Staffordshire County Council

Safeguarding Policy

Community Learning Service

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Staffordshire County Council

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Purpose

The Council has a statutory duty to ensure all children and adults at risk are safe and is committed to providing safe environments for all individuals accessing its services.

The Council will promote the safeguarding of children and adults at risk and all other service users in accordance with the Apprenticeships, Skills, Children and Learning Act 2009 (as amended) and section 175 of the Education Act 2002 as set out in the statutory guidance from the Department for Education's Keeping Children Safe in Education 2026.

'Children' includes everyone under the age of 18. For the purposes of this policy, safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment,
- preventing the impairment of children's mental and physical health or development,
- ensuring that children grow in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes.

(Children's Act, 2004).

The Care Act 2014 provides a legal framework for how local authorities and other parts of the health and care system must protect adults at risk of abuse or neglect. Safeguarding vulnerable adults means:

- protecting an adult's right to live in safety, free from abuse and neglect,
- people and organisations working together to prevent and stop both the risk and the experience of abuse and neglect,
- people and organisations making sure that the adult's wellbeing is promoted including, where appropriate, taking fully into account their views, wishes, feelings and beliefs in deciding on any action,
- recognising that adults sometimes have complex interpersonal relationships and may be ambivalent, unclear, or unrealistic about their personal circumstances and therefore potential risks to their safety or well-being.

An adult at risk may be:

- an older person who is frail due to ill health, physical disability, or cognitive impairment,
- a person who has a learning disability,
- a person who has a physical disability and/or sensory impairment,

- a person who has mental health needs, including dementia or other memory impairment or personality disorder,
- a person who has a long-term illness or condition,
- a person who misuses substances or alcohol to the extent it affects their capacity to manage day-to-day living,
- a carer, where the person meets the definition.

Scope

This policy provides all members of staff, learners, volunteers, visitors, and partners of commissioned services within the Community Learning Service with clear information required:

- to meet their Prevent and safeguarding duty to protect children and vulnerable and susceptible adults from harm,
- and the safeguarding procedures for reporting a concern when learning online and offline and engaging in services to support personal progression.

The scope extends to staff, volunteers and service users engaged in the Staffordshire Jobs & Careers Service.

Introduction

The Department for Education guidance, Keeping Children Safe in Education 2026 states:

*'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interest** of the child. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.'*

The Council applies the same guidance and principle to welfare and safeguarding recognising that any individual service user could also be vulnerable to abuse. Everyone has the right to be protected from harm and exploitation and to have their welfare safeguarded. Abuse and neglect can happen to anyone no matter who they are. We all have a responsibility to provide a safe environment where children, young people and adults can learn and thrive.

To ensure that no one suffers from unlawful discrimination, all services will be provided in a manner that respects age, race, religion and belief, sex, sexual orientation, disability, pregnancy or maternity, gender reassignment, marriage

and/or civil partnerships. Individual rights, dignity and privacy will also be protected.

Prevent

The Prevent Duty is a legal obligation for authorities to prevent people from becoming terrorists or supporting terrorism. It is part of the government's counter-terrorism guidance and can be found in the Counter-Terrorism and Security Act 2015. The current threat from terrorism in the United Kingdom can involve the exploitation of susceptible people, including children of all ages, young people and adults, to becoming involved in violent extremist activity in support of terrorism.

The Community Learning Service has a responsibility to raise awareness of the Prevent Strategy and to promote values of openness, tolerance and free debate which are central to being a British Citizen.

Prevent Duty Guidance England and Wales 2023

Abuse and Neglect

How to recognise abuse and neglect is vital to early identification. All staff, volunteers and partners should be aware of indicators of abuse and neglect so that they are able to identify cases of children, adults at risk and other adult learners who may be in need of help or protection. If staff, volunteers or partners are unsure, they should always speak to the Designated Safeguarding Lead, or deputy.

All staff, volunteers and partners should be aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. All staff, volunteers and partners should be aware that safeguarding incidents or behaviours can be associated with factors outside school or college and/or can occur between children and adults outside these environments, for example:

- the wider neighbourhood,
- other education providers,
- the workplace,
- areas where young people gather, such as parks and bus stations,
- online activity.

All staff, volunteers and partners, but especially the Designated Safeguarding Lead (and deputies) should consider whether children and adults are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take

a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse) criminal exploitation, serious youth crime, county lines and radicalisation.

Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur between adult learners, or between children, or adults and children, during learning; they can occur online and face-to-face (both physically and verbally) on or off learning premises whilst a learner is enrolled and are never acceptable. All staff, volunteers and partners are advised to maintain an attitude of "it could happen here" and "what if I'm right?" All staff, volunteers and partners should be aware of the importance of making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, challenging all sexual behaviour, reporting all concerns to the Designated Safeguarding Lead according to procedures given below, and using pro-active strategies such as course agreement, ground rules, promotion of British Values, positive group management to minimise the risk of sexual violence or harassment occurring between learners.

All staff, volunteers and partners should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children and adults are at risk of abuse online as well as face to face. In many cases, abuse and other risks will take place concurrently via online channels and in daily life. Children and adults can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Staff should be aware that some adult learners may be questioning their gender and may require sensitive, respectful and individualised support, including consideration for their wellbeing, safeguarding needs, rights and best interests. Staff should remain aware of the potential vulnerabilities of those who are questioning their gender, including complex mental health and psychological needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying.

Indicators of abuse and neglect can be viewed in Appendix 1. All staff, volunteers and partners should have an awareness of safeguarding issues that can put children and adults at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse and deliberately missing education can be signs that individuals are at risk. Further specific safeguarding issues as described in Keeping Children Safe in Education 2026 can be viewed in Appendix 2.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. Staff, volunteers and partners can access government guidance as required on the issues listed in Appendix 3 via GOV.UK and other government websites.

Early Help

Staffordshire's Early Help Strategy (2022-2027) provides the right help, in the right place, at the right time for children, young people and families. Early Help is everyone's responsibility and requires all those who come into contact with children, young people and families to understand their role in identifying emerging problems and potential unmet need. Acting early to prevent problems getting worse, including in the early years of a child's life, could have a positive impact on the child and their family.

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

- is disabled or has certain health conditions and has specific additional needs,
- has special educational needs (whether or not they have a statutory Education, Health, and Care Plan),
- has a mental health need,
- is a young carer,
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines,
- is frequently missing/goes missing from care or from home,
- is at risk of modern slavery, trafficking or sexual or criminal exploitation,
- is at risk of being radicalised or exploited,
- has a family member in prison, or is affected by parental offending,
- is in a family circumstance presenting challenges for the child or adult, such as drug and alcohol misuse, adult mental health issues and domestic abuse,
- is misusing alcohol and other drugs themselves,
- has returned home to their family from care,
- is at risk of 'honour' based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, and
- is persistently absent from education, including persistent absences for part of the school day.

Reporting a safeguarding concern

Community Learning and Staffordshire Jobs & Careers

If you believe a child, a young person or adult to be at risk of immediate harm this must be reported to the Police on 999. Then follow the procedure below.

Report the concern to the Community Learning Designated Safeguarding Lead or Deputy.

amanda.darlington@staffordshire.gov.uk

01785 278770

clare.roberts@staffordshire.gov.uk

01785 278770 or 07815827037

If you do not receive a response within 24 hours from the Community Learning Designated Safeguarding Lead or Deputy, follow up via a different means of contact, until you are sure the referral has been received and acted upon.

