

Child Protection & Vulnerable Adults Policy, Procedure, Guidance and Prevent Strategy

1. POLICY

1.1 Policy Statement

- i. This policy sets out Lancaster Training Services (LTS) commitment for safeguarding the welfare and preventing abuse of all children and vulnerable adults involved in its courses and to prevent extremism and radicalisation.
- ii. The purpose of these policies and procedures is to ensure that the rights of children and vulnerable adults are protected whilst involved in activities at LTS, and any concerns raised will be dealt with, appropriately.
- iii. Every person has the right to live in safety and to be free from abuse or fear of abuse from others.
- iv. Every person has the right to live an independent life based on personal choice.
- v. The abuse of an individual is a clear infringement of these basic human rights, as are certain forms of discrimination based on race, culture, gender, age, disability or sexual orientation.
- vi. LTS has a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children and vulnerable adults.
- vii. LTS will promote this policy by issuing a copy to all staff and apprentices during induction; ensuring it remains available on our website ‘24/7’; utilising the policy to form the basis for annual training; issuing safeguarding bulletins via email/physical paper copies, and; setting safeguarding topics as part of management reviews.

1.2 LTS’ commitment

The Safeguarding of children and vulnerable adults on our programmes is the informed responsibility of all staff, board members, trustees, subcontractors etc. It is our aim to actively make the learning environment safe and secure for all. All staff and apprentices sign a declaration stating that they have read and are committed to upholding their associated responsibilities under this policy.

LTS follow the **5 R’s** guidelines:-

- i. **Recognition** – the ability to recognise behaviour that may indicate abuse. Whether the abuse occurs on LTS premises, in the home, in the workplace, or in any other setting in which the learner may find themselves, staff will be trained so that possible abuse can be recognised, investigated and acted on seamlessly and effectively.
- ii. **Response** – staff will respond to any allegation and understand that it is not appropriate to lead or probe learners with questions. Learners must be reassured that they have done the right thing in reporting their concerns and that we will do everything we possibly can to help.
- iii. **Reporting** – any concerns must be reported to the Designated Safeguarding Lead. Key personnel are identified within LTS and have full training on how to deal with any allegation.
- iv. **Recording** – any allegation will be recorded including full details of what the learner said and any observations noted.
- v. **Referral** – The Designated Safeguarding Lead will investigate any allegations and gather enough information to make a referral, if appropriate, by talking to the appropriate people inside or outside the organisation, and make the decision what action to take: i.e. whether to monitor and record the concern, or to refer it on.

All allegations of abuse will be taken seriously and fully investigated, and appropriate action taken. LTS will review this policy annually (stated in the footer) or amend it immediately if a shortfall ‘comes

to light' whichever is most appropriate.

2 What is Abuse?

It can involve any one or more of the following:

- Neglect
 - Physical Injury
 - Sexual Abuse
 - Emotional Abuse
 - Institutional and financial when applied to vulnerable adults
- See Appendix 1 for definitions

Some young people may be victims of sexual exploitation, forced marriage or female sexual mutilation. Abuse can happen anywhere and staff should be alert to concerns being raised at College. Training in signs of abuse is given to all staff.

3 Designated Safeguarding Lead – Designated Safeguarding Lead (DSL)

- i. Lancaster Training Services has a designated manager who is assigned to act upon any vulnerable adult, child protection, radicalisation or extremism concerns. This person is the Training Manager whom is responsible for coordinating action within LTS and liaising with other agencies.
- ii. The company also has a second designated person who can fulfil the obligations of the Training Manager should they not be available for any reason. This person is currently the Assistant Training Manager.

4. PROCEDURE FOR DEALING WITH SUSPICIONS OR ALLEGATIONS OF ABUSE

4.1 Introduction

- (i) It is important that children (anyone under 18) are protected from abuse. The same principle applies to vulnerable adults. All complaints, allegations or suspicions must be taken seriously.
- (ii) This procedure must be followed whenever abuse is suspected, or an allegation of an incident of abuse has been made.
- (iii) This procedure covers allegations of abuse by any person including allegations against members of staff.
- (iv) Learners with behavioural difficulties and disabilities are often vulnerable to abuse. Staff who work, in any capacity, with learners with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.
- (v) Learners who come from a home environment where there is domestic violence, drug or alcohol abuse, mental health issues may also be particularly vulnerable and in need of support or protection.
- (vi) Children who are 'Looked After' are also vulnerable and in need of enhanced support and protection.

- (vii) LTS recognises that people who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The welfare of the individual is paramount.

