

Safeguarding Children and Adults at Risk Policy

1. Scope and Application

Bishop Burton College fully recognises the contribution it makes to Safeguarding the whole College community. The College's Safeguarding Policy recognises the College's duty of care to safeguard the learning community and the whole College, and to ensure that within the College setting safeguarding is recognised as 'everyone's business' and a core mandatory responsibility.

In the discharge of the duty of care/safeguarding responsibilities, the Colleges will take all reasonable steps to safeguard students and their fundamental right to be kept safe and protected from harm. In working towards this aim, the Colleges are committed to working with relevant agencies to take all reasonably practical steps to ensure that the legal and pastoral duties owed to all students in respect of Safeguarding are discharged in accordance with current legislation and best practice.

This Policy applies to Governors and all staff employed by the Colleges.

The Colleges are committed to promoting inclusion and diversity for its entire community and this policy encompasses all staff, students and stakeholders of the Colleges.

2. Introduction

Bishop Burton Colleges fully recognises the contribution it makes to Safeguarding the whole College community. Safeguarding is a broad term used to encompass all elements that contribute to keeping students safe and promoting their welfare, while Child Protection and protecting adults at risk of harm are a particular multi agency arrangement to identify and protect students from significant harm.

The Children Act 1989 defines a child as "a person under the age of 18". This could therefore include:

- Any student up to the age of 18;
- Siblings or other family members of any student
- Any other persons under the age of 18 participating in college activities

Under the Care Act 2014 safeguarding duties apply to an adult who:

- Is 18 and over
- have needs for care and support (whether or not the local authority is meeting any of those needs) and;
- is experiencing, or at risk of, abuse or neglect; and as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

There are four main elements to the Safeguarding Policy:

- Prevention of harm through advice and guidance offered to College students.
- Procedures for identifying and reporting cases, or suspected cases, of abuse or harm
- Support for students who may have been abused or harmed.
- Safe recruitment of staff

A number of college policies relate to, and support this policy, a list of them can be found in Appendix 1.

3. Responsibilities

3.1. Responsibilities of the Corporation

The Governing body will:

- Provide a member of the Governing body to act as the Link Governor for Safeguarding.
- Ensure the College's policy for safeguarding children and adults at risk of harm and associated procedures are in place and implemented to ensure the welfare of the student cohort. The policy will be reviewed annually.
- Ensure the college undertakes rigorous and appropriate security checks on staff as part of safer recruitment processes and ensures that the Single Central Record is accurate and comprehensive.
- Receive reports on referrals, the extent of staff training and annual summary of safeguarding referrals.
- Receive and consult with the relevant Local Authority Designated Officer over any allegation made against the Principal or Senior Post Holders and report any actions, as appropriate, to the Chair of Governors.
- Be kept informed of changes to legal requirements and ensure policy and procedure are revised accordingly.

3.2. Responsibilities of the Principal

The Principal will:

Ensure the College's Policy for Safeguarding children and adults at risk of harm and associated procedures are in place and implemented to ensure the welfare of students

- Delegate operational responsibility and implementation of procedures to the Designated Safeguarding Lead.
- Be responsible for receiving and responding to allegations against members of staff and volunteers (as per KCSiE 2024).
- Receive immediate notification of any changes affecting the policy or procedures and ensure the policy is reviewed and amended as appropriate
- If requested by Local Authority Designated Officers, and if appropriate, become the point of contact for communication with regard to an individual safeguarding matter concerning an allegation against a member of staff.

3.3. Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL will take the lead responsibility for Child Protection and Adults at risk of harm (KCSiE 2024) for both Bishop Burton and Riseholme Colleges.

The DSL role is provided under the remit of a senior manager who will:

- Refer students as need be to the relevant local authority, the police or through the Channel process.
- In line with statutory and regulatory guidelines, refer relevant safeguarding issues to external bodies.
- Be available to advise staff and to respond to Child Protection/Adult at risk of harm matters.
- Ensure that the safeguarding policies and procedures are fully implemented across the Colleges and that staff fully understand their responsibilities and duties.
- Act as a point of contact for staff concerns and liaison with other agencies and professionals.
- Chair the Safeguarding Committee meeting.
- Meet with the Link Governor as required but at least annually.
- Ensure that the College procedures associated with the recruitment, induction and ongoing training of staff are in line with expectations.
- Ensure that the College responds appropriately to legislation including the Counter Terrorism and Security Act (2015) and has due regard to the need to safeguard the College students against potential radicalisation. This includes responding immediately and appropriately to any concern raised by staff or students, to seek

advice from, or make timely referrals to Channel, as directed by the Prevent duty guidance.