You can report a concern directly as detailed below; however, you are still required to report the concern to the Community Learning Designated Safeguarding Lead or Deputy.

Child/Young Person

Contact the Staffordshire Families Integrated Front Door to report the incident.

Call 0300 111 8033 (Monday to Thursday 8.30am to 5pm or Friday 8.30am to 4.30pm.

Call 0345 604 2866 out of hours to speak to the emergency duty service.

Adult

Contact Staffordshire & Stoke-on-Trent Adult Safeguarding Partnership Board to report the incident.

If a concern relates to a vulnerable adult telephone: 0345 604 2719 Monday to Thursday 8.30am to 5pm or Friday 8.30am to 4.30pm.

Call 0345 604 2886 at any other time.

Non-urgent concerns or requests for support for children and families

Professionals – all non-urgent reports must be submitted through the online Multi-Agency Referral Form

Parents, carers and members of the public – Call 0300 111 8033 Monday 8.30am to 5pm or Friday 8.30am to 4.30pm. Alternately you can complete an online Referral Form.

Reporting a Prevent concern

Report the concern to the Designated Safeguarding Lead or deputy:

Amanda Darlington

amanda.darlington@staffordshire.gov.uk

01785 278770

Clare Roberts: Deputy Safeguarding Lead

clare.roberts@staffordshire.gov.uk

01785 278770 or 07815827037

As part of reporting your Prevent concern, you will be required to complete the National Prevent referral form . The Designated Safeguarding Lead will support you with this.

Dealing with Disclosures

All staff, volunteers and partners have a responsibility to Recognise, Respond, Report, Record and Refer.

Recognise

- Be familiar with signs and indicators of abuse,
- Have a culture of listening to learners,
- Be vigilant for the unexpected.

Respond

- Be sensitive and empathic and listen,
- Ask direct, but not leading questions,
- Do not promise to keep anything to yourself.

Report

- Know how to report internally i.e., the Designated Safeguarding Lead,
- Know how to contact them,
- Know who to contact if they are unavailable.

Record

- Know your organisation's procedure for recording,
- Know what to record and where,
- Know where to send that information and how.

Refer

- This is the role of the Designated Safeguarding Lead or deputy.

- Others should only contact the authorities if it is an emergency where there is an immediate danger or risk of harm, or if the Designated Safeguarding Lead is unavailable or acting inappropriate.

All staff, volunteers and partners must report any concerns that they have to the Designated Safeguarding Lead and must not dismiss a concern as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over a period; this is particularly true in cases of emotional abuse and neglect. In this circumstance, it is crucial that staff record and pass on concerns in accordance with this policy to allow the Designated Safeguarding Lead, to build up a picture and access support for the child, or adult at the earliest opportunity.

When assessing potential harm, unmet need or risk, staff should consider the information they hold through an anti-racist, anti-discriminatory and culturally aware framework, applying knowledge of faith, beliefs and family cultures that can positively and negatively impact on children, whilst maintaining a core focus on the safety and welfare of the learner.

The signs of abuse might not always be obvious, and a child or adult might not let anyone know what is happening to them. Staff should therefore question behaviours if something seems unusual and try to speak to the individual, alone, if appropriate, to seek further information. If an individual reports to a member of staff, volunteer or partner that they are being abused or neglected, staff should listen to them, take their allegation seriously, and reassure them that action will take place to keep them safe. Staff, volunteers and partners will need to decide the most appropriate action to take, depending on the circumstances of the case, the seriousness of the individual's allegation and the local multi-agency safeguarding arrangements in place.

If a child or adult has a serious injury, dial 999 and request assistance from the ambulance service and/or police. If you know or suspect the child or adult has come to harm through the actions of another, make sure that the professional you hand over to understands all the details and take a record of their name. It will generally be appropriate to inform parent/carers what has happened once the child or adult is safe with an appropriate professional, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Staff, volunteers and partners must then report the incident to the Designated Safeguarding Lead.

If the concern is long term rather than immediate, you should discuss this with the Designated Safeguarding Lead who will decide whether it meets the threshold for making a referral to the Safeguarding board.

It is not the responsibility of the Community Learning Service or staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff,

volunteers and partners have a duty to recognise and respond to concerns and report the information in accordance with the procedures outlined in this policy.

If a child or adult tells a member of staff about possible abuse, **you must:**

- ask open-ended questions to clarify your concern e.g. "What happened to your arm?"
- listen to the child or adult and follow your gut feelings,
- take action,
- listen carefully and stay calm,
- reassure the child or adult that by telling you, they have done the right thing,
- reassure the child or adult that, although information must be shared, it will be on a need-to-know basis. Inform them that you will need to report the matter,
- keep the child or adult focused on task, encouraging them at all times to ensure they are sharing truthful and accurate information,
- make a detailed note of the date, time, place, exact words that the child or adult said without paraphrasing, your questions and all the relevant information. Please sign and print your name at the bottom of the record,

Do not:

- carry out your own investigation,
- put words in any child or adult's mouth by asking direct questions such as "Did [person's name] do it?"
- feel that you must inform parents/carers if you think it may put the child or adult at risk of further harm or cause them to be silenced,
- ignore your worry,
- ask the child or adult to sign what you have recorded or to repeat it to another member of staff,
- take photographs of any injury,
- delete information/photographs from a computer/memory stick/mobile phone or any other electronic device, view, copy, print, store or save imagery as evidence or ask a child or adult to share or download on your behalf,
- make promises to the child or adult,
- share information about any safeguarding incident with others, other than as part of the Information Sharing Duty[1]

All concerns about a child or their family should be reported without delay to the Designated Safeguarding Lead who will ensure that this is recorded electronically using our safeguarding system in a timely manner.

[1] See page 15

Where you have information about an individual, you must consider if sharing that information could help another professional safeguard or promote a child's welfare. If yes, discuss with the Designated Safeguarding Lead. Share only what is relevant and proportionate, and record your decision.

Following receipt of any information raising concern, the Designated Safeguarding Lead will consider what action to take and seek further advice from Staffordshire Families Integrated Front Door or Staffordshire & Stoke on Trent Adult Safeguarding Partnership Board as required. All information and actions taken, including the reasons for any decisions/actions made, will be fully documented.

Any member of staff, volunteer or partner who does not feel that concerns about a child or adult have been responded to appropriately and in accordance with the procedures outlined in this policy should, in the first instance, raise their concerns with the Designated Safeguarding Lead. (See also whistleblowing section below).

For any concerns raised, consultation must take place with the Designated Safeguarding Lead regarding who will be the most appropriate person to initiate any referral. A written record of concerns will be made using a referral form. This will then be passed to the Local Authority Safeguarding team or to the Staffordshire Children's Advice and Support Service immediately, if appropriate.

Record Keeping

Well-kept records are essential in situations where it is suspected or believed that a child or adult may be at risk from harm.

Records should:

- state who was present, time, date, and place,
- use the person's own words,
- state exactly what was said,
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation,
- be signed by the recorder,
- all documentation must be given to the Designated Safeguarding Lead where the records will be retained securely and separately.