4.2 Responding to a disclosure made by a learner – guidelines for staff

- (i) If a learner discloses significant personal problems to a member of staff, they should be acknowledged and taken seriously
- (ii) If a member of staff thinks a learner is going to make a disclosure they may wish to say something like this:

“If you tell me about a situation where there is a serious risk of harm to you or someone else I can’t guarantee I can keep this information to myself and may have to pass it on to the Safeguarding Team”.

- (iii) The person may choose not to continue:

If this is the case encourage them to see one of the DSLs, or arrange for them to use a privately located telephone for helpline support

- (iv) If the person chooses to continue:

- Listen carefully to what is being said
- Keep questions to a minimum, just to clarify what is being said
- Avoid leading questions or comments (just repeat back what you have heard to check you have understood)
- Don’t be judgemental
- Reassure the person that they are right to tell
- Tell the person what you are going to do next and assure them they will be kept informed of all developments
- Explain that you may have a legal obligation to pass the information on to protect both them and possibly other members of the family and the public (see 4.3)

- (v) Staff should never:

- Investigate, suggest or probe for information
- Make promises about confidentiality or keeping secrets
- Speculate or accuse anybody or confront another person allegedly involved
- Jump to conclusions or offer opinions
- Assume someone else will take responsibility
- **Fail to pass the information to the DSL**

- (vi) Make a full record of the nature of the allegation using the Safeguarding Alert using the Vulnerable Persons Assessment Record (see Appendix 3 for template): (this must be factual)

- The contact details of the learner making the allegation
- The date and time of report
- Names of those present during the allegation/disclosure
- Date, time and place of the alleged abuse
- Name of the person who has allegedly been abused if different from the above
- An account of the allegation
- Nature of the alleged abuse
- A description of any injuries observed (if applicable)

- (vii) The allegation should be reported to the DSL as soon as possible or in any event within 24 hours, all records and notes should be passed on (no duplicates should exist). The information must be treated with strictest confidence – the need to know basis must be employed. The DSL's then decides what further action should be taken. The DSL's will strictly adhere to LCC and CAF guidance.
- (viii) LTS has no investigative role in child protection but, the DSL and Safeguarding Manager will make the final decision as to whether the allegation is reportable or not. If the allegation is reportable then the DSL or Safeguarding Manager must report the matter to the Children's Social Care team in the learner's usual area of residence. (Unless it is an allegation against a member of staff, in which case any referral is made to Lancashire's Safeguarding Co-ordinator or the local Lancashire Local Authority Designated Officer).
- (ix) The DSL's considers the information and whether dealing with 'risk' or 'need'. The DSL's should discuss with other agencies what action should be taken. This should include a decision as to whether it is necessary to inform the parents of the young person. A record should be made of the conversation to include the name of the duty Child Protection Officer/social worker who took the call.
- (x) Staff must adhere to the LTS Safeguarding policy and procedure however, statutory guidance does state that referrals can be raised and any concerns made directly with Children's Social Care Services. Any referrals made must be reported to the DSL's.

4.3 Confidentiality

- (i) Promises of confidentiality should not be given as the matter may develop in such a way that these cannot be honoured
- (ii) As far as possible any action taken should be at the learner's request. Staff should try to avoid disempowering the learner further by misusing their power to intervene in the situation and assure them that the matter will only be discussed with people who need to know. (The information must be passed on to the DSL's, Children's Social Care (CSC)).
- (iii) Any member of staff involved in a situation where there is a safeguarding issue may wish to seek support themselves from the DSL's. If necessary they can talk through a situation without identifying the learner.

5 ALLEGATIONS ABOUT A MEMBER OF STAFF

LTS will follow procedures laid down by Lancashire County Council and Local Children's Safeguarding Board

- (i) Any suspicion, allegation or actual abuse of a child by a member of staff must be reported to the DSL's as soon as possible.
- (ii) On being notified of any such matter the DSL's shall:
 - Take such steps as they considers necessary to ensure the safety of the child in question and any other child who might be at risk
 - Report the matter to Children's Services (CS) / Local Authority Designated Officer.
 - Ensure that a report of the matter is completed by the person who reported the original concern

- (iii) If a complaint has been made against a DSL, the second DSL will deal with it.