- Be responsible for informing the Principal of any allegations against staff unless the allegation is relating directly to the Principal. In this instance, the DSL will inform the Chair of Governors.
- Ensure that College staff, visitors, volunteers, contractors and Governors are aware of, and comply with, the College's policy and procedures for safeguarding children and adults at risk of harm.
- Ensure that records are maintained securely and managed in line with policies.
- Attend external Safeguarding training every two years at a minimum.

3.4. Deputy Designated Safeguarding Leads (DDSL)

The College provides safeguarding expertise and presence, full time, on both sites. The two DDSLs ensure operational compliance at all times and provide cover for the DSL when needed.

3.5. Responsibilities of College Managers

All College Managers have a responsibility to:

- Ensure that staff in their areas are aware of and implement the College safeguarding policy and procedures and that their areas are managed with due regard to the College's commitment to safeguarding and promoting the welfare of children and adults at risk of harm. The College will ensure all students receive delivery of safeguarding information through the curriculum at key points through the academic year from induction onwards.

3.6. Responsibility of all Staff Members

All Staff have a responsibility to:

- Follow the Staff Code of Conduct and the College safeguarding policy and procedure
- Be alert to signs of self-harm, harm to others or from others, and report concerns immediately to the Safeguarding Team. .
- Ensure they do not promise confidentiality regarding information which might compromise the individual's safety or well-being or that of another
- Undertake appropriate training in relation to safeguarding and promoting the welfare of children and adults at risk of harm at least once every year.
- Read and refer to part 1 of 'Keeping children safe in Education 2024'

3.7. Responsibility of Students

The College will ensure, each academic year, all students receive advice and guidance associated with Safeguarding matters. The information will be relevant to the student cohort and will be delivered initially at induction and then ongoingly throughout the year. The College Charter and other related documents will further strengthen the College's ability to keep students safe.

The approach will ensure students are aware of their responsibilities towards their own and others' safety through information and guidance on:

- The College's safeguarding policy and procedures
- How to report any concerns they have for themselves or others
- What to expect when reporting concerns from:
 1. the staff they disclose to;
 2. the safeguarding team that will manage the disclosure including the possibility of making an external referral;
 3. Other services in the College who may assist during the disclosure process.
- Expectations around appropriate behaviours from students and staff during college activity.

3.8. Responsibility in regard to external groups using college venues/ spaces

The College expects that external providers [hirers] have in place all appropriate measures in line with "Keeping Children safe during community activities, after school clubs and tuition: non statutory guidance from providers running out of school settings" and that risk assessments, DBS records and safeguarding processes are in place and available for review.

The college will, in addition, respond to any allegations or disclosures arising from external events or that happened while an individual or organisation was using a college space via the full college safeguarding and reporting mechanism, including informing the LADO.

4. Legislation & Guidance

The principle, legislation and guidance governing this policy is:

- Working Together to Safeguard Children 2018 (HM Government) updated in 2022
- Keeping Children Safe in Education 2024 (Department for Education)
- The Children Act 1989

- The Children Act 2004
- Health and care act 2022
- Guidance for Safer Working Practice for Adults Who Work with Children and Young People (2019)
- Care and Support Statutory Guidance updates August (2021)
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people parents and carers. (July 2018)
- Rehabilitation of Offenders Act 1974 and the exceptions order 1975
- Disqualification under the Childcare Act 2006 (2018)
- Counter Terrorism and Security Act 2015 (including the 'Prevent Duty')
- The Prevent Duty guidance: for further education institutions in England and Wales (Updated March 2024)
- Modern Slavery Act 2015
- Human Rights Act 1998
- Local Safeguarding Partners/Arrangements/Local Safeguarding Adult Board
- Guidance for Safer Working Practice for Adults Who Work with Children and Young People (2019)