Statutory Assessments

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

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significant or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required.

Confidentiality and Information Sharing

Confidentiality is an issue that needs to be understood by all those working with children and adults, particularly in the context of safeguarding. We know that timely and effective sharing of information "is essential for early identification of need, assessment and service provision to keep children safe" (Working Together 2026).

Information sharing is vital in identifying and tackling all forms of abuse and neglect. Information sharing enables the early identification of emerging concerns, and supports timely escalation where there is a risk of significant harm. By sharing relevant information, agencies are better able to make informed, holistic and collective decisions.

Staff, volunteers and partners can never guarantee confidentiality as some kinds of information may need to be shared with others. Professionals can only work together effectively to safeguard if there is an exchange of relevant information between them. This has been recognised by the courts. However, any disclosure of personal information to others, including social care departments, must always have regard to both common and statute law.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children and adults 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 and adults.

It is also important that governing bodies and proprietors are aware that alongside their safeguarding duties, the Data Protection Act 2018 and GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR). This includes:

a) being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data.'

b) understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data.

This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.

Consent is normally sought from the subject of that information, as the lawful basis to share. However, the UK GDPR law also allows for the following bases to share, where consent is not given, and these are likely to take precedence in safeguarding situations:

- 'Legal obligation': this ground is likely to apply to information shared under the information sharing duty, where the relevant criteria are met for sharing information to safeguard or promote the welfare of a child.
- 'Public task': this ground will apply to most public bodies.

It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk. In these cases, the data subject should be informed about the decision to share information, unless doing so would increase risk.

Information shared must be fair and limited to what is necessary to safeguard and promote the wellbeing of the learner, in line with data protection.

When working in partnership with third party organisations who signpost and refer individuals to Community Learning provision it is vital that confidentiality is maintained where required but that information sharing processes are

implemented effectively to ensure staff, volunteers and learners always remain safe, and that we remain an inclusive service.

There may be situations where the signposted individual has restrictions placed on them linked to a criminal conviction which may prevent them from enrolling on a Community Learning course. This is likely when signposting or referrals come from the Police, Probation and the Department for Work and Pensions.

In this situation, the referring organisation will not share detail concerning the criminal offence but will share information about restrictions including if these restrictions would prohibit the individual from engaging in the planned Community Learning course. In some instances, the completion of an individual risk assessment may be required before the individual can enrol to mitigate potential risk. In this situation, you should contact the Designated Safeguarding Lead in the first instance.

As part of the multi-agency safeguarding approach to meet children's needs, it is important for governing bodies to recognise the importance of information sharing between practitioners and agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information education providers and the three safeguarding partners: Staffordshire County Council, Staffordshire Police and Staffordshire and Stoke on Trent Integrated Care Board.

Under Section 47 of the Children Act 1989, the Local Authority conducts an investigation to determine if they should take action to safeguard or promote the welfare of a child, where it is suspected the child is suffering or likely to suffer significant harm. Where this is the case, statutory agencies have a duty to cooperate with the Local Authority. Staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt through the Designated Safeguarding Lead.

Information Sharing Duty for the purposes of safeguarding and promoting the welfare of children

The 2026 Children's Wellbeing and Schools Act introduced the statutory Information Duty for the purpose of safeguarding and promoting the welfare of children. The duty applies where information may help another relevant organisation or practitioner assess need or risk, make a decision, provide support, or take action to safeguard or promote the child's welfare.

Although the Community Learning Service works predominantly with adults, information obtained through our work with adult learners may be relevant to the safeguarding or welfare of a child connected to them. This may include information concerning the learner's child, another child within their family or household, a child for whom they provide care, a child who may be affected by the learner's circumstances or behaviour or when a child potentially poses a risk to

others. Where such connection is known, staff and partners must consider whether sharing the information could help the organisation safeguard or promote the welfare of that child and MUST share relevant information. This includes where concerns relate to early help, prevention and unmet need.

The Information Sharing Duty does not require staff to investigate whether an adult learner has an unknown connection to a child. Where information concerns an adult and there is no known connection to a child, staff must continue to follow the adult safeguarding and reporting procedures set out within this policy. Where a connection to a child is known, or subsequently becomes apparent, the statutory Information Sharing Duty must also be considered.

Staff and partners must report relevant concerns promptly to the Designated Safeguarding Lead or Deputy. Information shared must be relevant and proportionate to the safeguarding purpose. The decision to share or not share, the reasons for that decision, and the information shared must be recorded.

Staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care. This information may be about a child, or another named individual connected to a child.

Organisations must consider and respond to requests for information from other organisations and practitioners in line with the information sharing duty.

Safeguarding records should include the rationale for sharing or not sharing, including the extent and relevance of information shared under the duty.

Staff and partners should read DfE Information Sharing Duty Guidance (2026) for useful examples, and more detailed information relating the Data Protection law.

Roles and Responsibilities

The senior officer is the nominated safeguarding lead at senior management level and is responsible for ensuring the effectiveness of this policy and service compliance. The role is also accountable for:

- the appointment of a Designated Safeguarding Lead and monitoring this post to ensure the postholder has time and resources required to fulfil the duty.
- ensures the Designated Safeguarding Lead understands they have the responsibility in leading safeguarding and child protection across the Service and has the appropriate status, authority, funding, resources, training, and support to provide advice and guidance to all staff members within the Service on child welfare and child protection.
- safer recruitment procedures, including the appropriate checks in line with national guidance.

The Designated Safeguarding Lead will carry out their role and responsibilities in accordance with all statutory guidance. This will include:

- regular review and implementation of Safeguarding and Prevent policies, procedures, and action plans to reflect both law and best practice,
- ensuring each member of staff and suppliers of commissioned services have access to the Service's Safeguarding and Prevent Duty policy and procedures,
- developing a culture of safeguarding being everyone's responsibility, ensuring that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children, adults at risk and other learners and creating an environment where staff feel able to raise concerns and feel supported when they do,
- recording and reporting any areas of concern in safeguarding and the production of relevant action plans/risk assessments,
- liaising with suppliers of commissioned services and their staff to complete risk and needs assessment following any report of sexual violence or harassment,
- keeping written records of decision about any concerns raised involving sexual violence or harassment,
- implementing safer recruitment procedures,
- reviewing safeguarding governance and training needs of Senior Officers, staff, suppliers of commissioned services and volunteers and organising the delivery of relevant training to allow them to understand their role in relation to safeguarding,
- maintaining robust systems to monitor and record training of all staff annually ensuring refresher time scales are evident.
- ensuring all staff, Senior Officers and suppliers of commissioned services annually read and understand Part One of Keeping Children Safe in Education and any other reading as updates released throughout the year to maintain understanding of safeguarding responsibilities and legislation,
- ensuring all staff, Senior Officers and suppliers of commissioned services have an awareness of the current Whistleblowing policy and have a clear understanding with regards to the process to raise concerns about poor or unsafe practice and how such concerns are addressed professionally and sensitively in accordance with the agreed SCC Whistleblowing procedures,
- robust monitoring of Safeguarding and Prevent practice in the delivery of commissioned services by undertaking unannounced quality assurance visits and analysing learner satisfaction surveys,
- continually developing an understanding of the county demographics, associated risks, and levels of resilience with regular attendance at the Staffordshire Prevent Board,