5.1 WRITTEN RECORDS

- (i) The DSL's shall retain a copy of:
- The report
 - Any notes, memoranda or correspondence dealing with the matter
 - Any other relevant material
- (ii) The DSL's will make a judgement on a case by case basis about which staff need to know what and for what purpose, about a learner.
- (iii) Copies of report, notes, etc., should be kept securely locked at all times in IHT office safe.
- (iv) According to current guidance, records should be kept until the person's 25th birthday except if the child is also a CLA and then it is to be kept for 45 years. If the child has a SEN statement then the file needs to be kept indefinitely.

6. Early help

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising; for example, if it is provided as part of a support plan where a child has returned home to their family from care, or in families where there are emerging parental mental health issues or drug and alcohol misuse.

Effective early help relies upon local organisations and agencies working together to:

- identify children and families who would benefit from early help
- undertake an assessment of the need for early help
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to improve the outcomes for the child.

Identifying Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency co-operation to improve the welfare of all children. Identifying children and families who would benefit from early help.

Staff should, in particular, be alert to the potential need for early help for a child who:

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

- is a privately fostered child
- has a parent/carer in custody

It is important that staff are 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, however staff are well placed to observe learners and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where learners 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 school staff are aware of how these children's experiences can impact on their mental health, behaviour and education

7 Support and guidance for learners

Any learner on a training programme or an apprenticeship with LTS that is being bullied or abused at either work or home should speak to a member of staff or email our dedicated Designated Safeguarding Lead safe@lantrain.co.uk. Learners also have 24/7 access to this Policy via our website. Further information, advice and guidance is available on our website and in appendix 2.

8. Training

- LTS will ensure that all staff who may (as part of their work) come into contact with children or vulnerable adults will receive appropriate training in order to be able to carry out their responsibilities to ensure the protection of vulnerable adults, and/or children.
- This training will also include the "Designated Safeguarding Lead" who have responsibilities for investigation and notification of the authorities where appropriate.
- The training will also cover the recognition of abuse, the "key" policy principles, the rights of vulnerable adults and children, the alert procedures, record keeping, and emotional support where appropriate.
- The DSL's are responsible for the delivery of training on induction, annually and in line with legislative and best practice updates to ensure that staff are able to implement this policy.

9. Safer recruitment

LTS carries out safe recruitment checks on everyone who works for us. All roles require a Disclosure and Barring Service (DBS). Tutor/Assessors will be subject to an enhanced DBS check and references before the individual joins us. Further suitability checks may be required and probation periods of 6 months can be extended.

10. Monitoring IT usage

LTS use 'OpenDNS' web filtering software which blocks 27 categories of inappropriate sites for example 'sexual content', 'gambling', 'hate and discrimination', 'weapons', 'adult themes', 'sexuality', 'nudity', 'pornography' etc. and logs which sites were blocked. IT equipment is also protected by anti-virus and anti-malware software. Tutors will oversee safe use of technology, including internet and take immediate action if they are concerned. They will supervise IT activities at all times. The IT suite cannot be accessed or used by learners without full Tutor supervision. Any identified Safeguarding issues must be reported to the DSL. Additional IT rules are detailed in our Regulations for the use of Computing Facilities which can be accessed here - <https://lantrain.co.uk/wp-content/uploads/2017/10/Regulations-for-the-use-of-computing-facilities-IT-Policy-NB.pdf>

11. Legislation

Legislation relating to safeguarding include:

- Human Rights Act 1998
- United Nations Convention on the Rights of the Child

- iii. Safeguarding Vulnerable Groups act 2006
- iv. Children Act 1989/2004
- v. Education Act 2002
- vi. Keeping children safe in education 2021
- vii. Working together to safeguard children 2018

12. Prevent Strategy

LTS has a legal responsibility to fulfil the Prevent Duty. Prevent is a strand of the Government counter terrorism strategy – CONTEST. The UK faces a range of terrorist threats. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. LTS aims to protect apprentices and employees from radicalising influences, ensure apprentices and employees are resilient to extreme narratives, identify changes in behaviour of apprentices and employees and deal with any issues raised by apprentices or employees.

The PREVENT strategy seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat we face from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which needs to be addressed, including education, criminal justice, faith, charities, the internet and health

A system of threat level has been created which represents the likelihood of an attack in the near future. The five levels are:

1. Critical - an attack is expected imminently
2. Severe – an attack is highly likely
3. Substantial – an attack is a strong possibility
4. Moderate – an attack is possible but not likely
5. Low – an attack is unlikely

Key Objectives

This strategy has five key objectives:

- To promote and reinforce shared values; to create space for free and open debate; and to listen and support the learner voice.
- To break down segregation among different learner communities
- To ensure learner safety and that the Training Centre is free from bullying, harassment and discrimination
- To provide support for learners who may be at risk and appropriate sources of advice and guidance
- To ensure that learners and staff are aware of their roles and responsibilities in preventing violent extremism.