This policy should be read in conjunction with the College's other policies and documents relating to safeguarding as listed in Appendices 1, 2 (KCSiE 2024), and 3 (Specific Safeguarding Issues KCSiE Part 1 2024). In adhering to legislative procedures, the College will:

- Ensure that it has a DSL for safeguarding and prevent, who has undertaken appropriate DSL training.
- Recognise the role of the DSL and DDSLs and ensure that this is communicated to all staff, students, governors, parents and, where necessary, wider members of the College community.
- Appoint a designated Governor for safeguarding.
- Ensure that in the absence of the DSL there are named deputies for safeguarding who are trained to DSL level.
- Ensure that all members of the College staff are trained in safeguarding. The DSL and DDSLs will be trained to level 3 standard.
- Ensure that safeguarding refresher training is provided in a timely manner and consistent with best practice.
- Ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may disclose abuse.

- Ensure that parents or carers have an understanding of the responsibility placed on the College from information disclosed to them.
- The Safeguarding Team will, on behalf of the College, work to develop effective links with relevant agencies and identify the level of involvement provided by the College in reviews and multi-agency meetings.
- The Safeguarding Team will ensure records and chronologies of concerns about students are maintained and kept securely in line with GDPR.
- Adhere to all statutory guidance.
- Ensure that recruitment and selection procedures are made in accordance with the Home Office Guidance 'Keeping Children Safe in Education – September 2024.
- Manage allegations against staff members in compliance with legislative guidance.

5. Categories of Abuse

All College staff will be made aware of the indicators that give rise to the suspicion of abuse. In the event of concerns or suspicions of abuse arising, the College's Safeguarding Policy and Procedures will be applied with concerns referred to the Safeguarding Team. The DSL/DDSL may refer to other agencies for advice where necessary.

The following categories of child abuse are recognised for the purposes of safeguarding:

| Abuse Category | Category Examples |
|-----------------------------|--|
| Physical abuse | Assault, hitting, slapping, punching, unlawful use of restraint, burning |
| Domestic abuse | Kicking, hitting, punching, reading someone's emails, texts, threatening to kill someone, threatening to a family member, controlling someone's finances |
| Sexual Abuse | Sexual touching of any part of the body, whether they are clothed or not, using a body part to rape or penetrate a child, forcing a child to take part in sexual activities, showing pornography to a child or exposing them to sexual acts, forcing a child to make, view or share child abuse images or videos |
| Financial or material abuse | Taking money, not allowing access to money, preventing them from gaining employment, forcing them to commit crimes for money, making someone beg for money, not allowing a child to purchase necessities for themselves, including food. |

| | |
|---------------------------------------|--|
| Emotional abuse | Constantly criticising a child, humiliating, blaming and scapegoating, pushing a child too hard, or not recognise their limitations, failing to promote a child's social development, ignoring them, being absent, manipulating behaviours |
| Organisational or institutional abuse | Neglect or poor professional practice as a result of the structure, policies and procedures within an organisation |
| Modern slavery | Recruitment, movement or receiving of children, women or men through the use of force, coercion, deception or other means for the purpose of exploitation |
| Neglect | Physical neglect, educational neglect, emotional neglect, medical neglect |
| Discriminatory abuse | Treating someone unfairly because of their age, sex, religion, race, disability, gender etc |
| Self-neglect | When a person is being unable or unwilling to care for their own essential needs eg, personal hygiene, surroundings, refusal of support etc. |