- referring cases of suspected abuse to the local authority children's social care as required,
- providing expert advice within the Service to support staff in liaising with other agencies, making assessments and referrals,
- supporting staff who believe a referral should be made to Adult Safeguarding and Staffordshire Families Integrated Front Door,
- ensuring all teaching/learner-facing staff are aware of their responsibility in reporting the disclosure of Female Genital Mutilation (FGM) that appears to have been carried out directly to Police and the Designated Safeguarding Lead,
- report cases to the Channel programme where there is a radicalisation concern,
- referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required and refer cases where a crime may have been committed to the Police,
- ensuring all staff and regular visitors have training on how to recognise indicators of concern, how to respond to a disclosure from a child and/or adult and how to record and report this information accurately,
- recording and storing information in-line with UK GDPR,
- sharing risks and resilience of learners and service users proportionately with staff members/volunteers on a 'need to know' basis and in the individual's best interest,
- supporting the Service with regards to the requirements of the Prevent Duty and providing advice and support to staff on protecting service users and learners from the risk of radicalisation,
- liaising with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies,
- acting as a source of support, advice, and expertise for staff.
- report annually to Senior Officers of how the Service and its staff have complied with the policy, including effectiveness of safeguarding and the training staff have undertaken,
- establishing clear lines of communication and reporting procedures when courses are delivered in centres that have their own designated person for safeguarding e.g. schools, day care centres,
- monitor and analyse learner feedback, including safeguarding concerns and recommendations and act on these in a timely manner,
- monitoring the delivery of opportunities to raise awareness and/or teach safeguarding to ensure learners are taught about how to keep themselves and others safe, including online.
- ensuring appropriate filtering and monitoring systems are in place to support a safe environment in which to learn and annually review the effectiveness.

The role of the Deputy Safeguarding Officer is to deputise for the Designated Safeguarding Lead on all matters relating to the welfare and safeguarding of children, adults at risk, and other learners. The role includes timely monitoring of learner satisfaction surveys and reporting on identified safeguarding issues.

The role of the Safeguarding Officers is to support the roles of the Designated Safeguarding Lead and deputy and to:

- Create and maintain the safeguarding sharepoint site, providing updates and links to training as and when required,
- Review and approve partner safeguarding policies and procedures as part of due diligence,
- Quality assure safeguarding processes and practices, to include gaining insight from learners during planned and unannounced class visits and record and report areas of concern,
- Discuss and monitor identified health and safety and safeguarding concerns recorded within the partner contract monitoring report,
- Promote best practice in safeguarding through professional discussions with partners and their teaching and support staff.

Partners of commissioned services as part of the annual due diligence partners are required to have a current Safeguarding and Safer Recruitment Policy for their organisation, which meets the latest government legislation. These policies will be reviewed and approved by the Council's Safeguarding Officers prior to the commencement date of the Call-Off Contract. It is expected that the policy includes:

- Scope of policy
- Name of the organisation's Designated Safeguarding Lead and any other relevant members of staff
- Roles and responsibilities
- Procedure for reporting a concern
- Code of conduct
- Learner behaviour
- Whistleblowing
- Online Safety for all learners, including special educational needs and disabilities
- Advice on different types and signs of abuse

All partners of commissioned services are required to:

- adhere to the requirements for DBS (Disclosure and Barring Service) checks and provide the service with dates of issue.
- promote safeguarding throughout their recruitment process and ensure all required checks are completed, including rigorously checking references.

- ensure safeguarding is included during the induction of all new staff involved with delivery of commissioned services, to include, as a minimum:
    - the supplier's policy and procedures for safeguarding
    - the Prevent Duty
    - identification of the Designated Safeguarding Lead
    - how to report disclosures, enquiries, or incidents
    - Safe Code of Conduct for staff

- ensure that all staff read Part one of Keeping Children Safe in Education annually to assist staff to understand and discharge their role and responsibilities.
- ensure all staff involved with delivery of Community Learning courses have completed safeguarding and Prevent Duty training prior to delivery and renew every two years.
- provide details of staff training and copies of certificates.
- immediately inform the Community Learning Designated Safeguarding Lead of any safeguarding or Prevent incidents and detail the actions taken.
- liaise with the Designated Safeguarding Lead to complete a risk and needs assessment following any report of sexual violence or harassment and put in place any mitigating actions agreed.
- report the death of a learner in the current or previous academic year (as soon as you become aware of it) to the Designated Safeguarding Lead. This is to ensure appropriate support can be put in place for peers and staff and personal information is removed from future correspondence and/or surveys.
- deliver learning in safe environments where children, adults at risk and other learners can learn and develop, feel safe and are safe. This includes Community Learning programmes delivered face-to-face, online, and remotely.
- deliver a learner induction for each course stating expectations of learners in relation to safeguarding and Prevent and what to do if you do not feel safe, safer learning, staying safe online and equality, diversity, and inclusion. The induction is reinforced with the creation of a learner charter.
- promote and exemplify British Values to learners, staff and visitors and ensure they are at the centre of all activity. British Values are defined as: democracy, rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs.
- ensure learners are well-informed of the risks linked to using technology and online platforms, including:
    - How to protect themselves from risks
    - Online sexual harassment

    - Online sexual abuse
    - Online bullying
    - Being groomed online for exploitation or radicalisation
    - Risks of accessing and generating inappropriate content, for example 'sexting'
- as part of the curriculum, learners are supported to understand what constitutes a healthy relationship both online and offline, and to recognise risk, for example risks associated with criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation, and extremism, and are aware of the support available to them.
- ensure appropriate filtering and monitoring systems are in place and annually review the effectiveness to achieve a safe environment in which to learn.

Volunteers and External Speakers/Visitors

The Community Learning Service encourages visitors and recognises the potential benefits in promoting access to community classes. At the same time, we have a duty to avoid disrupting the educational process and to protect learners, staff, and property. Limitations may be placed on visitors in the interests of safety, security and for the safeguarding of learners. This procedure is designed to manage all visitors to ensure their experience is positive and the outcome is safe for all.

Visitors might be:

- volunteers supporting the tutor,
- care/support workers attending to work with specific learners,
- supplementary tutor employed to work with the lead tutor in sessions, for example to lend expertise in specific skills,
- colleagues from Staffordshire County Council, the Department for Education or Ofsted, visiting for monitoring or inspection purposes,
- associated with other partners of the supplier,
- external speakers engaged by the supplier to lead part or whole of a teaching session,
- anyone else present in the session who is not either:
    - an enrolled learner
    - the appointed tutor(s) and regular Learner Support Assistants
    - staff and managers of the supplier and Direct Delivery Team

To uphold our duty to safeguard children and adults, unauthorised access to classes is not permitted.

For visitors who are visiting community learning courses in a professional

capacity, the partner and tutor must check ID and be assured that the visitor has had an appropriate DBS check (or the visitor's employers must confirm their staff have appropriate checks prior to the visit). You must not ask to see the DBS certificate or keep a copy.

Tutors must ensure that all visitors comply with the relevant signing in and registration procedure at the venue. Tutors must ensure that all visitors have registered/signed in with the tutor before entering the class and are escorted at all times by the member of staff they are visiting. Everyone accessing the building should have some form of ID available. During Staffordshire County Council monitoring visits, the tutor should identify by name and role all other non-learners and visitors to the monitoring visitor.