Process

The prevent strategy uses the same 5 R's process (recognition, response, reporting, recording and referral).

Protecting against radicalising influences and extreme narratives

LTS remain committed to protecting individuals from radicalising influences and extreme narratives. This will be achieved through:

- Promoting and embedding British Values throughout our provision,
- Supporting the development of critical thinking skills,
- Creating an open and welcoming learning environment that encourages dialogue and debate,
- Ensuring teaching approaches provide individuals with a positive sense of identity,
- Focussing on dispelling negative stereotypes,
- Encouraging dialogue between individuals from diverse backgrounds,
- Building strong relationships with employers to identify and address extremism as soon as it arises,
- Immediately challenging any signs of radicalisation/extremism as soon as they arise.
- Applying checks on guest speakers.
- Providing appropriate Information Advice and Guidance for those identified as being 'at risk'.
- Actively working with local police teams to ensure a joined-up approach.

Recognition/ Vulnerability/ Risk Indicators

Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm. There is no such thing as a 'typical extremist'. Staff will undertake the on-line Channel training to assist with identifying and responding to extremism. The following indicators have been provided to support staff and are not exhaustive.

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?

- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity Has there been a significant shift in the child/young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work? Has the child/young person witnessed or been the perpetrator/victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/young person employed any methods to disguise their true identity? Has the child/young person used documents or cover to support this?

Social Factors

- Does the child/young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/young person have any learning difficulties/ mental health support needs?
- Does the child/young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/young person have insecure, conflicted or absent family relationships?
- Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

Referral and intervention process

Learners and employers can disclose concerns to a member of staff or to the DSL directly. Any member of staff who identifies concerns must report these concerns to the DSL. The DSL will consider whether a situation may be so serious that an emergency response is required. Professional judgement and common sense should be used to identify whether an emergency situation applies. Examples in relation to extremism are expected to be very rare but would apply when there is information that a violent act is imminent, or where weapons or other materials may be in the possession of a young person, another member of their family or within the community. In this situation, a 999 call should be made.

Channel Referral Process (DSL)

Some concerns which are identified may have a security dimension to them. For this reason, it is important that liaison with the police forms an early part of all investigations. The National Police Prevent Team will carry out an initial assessment and, if appropriate, set up a multi-agency meeting to agree actions for supporting the individual. The [National Prevent Referral Form](#) should be used to ensure all information is obtained prior to calling the national police Prevent advice line- **0800 011 3764**

Additional contacts

- Crimestoppers 0800 555 111
- Anti-Terrorism Hotline 0800 789 321
- concern@lancashire.pnn.police.uk



Richard W Little – Chairman Jan 24

APPENDIX 1

DEFINITIONS/INDICATORS OF ABUSE

Signs of possible child abuse

It is important to remember that lists such as the one below are neither completely definitive nor exhaustive. The information in such lists has to be used in the context of the child's whole situation and in combination with a range of other information related to the child and his/her circumstances.

There can be an overlap between all the different forms of child abuse and all or several can co-exist.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

1. PHYSICAL ABUSE

1.1 Definition

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

Note- FGM (Female genital mutilation) is illegal in the UK. It is also illegal to arrange for a child to be taken abroad for FGM. If caught, offenders face a large fine and a prison sentence.

1.2 Possible signs of physical abuse

- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries, or delay in reporting them.
- Excessive physical punishment.
- Arms and legs kept covered in hot weather
- Fear of returning home.
- Aggression towards others.
- Running away

When considering the possibility of non-accidental injury it is important to remember that the injuries may have occurred for other reasons, e.g. genuine accidents or medical disorders.

2. PHYSICAL NEGLECT

2.1 Definition

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, for example, 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.

2.2 Possible signs of physical neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing

- Frequent lateness and/or unexplained non-attendance at LTS
- Untreated medical problems
- Low self-esteem
- Poor peer relationships
- Stealing

3. EMOTIONAL ABUSE

3.1 Definition

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 from 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.

3.2 Possible signs of emotional abuse

- Low self-esteem
- Continual self-deprecation
- Sudden speech disorder
- Significant decline in concentration
- Socio-emotional immaturity
- Neurotic' behaviour (eg rocking, head banging)
- Self-mutilation
- Compulsive stealing
- Extremes of passivity or aggression
- Running away
- Indiscriminate friendliness

4. SEXUAL ABUSE

4.1 Definition

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 (also known as peer on peer abuse) in education and all staff should be aware of it and of their policies and procedures for dealing with it.

