical health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.

2. CATEGORIES OF ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve

- Making a child feel worthless, unloved, or inadequate
- Only there to meet others needs
- inappropriate age or development expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g. domestic abuse
- making the child feel worthless and unloved – high criticism and low warmth
- serious bullying (including cyber bullying)
- exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Neglect is the persistent failure to meet a child's basic physical 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 misuse. Once a child is born, it may involve a parent 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
- ensure access to appropriate medical care treatment.

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

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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexual inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts, or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

3. SPECIFIC SAFEGUARDING ISSUES

This has been updated from [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)

Staff should be aware of specific safeguarding issues such as:

- CCE Criminal Exploitation of children (County lines)
- CSE Child sexual exploitation
- Female Genital Mutilation (FGM)
- Mental Health
- Peer on peer abuse (child on child)

Staff will also be made aware of issues such as:

- Child abduction and community safety incidents
- Children and the court system
- Children missing from education
- Children with family members in prison
- Modern slavery and the National Referral Mechanism
- Cybercrime
- Domestic abuse

- Homelessness
- So-called 'honour based' abuse (including Female Genital Mutilation and Forced Marriage)
- Forced marriage
- Preventing radicalisation
- The Prevent Duty
- Channel
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting

APPENDIX B – CRIMINAL AND SEXUAL EXPLOITATION OF CHILDREN

Both the CSE and CCE are forms of abuse that occur when an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child not taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for purpose of exploitation.

Child Criminal Exploitation (CCE)

CCE can include children being forced not work in Cannabis factories, being coerced into moving drugs or money across the country (county lines) forced to shop lift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

The above CCE indicators can also be indicators of CSE, as can:

- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of “deal line”.

This activity can happen locally as well as across the UK – no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools’ mainstream and special), further and higher educational institutions, learner referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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

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

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

APPENDIX C – DOMESTIC ABUSE

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

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and physical impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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

APPENDIX D – HONOUR BASED ABUSE

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

So-called ‘honour-based’ abuse (HBA) encompasses incidents of crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in context or preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators.

It is important to be aware of this dynamic and additional risk factors when deciding when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the type of possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation (FGM)

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

FGM mandatory reporting duty for teachers - [Section 5B of the Female Genital Mutilation Act 2003](#) (as inserted by [section 74 of the Serious Crime Act 2015](#)) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

You can read our [Female Genital Mutilation Policy here](#).

Forced Marriage

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

Works4U's [Forced Marriage Policy can be read here](#).

APPENDIX E – PREVENT

Preventing Radicalisation

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

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

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 or the internet) and settings (such as within the home).

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

The Works4U [Prevent Duty Policy can be read here](#).

The Prevent duty

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

Channel

[Channel](#) is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

APPENDIX F – UPSKIRTING AND YOUTH PRODUCED IMAGERY

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 person's 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.

Youth Produced Imagery

Sexting or Consensual and non-consensual sharing of nudes, semi nudes, images and/or videos among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The DSL should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. In applying judgement to the sexting incident consider the following:

- Significant age difference between the sender/receiver involved
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act
- If other knowledge of either the sender or recipient may add cause for concern.

If these characteristics present cause for concern then escalate or refer the incident. If not, manage the situation accordingly, recording details of the incident, action and resolution. See [UKCIS Sharing nudes and semi nudes: advice for education settings working with children and young people](#).

APPENDIX G – PRIVATE FOSTERING

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.

Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is **not** a relative for 28 days or more. This could be a step parent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt.

Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number reasons such as parental ill health, a parent going abroad or in to prison, a child being bought to the UK to study English or the relationship between the child and parent has broken down.

School staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.

Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored

APPENDIX H – RECOGNISING ABUSE

RECOGNITION – WHAT TO LOOK FOR

Staff members should refer to the detailed information about the categories of abuse and risk indicators in the Tameside Thresholds guidance for further guidance.

In an abusive relationship, the child may:

- appear frightened of their parent(s)
- act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups

In an abusive relationship, the parent or carer may:

- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

Staff should be aware that children with special educational needs and disabilities can face additional safeguarding challenges including assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability and children with special educational needs and disabilities are particularly vulnerable to bullying and often show no outward signs. Communication issues can be a barrier to effective safeguarding.

APPENDIX I – PEER ON PEER ABUSE

ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN- PEER ON PEER ABUSE

At our educational establishment we believe that all children have a right to attend educational establishment and learn in a safe environment. Children should be free from harm by adults in the educational establishment and other learners.

We recognise that some learners will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the educational establishment's Behaviour Policy. Children can abuse other children.

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should be aware that children can abuse other children. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;
- non-consensual sharing of nudes and semi nudes images and/or videos;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

Serious violence

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 and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Safeguarding allegations

It is important to remember that Peer-on-Peer Abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Consequently, there are different issues of gender that will need to be considered when responding to allegations made against learners by others in the educational establishment, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a learner, some of the following features will be found.

The allegation:

- is made against an older learner and refers to their behaviour towards a younger learner or a more vulnerable learner
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other learners in the educational establishment
- indicates that other learners may have been affected by this learner
- indicates that young people outside the educational establishment may be affected by this learner

Examples of safeguarding issues against a learner could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older learners may attempt to recruit younger learners using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards learners from other learners

We will provide a developmentally appropriate PSHE syllabus which develops learners' understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any learners to raise concerns with staff, knowing they will be listened to, believed and valued.

Deliver targeted work on assertiveness and keeping safe to those learners identified as being at risk.

On occasion, some learners will present a safeguarding risk to other learners. The educational establishment should be informed that the young person raises safeguarding concerns, for example, they are coming back into educational establishment following a period in custody or they have experienced serious abuse themselves.

These learners will need an individual risk management plan to ensure that other learners are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do

When an allegation is made by a learner against another learner, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact the Children's Hub or EHA Advisor to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both learners' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents/carers informed (of both the learner being complained about and the alleged victim).

Where neither Children's Social Care nor the police accept the complaint, a thorough educational establishment investigation should take place into the matter using the educational establishment's usual disciplinary procedures.

In situations where the educational establishment considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

APPENDIX J – SEXUAL VIOLENCE AND HARASSMENT

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

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

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

APPENDIX K – SAFER RECRUITMENT

SAFER RECRUITMENT

Our educational establishment has robust recruitment and vetting procedures to help prevent unsuitable people from working with children.

Our job advertisements and application packs make explicit reference to the educational establishment's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.

All staff members who have contact with children, young people and families will have appropriate pre-employment checks in line with [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

As part of Safer recruitment, Works4u will always inform potential candidates that online searches will be done as part of due diligence checks ahead of their interview.

At least one member on every short listing and interview panel will have completed safer recruitment training. The head teacher is responsible for ensuring that safer recruitment training is kept up to date.

The head teacher and the nominated governor for child protection are responsible for ensuring that our **single central record** is accurate and up to date.