Anyone who may need unsupervised access to learners must have undergone a suitable disclosure check (DBS) and this will need to be approved in advance of the visit. Examples include volunteers, agency staff, and additional support workers. Regular visitors must have ID issued in advance of which must always be visible and available. Regular visitors can be added to the class register if they have DBS checks in place, undertake safeguarding training and can therefore have unrestricted and unaccompanied access.

External Speakers

The term external speaker is used to describe any individual or organisation who is not a learner or staff member who leads a learning activity or promotes additional community opportunities. All events held during a Community Learning class involving external speakers, will be subject to this Policy; including events where external speakers are streamed live into an event (sound and/or visual) or a pre-recorded film/sound recording is playing.

Staff and partners are responsible for the activities that take place within their courses and organised events. All speakers must be made aware of their responsibility to abide by the law, the Community Learning and partner policies, including that they:

- must not incite hatred, violence or call for the law to be broken,
- are not permitted to encourage, glorify, or promote any acts of terrorism, including individuals, groups or organisations that support such acts,
- must not spread hatred and intolerance in the community and thus aid in disrupting social and community harmony,
- must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge,
- are not permitted to raise or gather funds for any external organisation or cause without express permission of the Head of Adult Learning & Skills.

The Community Learning Service reserves the right to cancel, prohibit or delay

any event with an external speaker which does not meet the criteria in this policy, or the services detailed within the Call-off Contract or Service Level Agreement.

Reporting and dealing with allegations against a member of staff

This procedure applies to all staff, whether teaching, administrative, management or support, as well as to volunteers. The generic term 'staff' is used for ease of description and refers to all staff groups.

Any situation in which an allegation or concern arises about the conduct of a person who 'works' with children and adults should be managed using the Staffordshire Safeguarding Children Partnership policy and procedures.

Specifically, the question should be asked as to whether the allegation or concern meets any of the following thresholds:

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

If any of these situations apply, then it must be reported to the Designated Safeguarding Lead who will then refer to the Local Authority Designated Officer (LADO) within 24 hours of the allegation being made.

Professional Conduct Guidelines

Staffordshire Community Learning Service expects all its employees to always behave in a professional manner. This also incorporates considering your personal actions and giving due consideration for any action that may bring the County Council into disrepute.

The following information is provided as guidance for what is deemed as acceptable and reasonable behaviour and aims to help staff safeguard learners and service users and reduce the risk of conduct which could be mistakenly interpreted as improper and lead to allegations being made against individuals.

Principles:

- the welfare of children and adults is paramount,
- staff are responsible for their own actions,
- staff should be seen to work in a transparent way,
- staff should report any incident which may give rise to concern to their manager,

- staff and partners of commissioned services should be aware of, and follow, Community Learning safeguarding procedures,
- staff who breach this code of conduct may be subject to disciplinary procedures,
- serious breach of this code may result in a referral being made to an external or statutory agency such as the local authority Social Care Team or the Police.

Working with Learners

All staff have a duty of care to keep learners safe and are accountable for the way in which they use their authority and position of trust. This duty can be best exercised through the development of caring but professional relationships.

Staff should ensure that their relationships with learners are appropriate to the age and gender of the learner, taking care that their conduct does not give rise to comment to speculation. Attitudes, demeanour, and language all require care and thought, particularly when dealing with both young and vulnerable learners. Comments by staff to young and vulnerable learners, either individually or collectively, can be misconstrued.

As a general principle, staff must not make unnecessary comments to and/or about others, which could be construed to have a sexual connation. It is also unacceptable for staff to introduce or to encourage debates in a class, training situation or elsewhere, which could be construed as having a sexual connation that is unnecessary given the context of the session or the circumstances.

Staff should:

- treat all learners with respect and dignity,
- always put the welfare of the learner first,
- understand that the systematic use of insensitive, disparaging, or sarcastic comments such as those that refer to a person's body, intelligence, gender, sexual orientation, or ethnicity in any way are unacceptable,
- not swear or use offensive or discriminatory language,
- never make sexual remarks or discuss your own personal sexual relationships,
- avoid any communication which could be interpreted as sexually provocative,
- end the discussion if it becomes uncomfortable or embarrassing,
- work in an open environment, avoiding private or unobserved situations, and encourage open communication,

- give enthusiastic and constructive feedback rather than negative criticism,
- always challenge inappropriate language from learners or colleagues,
- never allow allegations made by a learner to go unrecorded or not acted upon,
- never share information about students in a casual manner or allow student access to information on staff computers,
- never give out their own personal details or a learner's personal details to other learners
- log off or lock their computer whenever leaving it unattended,
- not allow learners to use your computer unless you have logged off,
- staff should only email learners from their work email address and not their personal email address.

Behaviours

- Staff must adopt high standards of personal conduct at all times,
- staff's clothing should reflect a professional appearance and should be suitable for the occupational area in which they are working,
- staff must wear their identity badge when on the premises,
- staff must, where applicable wear relevant protective clothing to set a professional example to learners,
- staff must dress in a manner which will avoid inappropriate comments,
- staff must never act in a way that can be perceived as threatening,
- staff must not access or bring images of pornography i.e., sexualised images without artistic merit on site or store or disseminate such material; this is never acceptable, regardless of format and is illegal and if proven will lead to the person being barred from working with young people,
- when communicating with learners electronically, staff should only use the organisation's mobiles, email, or official internet sites,
- staff should never keep images of learners on personal equipment.

Mobile Phones

- staff should only use company devices when contacting learners, i.e. not their personal mobile phone number.

Social Media for Study

When setting up any social media groups or pages for study purposes, staff must declare this to their line manager. Staff should liaise with their organisation's IT (Information Technology) Manager and External Communications Manager to ensure that the page has the correct security and corporate logos in place. Further guidance on the use of social media is detailed in the E-safety policy.

Sexual Contact

It is a criminal offence for a person in a position of trust to engage in any sexual activity with a person aged under 18 with whom they have a relationship of trust, irrespective of the age of consent, even if the basis for their relationship is consensual. Explicit sexual connotation or innuendo is never acceptable. Any such behaviour will always be treated as extremely serious and must be reported immediately.

Incidents that must be reported

- a learner is accidently hurt,
- staff are concerned that a relationship is developing that could represent an abuse of trust,
- staff are concerned that a learner is becoming attracted to you or a colleague,
- staff are concerned that a colleague is becoming attracted to someone in his/her care,
- a learner misunderstands or misinterprets something you have done,
- staff have had to use reasonable physical restraint to prevent a learner harming themselves, or another, or from causing significant damage to property,
- a learner makes an allegation of abuse,
- staff see any suspicious marks on a learner,
- staff notice sudden changes in behaviour.

Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the organisation's safeguarding regime and know that such concerns will be taken seriously by the Senior Leadership Team.

A colleague who wants to raise a wrongdoing can report to their line manager, Designated Safeguarding Officer or directly to the Council's Whistleblowing Contact Officer.