4.2 Possible signs of a sexually abused child

Not all children are able to tell parents that they have been assaulted. Changes in behaviour may be a signal that something has happened.

These are general indicators that a child may be troubled though not necessarily about a sexual assault. The child may have some of these problems or none at all. It is the combination, frequency and duration of signs that will alert you to a problem. Try to

notice all changes in usual behaviour.

It is important to remember that in sexual assault there may well be no physical or behavioural signs.

A Behavioural

- Lack of trust in adults or over-familiarity with adults
- Fear of a particular individual
- Social isolation – withdrawal or introversion
- Sleep disturbance (nightmares, irrational fears)
- Running away from home
- Girls taking over the mothering role
- Reluctance or refusal to participate in physical activity or to change clothes for physical activities
- Low self-esteem
- Drug, alcohol or solvent abuse
- Display of sexual knowledge beyond the child's years
- Unusual interest in the genitals of adults or children or animals
- Expressing affection in inappropriate ways, eg 'French kissing'
- Fear of bathrooms, showers, closed doors
- Abnormal sexualised drawing
- Fear of medical examinations
- Developmental regression
- Poor peer relations
- Over-sexualised behaviour and sexual promiscuity
- Compulsive masturbation
- Stealing
- Psychosomatic factors, eg recurrent abdominal pain or headache

B Physical/Medical

- Sleeplessness, nightmares, fear of the dark
- Bruises, scratches, bite marks on top of the thighs or genital areas
- Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis
- Pain on passing urine or recurrent urinary infection
- Stained underwear
- Unusual genital odour
- Anxiety/depression
- Eating disorder, eg anorexia nervosa or bulimia
- Discomfort/difficulty in walking or sitting
- Pregnancy – particularly when reluctant to name father
- Venereal disease, sexually transmitted diseases
- Soiling or wetting in children who have been trained
- Self- mutilation/suicide attempts

5. FINANCIAL or MATERIAL ABUSE

- Including theft, fraud, exploitation,
- Pressure in connection with matters such as wills, property, inheritance,
- Financial transactions, possessions or benefits.
- Damage or threats of damage to property.

6. DISCRIMINATORY ABUSE

- Includes racist or sexist opinions, or opinions based on an individual's disability, or other forms of harassment, taunts or similar treatment.

7. PEER ON PEER ABUSE

Peer on peer abuse 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 such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- 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;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting (which is a criminal offence), 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). Hazing is any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them, regardless of a person's willingness to participate.

8. Child Criminal Exploitation – County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Please refer to Keeping Children Safe in Education updated Sept 2018 for typical signs and actions.

9. Forced Marriage (FM)

Definition

This is an entirely separate issue from arranged 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. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. 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 difficulties for example). Never the less, some communities use religion and culture as a way to coheres a person into marriage. Schools and Colleges can play an important role in safeguarding children from forced marriages. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. (If further information is required please see Keeping Children Safe in Education, Sept 2018 update)

10. Female Genital Mutilation (FGM) Mandatory reporting duty for teachers.

All staff should report concerns to DSL or Safeguarding Manager. There is a specific legal duty on teachers to report issues which concern young women under the age of 18

personally to the police.

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

There are 4 types of procedure:

Type 1 ~ Clitoridectomy – partial/total removal of clitoris

Type 2 ~ Excision – partial/total removal of clitoris and labia minora

Type 3 ~ Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 ~ All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman/rite of passage
- Uphold family honour
- Cleansed and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean/hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Young Person talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Young Person's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the Young Person's sibling has undergone FGM
- Young Person talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a Young Person has undergone FGM:

- Prolonged absence from College and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs

- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

This is the belief that there might only be one chance to speak to a potential victim . It is essential that we take action **without delay**.

11. Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of school and 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 come to support terrorism and extremist ideologies associated with terrorist groups (as defined by the revised Prevent Duty Guidance for England & Wales).

Forces that may contribute to vulnerability:

- rejected by peer, faith or social group/family
- pressure from persons linked to extremism
- victim or witness to race or religious hate crime
- conflict with family over religious beliefs/lifestyle/politics
- identity confusion
- recent religious conversion
- change in behaviour or appearance due to new influences
- under-achievement
- may possess literature related to extreme views
- experience of poverty, disadvantage or social exclusion
- extremist influences
- a series of traumatic events – global, national or personal.

12. 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

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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

13. Children & The Court System

Children are sometimes required to give evidence in criminal courts for crimes committed against them or for crimes they have witnessed. The appropriate guide for 12-17 year olds explains each step of the process and supports the special measures that are available. There are diagrams illustrating the structure and the use of video links is explained. See Keeping Children Safe in Education, updated September 2018.

14. 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 risk of a child going missing in future. Staff should apply and adhere to the LMC's attendance Policy to support this.

15. Children with family members in Prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. For further information please refer to NICCO provides information designed to support professionals with working with offenders and their children.

16. Homelessness

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

Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with the local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and / or require accommodation.

17. So-called 'honour based' violence

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

Since 31st October 2015 there has been a mandatory reporting duty placed on **teachers**. How to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information.](#)

APPENDIX 2

USEFUL SUPPORT CONTACTS

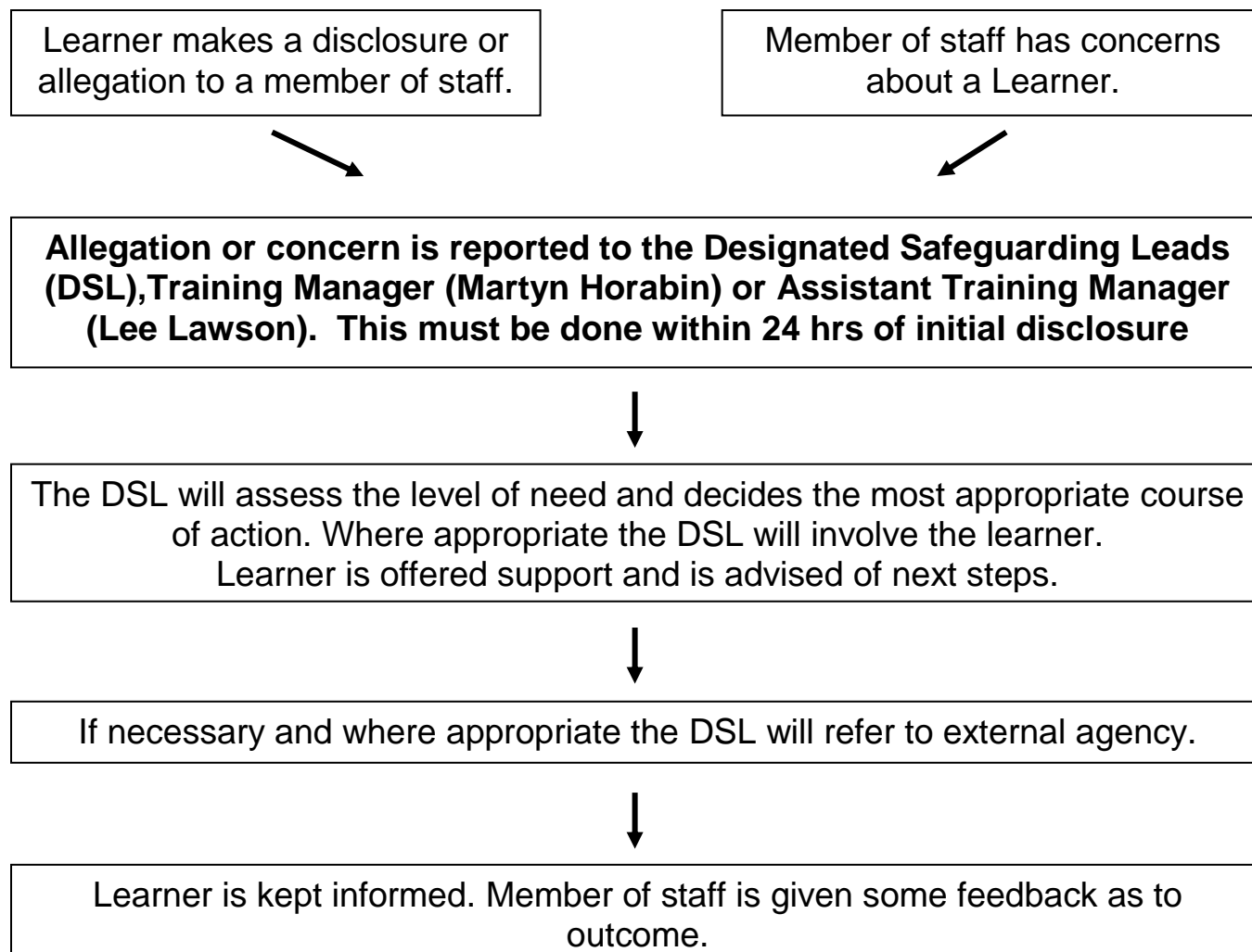
- **LTS Designated Safeguarding Lead** – Training Manager – Martyn Horabin
Tel: 858326 ext 21
- **LTS Safety Advisor** – Lee Lawson (deputy Designated Safeguarding Lead in Training Manager's absence) Tel: 858326 ext 28
- Local Authority Designated Officer (LADO) Lancashire Tim Booth Telephone: 01772 536694
e-mail: Tim.booth@lancashire.gov.uk
- **Lancashire County Council – Schools Safeguarding Officer**
Tammy Tywang – email tammy.tywang@lancashire.gov.uk 01772 531196 (same number for advice)
- **NW Regional Prevent Coordinator**
Claire Little- email Claire.little@education.gov.uk
- **Lancashire Police Prevent Team** who can be contacted on the following numbers:-01772 413398 or 101
- **Emergency Duty/ Out of hours Team** - 0300 123 6722
- **LCC Section 47Referrals (At risk of significant harm)**
Tel: **0300 1236720** (8am-8pm)
- MASH (Multi Agency Safeguarding Hub) **Levels 3 and 4**- Matt Chipchase 01254 220989
matt.chipchase@lancashire.gov.uk
- **Children Act 1989 & 2004**
www.everychildmatters.gov.uk
- **Working Together to Safeguard Children 2013**
<http://www.workingtogetheronline.co.uk/>
- **Keeping Children Safe in Education 2021**
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- **LSCB Safeguarding Children Procedures**
www.lancashire.gov.uk/safeguardingchildrenboard/
- **LTS Trustees** – Chairman - Richard Little – contact number available on request
Vice Chairman – George Sierpinski - contact number available on request
- **NSCOP**
Freephone 0800 800 5000 – 24 hours 7 days a week – www.NSPCC.org
Helpline staffed by social workers offering support information and advice to anyone concerned about child abuse. Guidance can be sought on a confidential basis.
- **Childline**
Free phone 0800 1111 - 24 hours 7 days a week - www.childline.org.uk
Confidential helpline for children and young people who are in danger or have any kind of problem.
- **Samaritans**
Tel: 08457 909090 or email jo@samaritans.org