Contact Officer (Economic, Infrastructure and Skills):

Darryl Eyers – Director for Economy, Infrastructure and Skills

Telephone: 01785 278580

Address: Staffordshire County Council, 4th Floor, Staffordshire Place 1, Stafford, ST16 2DH

The initial contact with the Contact Officer can be by telephone or in writing and, if the latter, should be in a sealed envelope addressed to the Contract Officer and marked: PIDA – Strictly Confidential. Email is not recommended.

Whistleblowing should be part of transparent work practices and is not intended to set up mistrust or suspicion among members of staff. Whistleblowing is when a worker reports suspected wrongdoing at work.

For example:

- a criminal offence,
- a miscarriage of justice,
- damage to the environment,
- breach of a legal obligation,
- a danger to health and safety,
- a deliberate concealment of any of the above

A colleague can report things that are not right, that are illegal or if anyone at work is neglecting their duties. It can also include:

- someone's health and safety are in danger,
- damage to the environment,
- a criminal offence,
- the company is not obeying the law,
- covering up wrongdoing.

The Council will, at its discretion, consider disclosures that are made anonymously, although such disclosures are inevitably much less powerful. The Council will also treat every disclosure in confidence, and only reveal the identity of the person making it if absolutely necessary (e.g., if required in connection with legal action).

Safer Recruitment

The Council has responsibility for ensuring that recruitment, selection and retention decisions for posts working with children and adults at risk are safe and that the authority meets its statutory obligations as detailed in the Department for Education Statutory guidance.

Individuals are required to complete an annual self-declaration to confirm any charges or convictions have been brought since their DBS check. It this is the case, a further investigation is undertaken.

Staff involved in recruitment undertake mandatory training to ensure compliance with employment legislation.

Evidence of safer recruitment procedures and processes are recorded on a Single Central Record and include the following pre-employment checks:

- Identity check
- DBS check
- Professional qualifications

- Right to work in the UK
- Proof of address
- Employment references

Within the Keeping Children Safe in Education principles for recruitment, online checks are completed at the pre-employment stage.

Appendix 1 – Types of Abuse and Indicators

Type of Abuse	Indicators of Abuse and Neglect
Abuse and self-neglect	A form of maltreatment of a child or vulnerable adult. Somebody may abuse or neglect by inflicting harm or by failing to act to prevent harm. Children or vulnerable adults 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. Self-neglect is now seen as a classification of 'abuse' and therefore should be referred in the same way as abuse by others. Self-neglect can sometimes be as a result of a person's choice of lifestyle and covers a wide range of behaviour including neglect to care for one's personal hygiene, health or surroundings and can include hoarding when it becomes extreme (including animal hoarding). In these circumstances there is no abuser. **Possible indicators:** • Living in grossly unsanitary conditions • Suffering from untreated illness or disease/condition • Suffering from over- or under-eating to the extent that if untreated the adult's physical or mental health could be impaired • Creating a hazardous situation that would likely cause serious physical harm to the adult or cause substantial loss of assets (Staffordshire & Stoke on Trent Adult Safeguarding Board)
Emotional Abuse	The persistent emotional maltreatment of a child or vulnerable adult such as to cause severe and adverse effects on emotional development. It may involve conveying to a child or vulnerable adult 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 or vulnerable adult 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 or vulnerable adults. These may include interactions that are beyond their developmental capability as well as overprotection and limitation of exploration and learning or preventing from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing them frequently to feel frightened or in danger, or the exploitation or corruption of children and vulnerable adults. Some level of emotional abuse is involved in all types of maltreatment, although it may occur alone. **Emotional signs of abuse may include:** • Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging • Depression

	• Aggression • Extreme anxiety • Nervousness • Frozen watchfulness • Obsessions or phobias • Sudden under-achievement or lack of concentration • Inappropriate relationships with peers and/or adults • Attention-seeking behaviour • Persistent tiredness • Running away/stealing/lying • Humiliating, taunting, or threatening a child whether in front of others or alone. • Persistent lack of attention, warmth, or praise • Shouting/yelling at a child • Radicalisation – use of inappropriate language, possession of violent extremist literature, behavioural changes, the expression of extremist views, advocating violent actions and means, association with known extremists, seeking to recruit others.
Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child or vulnerable adult. **Signs of physical abuse can include:** • Bruise marks consistent with either straps or slaps • Undue fear of adults – Fear of going home to parents or carers • Aggression towards others • Any injuries not consistent with the explanation given for them • Injuries that occur to the body in places which are not normally exposed to falls, rough games etc. • Reluctance to change for, or participate in games or swimming • Bruises, bites, burns, fractures etc. which do not have an accidental/satisfactory explanation • Cuts/scratches/substance abuse • Hitting (with the hand or implement) smacking, punching, kicking, slapping, twisting/pulling ear, hair, or fingers, holding/squeezing with a tight grip, biting, and burning • Fabricated illness
Sexual Abuse	Involves forcing or enticing a child or adult to take part in sexual activities, not necessarily involving violence, whether or not they are 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.

Type of Abuse	Indicators of Abuse and Neglect
	Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education. **Signs of sexual abuse may consist of:** • Language and drawing inappropriate for age • Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour • Regularly engages in age-inappropriate sexual play • Sexual knowledge inappropriate for their age • Wariness on being approached • Soreness in the genital area or unexplained rashes or marks in the genital areas • Pain on urination • Difficulty in walking or sitting • Stained or bloody underclothes • Recurrent tummy pains or headaches • Bruises on inner thigh or buttock • Any allegations made by a child concerning sexual abuse • Sexual activity through words, play or drawing • Child who is sexually provocative or seductive with adults • Inappropriate bed-sharing arrangements at home • Severe sleep disturbances with fears, phobias, vivid dreams, or nightmares, sometimes with overt or veiled sexual connotations • Eating disorders – anorexia, bulimia • Unaccounted sources of money • Telling you about being asked to 'keep a secret' or dropping hints or clues about abuse
Neglect	The persistent failure to meet basic physical and/or psychological needs, likely to result in the serious impairment of health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's or vulnerable adult's basic emotional needs.

Type of Abuse	Indicators of Abuse and Neglect
	Signs of neglect may include: • Exposure to danger/lack of supervision • Under-nourishment • Failure to grow • Constant hunger • Stealing or gorging food • Untreated illnesses • Inadequate care • Injuries that have not received medical attention • Inadequate/inappropriate clothing • Poor standards of hygiene • Persistent lack of attention, warmth, or praise
Suicide	Each year, people of all ages and from all backgrounds die because of suicide. Many more experience suicidal thoughts. Suicide causes a ripple effect, where friends, families and communities who are left behind struggle to understand and make sense of their loss. The impact of one person's death spreads across the network of everyone they were connected to. However, suicide is preventable. Most suicidal people do not want to die; they just do not want to live any longer with the pain they experience. By spotting warning signs and talking openly about suicidal thoughts and feelings, we can reduce this pain and save a life. **How to assess if someone is in suicidal crisis:** **Watch out for important warning signs:** • Expressing the intent to hurt or kill themselves • Looking for ways to kill themselves: seeking access to pills, weapons etc. • Talking or writing about death, dying or suicide • Hopelessness, helplessness, shame, guilt • Rage, anger, or a desire to seek revenge • Reckless, risk-taking behaviour • Feeling trapped, like there is no way out • Increasing alcohol or drug use (substance misuse and suicide risk are strongly linked) • Withdrawing from friends, family, and society • Anxiety, agitation, inability to sleep or sleeping all the time • Dramatic changes in mood • No reason for living, no sense nor purpose in life • Saying goodbye, or putting affairs in order • Sudden unexplained 'recovery' (people do not recover suddenly from mental health issues, so this is more likely a sign they have made up their mind) **In the event of a suicide crisis:** **(ALGEE)** **A**pproach the person, assess, and assist with any crisis **L**isten and communicate non-judgmentally **G**ive support and information **E**ncourage the person to get appropriate help **E**ncourage other support