Appendix 3 – Vulnerable Persons Assessment Record

CHILD PROTECTION/ VULNERABLE ADULT ASSESSMENT RECORD	
Your name:	
Your position:	
Child's/Vulnerable adult's name:	
Child's/Vulnerable adult's date of birth:	
Child's/Vulnerable adult's address:	
Parents and or carers names and address:	
Date and time of any/alleged incident:	
Exactly what the Child/Vulnerable adult said and what you said (use separate sheet if necessary -remember, do not lead the Child/Vulnerable adult, record actual details)	
Action taken so far (use separate sheet if necessary):	
Details of any witnesses to incident/conversation including names	
Your observations (e.g. signs of physical abuse)	

<i>External agencies contacted (date & time)</i>		
Police yes/no (circle)	If yes – which: Name and contact number:	
	Details of advice received:	
Social services - yes/no (circle)	If yes – which: Name and contact number:	
Local authority - yes/no (circle)	If yes – which: Name and contact number:	
Other (e.g. NSPCC)	If yes – which: Name and contact number:	
Print name:	Signature:	Date:

Remember to maintain confidentiality on a 'need to know' basis



If a learner makes a disclosure or staff member has concerns:

You SHOULD:-

- Listen, do not ask questions
- Take the matter seriously
- Act without delay – if you are unsure whether the matter needs reporting consult the DSL.
- Note down the details and pass all records to the DSL.

You SHOULD NOT:-

- Promise confidentiality – don't say 'you can keep it a secret' as you may have to pass the information on.
- Make promises you cannot keep
- Take the matter further yourself. Refer all disclosures to the DSL (*Martyn Horabin*) or (*Lee Lawson*)

APPENDIX 4: INFORMATION FOR STAFF FACED WITH AN ALLEGATION

A quick guide for staff who work in schools / education settings who are faced with an allegation

Introduction

Any allegation of abuse is obviously likely to cause a great deal of anxiety and concern. This quick guide is appended to the procedure for managing allegations against adults who work in Lancashire schools and education settings. It is intended to provide you with a broad overview of some of the key issues and to signpost you to appropriate information, advice and support.