	How to help someone at immediate risk of suicide: Ensure your own personal safety: • Do not get involved physically if the person is distressed and threatening • Call for assistance, particularly if someone is threatening to jump • Observe from a safe position until help arrives Ensure the person is not left alone: • Stay with the person if you think that the risk of suicide is high, or • Arrange for someone to be with them while they get through the immediate crisis Seek immediate help: • Phone their GP and ask for an emergency home visit, or • Call emergency 999, or • Take the person to a hospital accident and emergency department, or • Take the person to a GP, or • Call Samaritans on 116 123 If the person is consuming alcohol or drugs, try to discourage them from taking any more. Try to ensure that the person does not have easy access to some means to take their life. Encourage the person to talk: • Listen without judgement • Be polite and respectful • Do not deny the person's feelings • Do not try to give advice • Give reassurance that help is available and that their future has other options (Adult Mental Health First Aid Programme)
Self-harm	Self-harm is when an individual hurts themselves as a way of dealing with very difficult feelings, painful memories or overwhelming situations and experiences. Some people have described self-harm as a way to: • express something that is hard to put into words • turn invisible thoughts or feelings into something visible • change emotional pain into physical pain • reduce overwhelming emotional feelings or thoughts • have a sense of being in control • escape traumatic memories • have something in life that they can rely on • punish themselves for their feelings and experiences • stop feeling numb, disconnected, or dissociated • create a reason to physically care for themselves • express suicidal feelings and thoughts without taking their own life.

	After self-harming, an individual may feel a short-term sense of release, but the cause of the distress is unlikely to have gone away. Self-harm can also bring up very difficult emotions and could make the individual feel worse. Even though there are always reasons underneath someone hurting themselves, it is important to know that self-harm does carry risks. Once an individual has started to depend on self-harm, it can take a long time to stop. **Ways people self-harm can include:** • cutting • poisoning • over-eating or under-eating • exercising excessively • biting • picking or scratching skin • burning skin • inserting objects into the body • hitting self or walls • misusing alcohol, prescription, and recreational drugs • pulling hair • having unsafe sex • getting into fights Any difficult experience can cause someone to self-harm. **Common reasons include:** • pressures at school or work • bullying • money worries • sexual, physical, or emotional abuse • bereavement • homophobia, biphobia, and transphobia • breakdown of a relationship • loss of a job • an illness or health problem • low self-esteem • an increase in stress • difficult feelings, such as depression, anxiety, anger, or numbness Whether someone tells you directly, or you suspect that someone is hurting themselves, it can be difficult to know what to say and how best to approach the situation. Try not to panic or overreact. The way you respond will have an impact on how much they open up to you and other people about their self-harm in the future. Remember that self-harm is usually someone's way of managing very hard feelings or experiences, and that in the majority of cases it is different to suicidal feelings. **What helps:** • Try to be non-judgmental • Let the person know that you are there for them

	• Relate to them as a whole person, not just their self-harm • Try to have empathy and understanding about what they are doing • Let them be in control of their decisions • Offer to help them find support • Remind them of their positive qualities and things they do well • Try to have honest communication, where you take responsibility for any fears you have **What does not help:** • Trying to force change • Acting or communicating in a way that threatens to take control away from the individual • Either ignoring their injuries or overly focusing on them • Labelling self-harm as 'attention seeking' (North Staffs MIND)

Appendix 2 – Keeping Children Safe in Education

Specific Safeguarding Issues

Specific Safeguarding Issue	Indicators of Abuse and Neglect
Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)	Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into 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 the purpose of exploitation.
Child Criminal Exploitation (CCE)	Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.
Child Sexual Exploitation (CSE)	CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative 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. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Mental Health	All staff should be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. These behaviours may not be attributed to mental health, but could be potential warning signs for staff to explore ensuring support and early intervention. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to- day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support; this includes working with external agencies. More information can be found in the mental health and behaviour in schools' guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing, and resilience among children. See Talking about things that matter to young people - Rise Above for links to all materials and lesson plans. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the Designated Safeguarding Lead or a deputy.
Harmful sexual behaviour, sexual harassment and sexual violence	Harmful sexual behaviour applies to behaviour occurring online, face to face or both. Harmful sexual behaviour can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children towards a single child or towards another group of children. HSB exists on a continuum and may escalate into sexual harassment or sexual violence, it can occur online or face-to-face (both physically and verbally) and is never acceptable. Schools and colleges should be aware of the importance of: • making clear that there is a zero-tolerance approach to sexual harassment and sexual violence; that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment and in worst case scenarios, a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it, • recognising, acknowledging, and understanding the scale of HSB, sexual harassment and sexual violence and that even if

there are no reports it does not mean it is not happening, it may be the case that it is just not being reported,

- recognising the escalatory nature of misogyny and the benefits of early identification to support their approach to minimising the risk of HSB, sexual harassment and sexual violence,
- challenging 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, and
- taking a safeguarding approach in response to all incidents involving the sharing of nude or semi-nude images, regardless of whether they are consensual or non-consensual. All such incidents require a safeguarding response, with a proportionate approach that considers the age, development, and circumstances of the children involved, as well as any elements of coercion, exploitation or vulnerability.

Staff should be aware it is more likely girls will be the victims of sexual harassment and sexual violence and more likely it will be perpetrated by boys. Children with disabilities are also three times more likely to be abused than their peers.

Sexual harassment refers to unwanted conduct of a sexual nature which can occur both online and offline and inside and outside of school or college. In this context it specifically relates to child-on-child sexual harassment. This behaviour can violate a child's dignity, intimidate, degrade and humiliate the victim and create a hostile, offensive or sexualised environment. Examples of sexual harassment include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothing or appearance and using sexualised names,
- sexual "jokes" or taunting,
- physical behaviour, such as deliberately brushing against someone, or interfering with someone's clothes,
- displaying pictures, photos or drawings of a sexual nature
- upskirting
- online sexual harassment, which may include consensual and non-consensual making or sharing of nudes, sharing of unwanted explicit content, sexualised online bullying, unwanted sexual comments and messages, including on social media, sexual exploitation, coercion and threats, coercing others into sharing images of themselves or performing acts they are not comfortable with.

Sexual violence It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

	Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus, or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents. Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents. Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.) Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.) What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Sexual consent: • a child under the age of 13 can never consent to any sexual activity; • the age of consent is 16; • sexual intercourse without consent is rape.