Professional Associations and Trade Unions

You should have already been advised to contact any professional association that you are a member of. If you haven't already done that you should do it now as they are well placed to offer advice and support in these difficult circumstances.

Suspension

Suspension is not a sanction or automatic response to an allegation; alternatives to it will have been discussed and carefully considered prior to a decision to suspend being taken. In taking a decision to suspend, your employer will have taken into account the views of the Authority's Safeguarding Co-ordinator and LADO, Human Resources professionals, the Police and Children's Social Care – if they are involved. Suspension is not, in any way, an indication that a conclusion has already been made. Suspension is considered in all cases where:

- Someone's continued presence on site may pose a risk to someone
- To enable a child protection or criminal enquiry to proceed un-impeded
- It is serious enough to have the potential for there to be grounds for dismissal

Following a suspension you should be invited to a meeting with your employer to discuss your return to work.

Investigative processes

As the procedure states, the allegation may be the subject of an investigation by Children's Services or the Police. At the conclusion of any investigation by CS or the Police, or if these agencies decide that they do not need to conduct an investigation, the matter will be handed back to the school / your employer to deal with. If this involves an internal disciplinary investigation, you will be provided with advanced notice of any meetings, together with the right to be represented by a representative of a professional association, as required under LTS's disciplinary procedure (which you should ask for a copy of). It may also be the case that you will be provided with advice, guidance, training and / or support in respect of any issues that have emerged following this allegation. You should think about what would be of particular use to you and be prepared to make this clear to your employer.

Confidentiality

Clearly, allegations of abuse are extremely sensitive matters and all reasonable steps will be taken in order to ensure that any information pertaining to them will be dealt with in strictest confidence and on a 'need to know' basis. In the unlikely event that the matter becomes subject to speculation outside of the workplace / in the public domain, advice will be sought regarding any action that may be required to address and manage this. Again, this will be done with the utmost sensitivity and in consultation with you and any other individuals who may be affected.

Five frequently asked questions

❖ When will I be given the opportunity to respond to an allegation?

The principles of natural justice dictate that any person accused of something should be afforded an opportunity to know what is being alleged and to respond. How and when that occurs will depend upon the nature of the allegation and any enquiries that are being made in respect of it. Rest assured, you will certainly be provided with information and an opportunity to respond as soon as possible.

❖ If I am to be spoken to or interviewed by Police and/or Children's Services (i.e. a social worker) when and where will this happen?

Again, the need for sensitivity and discretion is at the forefront of everyone's mind in dealing with matters of this sort. In the event that you do need to be spoken to or interviewed then this will be arranged and handled with the utmost discretion. Again, you should seek advice from your Union / Association regarding any additional advice and support that you may need in the event that you are to be interviewed formally.

❖ What information about this process, including meetings and / or investigative processes, will be available to me following an allegation and during a subsequent investigation?

If you are faced with an allegation you should be provided with a copy of the 'Procedure for Managing Allegations'. This will inform you of the process(es) that need to be followed by your employer and the relevant authorities/agencies in dealing with the allegation. Minutes of the strategy meetings (see sections 10 and 11) are confidential documents and are not disclosed to any third parties (i.e. those not in attendance) as a matter of course. Once any enquiries have been concluded a request for a summary of any such meeting can be made to the Chair of the meetings and you should seek advice from your Union/Association in the event that you wish to access this. For obvious reasons, the disclosure of any records/potential evidence held by investigative agencies is subject to the usual rules of confidentiality and Data Protection/Freedom of Information Act legislation.

❖ What records will be kept, by whom and for how long?

In line with the relevant national guidance, the employer and LADO are required to keep a record of all allegations for ten years or until you reach retirement age whichever is the longer. Such records are maintained for the protection of adults and children alike and you should be provided with a copy of the record that is kept by your employer.

❖ Will this impact upon any future DBS disclosure or references if I apply for another job?

DBS information is disclosed at the discretion of the Chief Constable although discussions about DBS disclosures may occur during the course of multi -agency strategy meetings.

Employers will provide details of any allegations that have been made against individuals in the event that they are asked for a reference by a prospective employer; this is in line with best (safe recruitment and selection) practice and is intended to ensure that clarity is achieved which protection adults and children alike i.e. it will prevent unnecessary re-investigation in future and leave no doubt that appropriate and robust procedures were followed and the matter dealt with appropriately at the time.

Jan 24 additions and changes
Prevent referral form and contact P10
Prevent coordinator added P18