Specific Safeguarding Issue	Indicators of Abuse and Neglect
Serious Violence	Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation. Staff should report any concerns about a child or adult carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead or deputy. The designated safeguarding lead must assess the risk to both the individual and others in the school/college/training facility, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan, and where relevant consider action to de-escalate peer conflict. Staff should be alert to signs that a child or adult may be at risk of or involved in serious violence. Risks and indicators include: • increased absence from school or college • change in friendships or relationships with older individuals or groups • significant decline in educational performance • signs of self harm, change in wellbeing, assault or unexplained injuries • unexplained gifts, new possessions The likelihood of involvement in serious violence may increase by factors such as: • being male • having been suspended, spent time in Alternative Provision or excluded from school • experienced child maltreatment • previously involved in offending, for example theft and robbery • used drugs or alcohol in early adolescence • previously been a victim or perpetrated violence
Child abduction and community safety incidents	Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Specific Safeguarding Issue	Indicators of Abuse and Neglect
Children and the court system	Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year-olds and 12-17-year-olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.
Children missing from education	All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse, or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.
Children with family members in prison	Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.
County lines	County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of 'deal line.' This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store, and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes, and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that

	may be present where a child is criminally exploited through involvement in county lines are children who: • go missing and are subsequently found in areas away from their home; • have been the victim or perpetrator of serious violence (e.g. knife crime); • are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs; • are exposed to techniques such as 'plugging,' where drugs are concealed internally to avoid detection; • are found in accommodation that they have no connection with, often called a '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 and The Children's Society County Lines Toolkit for Professionals
Modern Slavery and the National Referral Mechanism	Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: • sexual exploitation • forced labour • slavery • servitude • forced criminality • removal of organs Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)
Cybercrime	Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include; • unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded; • denial of Service (Dos or DDoS) attacks or 'booting.' These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and, • making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above. Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the Designated

	Safeguarding Lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK
Domestic abuse	The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic 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 psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of 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 law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

	Operation Encompass (OE) operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the Designated Safeguarding Lead (or deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website. Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).
Homelessness	Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: ▪ Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the Designated Safeguarding Lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

	▪ The Department 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.
So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)	So called honour-based abuse encompasses incidents and crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the Designated Safeguarding Lead (or deputy). As appropriate, the Designated Safeguarding Lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section). 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. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's Designated Safeguarding Lead (or deputy) and involve children's social care as appropriate.

	The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet. Further information can be found in the multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13. Female genital mutilation - GOV.UK (www.gov.uk)
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. The Forced Marriage Unit has published statutory guidance and multi-agency guidelines, pages 32-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.
The Prevent Duty	All educational settings are subject to a duty under section 26 of the County-Terrorism and Security Act 2015, in the exercise of their functions, to have, due regard to the need to prevent people from becoming terrorists or supporting terrorism. This duty is known as the Prevent duty. The Prevent duty should be soon as part of the educational settings wider safeguarding obligations. Safeguarding leads and senior leaders should familiarise themselves with the revised Prevent duty guidance for England and Wales and specifically paragraphs 141 to 210 which are concerned with education across three themes leadership and partnership, capabilities and reducing permissive environments. Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism.
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.
Up-skirting	The Voyeurism (Offences) Act 2019, which is commonly known as the Up-skirting Act, came into force on 12 April 2019. 'Up-skirting' is where someone takes a picture under a persons' clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

Appendix 3 – Further Information

Abuse

- Child abuse concerns: guide for practitioners
- Concerns of child sexual abuse and abusive behaviours
- Signs and indicators of child sexual abuse CSA Centre
- Action on Elder Abuse
- Domestic Abuse Act 2021
- Domestic abuse: how to get help
- Faith based abuse: National Action Plan
- Forced marriage resource pack
- Relationship abuse: disrespect nobody
- Respond (abuse, violence and trauma support for individuals with learning disabilities)
- Tackling Child Sexual Abuse Strategy
- Women's Aid Federation of England and Wales

Bullying

- Preventing bullying including cyberbullying

Children missing from education, home, or care

- Children missing education
- Statutory guidance on children who run away or go missing from home or care
- Missing Children and Adults Strategy

Children with family members in prison

- National Information Centre on Children of Offenders
- Prisoners' Families Helpline

Child Exploitation

- Child sexual exploitation: guide for practitioners
- Modern slavery: how to identify and support victims
- Care of unaccompanied migrant children and child victims of modern slavery
- Interim Guidance for Independent Child Trafficking Guardians
- Safeguarding children who may have been trafficked
- Modern Slavery: how to identify and support victims
- Child exploitation disruption toolkit
- Preventing Child Exploitation
- What is county lines and child criminal exploitation? – missing people
- County Lines: criminal exploitation of children and vulnerable adults
- Multi-agency practice principles for responding to child exploitation and extra-familial harm
- SafeCall – Missing People
- County Lines Support and Rescue – Catch22

Drugs

- Drug and alcohol education
- From harm to hope: A 10-year drugs plan to cut crime and save lives
- Information and advice on drugs

Honour or faith-based abuse, including FGM and forced marriage

- Female genital mutilation: information and resources
- Female genital mutilation: multi agency statutory guidance

- Forced marriage: statutory guidance and government advice
- FGM resource pack

Health and Wellbeing
- Rise Above: Free PSHE resources on health, wellbeing and resilience
- Medical conditions: supporting pupils at school
- Mental health and behaviour
- Fabricated or induced illness

Homelessness
- Homelessness code of guidance for local authorities

Private fostering
- Private fostering: local authorities

Radicalisation
- Prevent duty guidance
- The Prevent duty: safeguarding learners vulnerable to radicalisation
- Education Against Hate
- Prevent for FE and Training
- Extremism and Radicalisation Safeguarding Resources
- Managing risk of radicalisation in your education setting

Violence
- Gangs and youth violence: advice for schools and colleges
- Factors linked to serious violence and how these factors can be used to identify individuals for intervention
- Youth Endowment Fund
- Gangs and youth violence: for schools and colleges
- Tackling violence against women and girls strategy
- Serious violence strategy
- Violence against women and girls: national statement of expectations for victims
- Rape Crisis Federation of England and Wales
- Stop Hate Crime Helpline 0800 138 1625

Up-skirting
- Upskirting know your rights

Harmful sexual behaviour
- Rape Crisis (England and Wales)
- NSPCC Learning: protecting children from harmful sexual behaviour

Domestic Violence
- Men's Advice Line 0808 801 0327
- National LGBT+ Domestic Abuse Helpline 0800 999 5428
- National 24hr Freephone Domestic Abuse Helpline 0808 2000 247
- NSPCC domestic abuse
- Refuge what is domestic violence/effects of domestic violence on children
- Safe Young Lives: Young people and domestic abuse
- Domestic abuse: specialist sources of support (adult, young people and children)
- Operation Encompass

- Controlling or coercive behaviour (Home Office Guidance)

Various other safeguarding links

- Health, Safety at Work Act 1974
- The Children Act 1989
- The Human Rights Act 2000
- Every child matters 2003
- Children Act 2004
- Disqualification under the Child Care Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Education Act 2011
- Care Act Factsheet 2014
- Working together to safeguard children 2026
- Children's Wellbeing and Schools Act 2026
- Keeping Children Safe in Education - GOV.UK
- Information sharing advice for safeguarding practitioners
- Information Sharing Duty Guidance September 2026
- A 10 step guide to sharing information to safeguard children | ICO
- Staffordshire Safeguarding Children Board Procedures (online)
- Information Sharing - Staffordshire Safeguarding Children Partnership 2026 Briefing and Data Sharing Agreement
- Ann Frank Trust
- Suzy Lamplugh Trust