Other forms of Abuse and Indications of Abuse

| Category | Explanation | Indicators |
|-----------------------------------|--|--|
| Child Criminal Exploitation (CCE) | Children or vulnerable adults who can be forced or manipulated into transporting drugs or money through county lines. Children can become trapped by this type of exploitation, as perpetrators threaten victims and their families with violence or entrap and coerce them into debt. | <ul style="list-style-type: none"> Appear with unexplained gifts, money or new possessions Suffer from changes in emotional wellbeing Misuse drugs and alcohol Regularly miss education Associate with others involved in exploitation Have been the victim or perpetrator of serious violence (eg, knife crime) Found in accommodation that they have no connection with, often called a 'trap house' or 'cuckooing' |
| Honour Based Violence (HBV) | Encompasses incidents and crimes which have been committed to protect or defend the honour of the family and/or the community. | <ul style="list-style-type: none"> Female genital mutilation (FGM) Forced marriage Breast ironing |

| | | |
|--|---|--|
| Child Sexual Exploitation (CSE) | Can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex, organised abuse. | Have older boyfriends or girlfriends Suffer from sexually transmitted infections Display sexual behaviours beyond expected sexual development Become pregnant |
| Radicalisation | Extremism – vocal or active opposition to values including democracy, rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation – the process by which a person comes to support terrorism Terrorism – the act which endangers or causes serious violence. | Background factors such as influences from family and friends. Social media/internet searches Changes in behaviours – becoming interested in extremism |
| Peer-on-peer Abuse (also known as child-on-child abuse) | Previously ‘bullying’ Can incorporate all forms of abuse Can happen between children and adults and can affect any age group | Cyberbullying Usually involves physical, sexual, emotional or financial abuse |

6. Disclosures or concerns

A member of staff who receives a disclosure will follow the College safeguarding procedure and pass the information to the Safeguarding Team.

If the disclosure or concern is in regards to an allegation about another member of staff then the allegation should be reported immediately to the Principal, unless the Principal is the person against whom the allegation is made. In this case the report should be made to the Chair of Governors.

7. Professional Relationships with Students

Bishop Burton College recognise that positive professional relationships with students will support and provide the best outcomes for them. Bishop Burton College give

guidance on these expectations to staff. The College has a Staff Code of Conduct that clarifies such matters.

8. Confidentiality

Safeguarding information regarding enrolled students will be shared with staff and agencies on a need-to-know basis.

9. Student Consent to Sharing Information

The College recognises the importance of sharing safeguarding information appropriately and will do so even in certain instances where students refuse their consent.

10. Supporting Staff

The College supports those involved in the safeguarding processes by providing supervision where necessary.

11. Working in Partnership with Parents and Guardians

The Colleges will work with parents and guardians as necessary. However, there may be instances when it is not appropriate to communicate with a parent or guardian before referring to external agencies. In these instances, the DSL or DDSL judge that communicating with parents and guardians may increase the risk of harm.

12. Communication of the Policy

The Safeguarding Children and Adults at Risk Policy will be available on the College website for external viewing.

It will be provided to all new staff at induction and is available on the staff intranet.

13. Essential Contacts

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| Designated Safeguarding Lead: Ann Paling, Assistant Principal Safeguarding & Residential Services |
| Designated Safeguarding Lead Contact details: 01964 553006 ann.paling@bishopburton.ac.uk |
| Deputy Designated Safeguarding Lead Bishop Burton: Ellie Stephen - 01964 553077 ellie.stephen@bishopburton.ac.uk – |
| Safeguarding Officer – 01964 554199 - Isobella.Swallow@bishopburton.ac.uk |
| Deputy Designated Safeguarding Lead Riseholme: Verity Wainwright - 01522 304603 verity.wainwright@riseholme.ac.uk |

Authorship: Assistant Principal – Safeguarding & Residential Services

Date: October 2024

Policy Review and DSL/DDSL Contacts

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| This policy will be reviewed every 12 months (as a minimum). |
| Review Date: October 2025 |

Policy Approval

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|------------------------------------|--------------------------|
| Approval by: Corporation | Date: 15 October 2024 |
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Appendix 1 – College policies that contribute to safeguarding students

- Safer recruitment Policy
- College Charter
- Staff Code of Conduct
- Staff Training Policy
- Fire Policy
- Knife Policy
- Mental Health Policy
- Prevent Policy
- Behaviour Policy
- Site Security Policy
- CCTV Policy
- Physical Intervention Policy
- Students with Additional Needs Policy
- E-Safety Policy
- Peer-on-Peer Abuse Policy

- Complaints Policy
- Whistleblowing Policy
- Health and Safety Policy
- School visits and residential trips
- Work experience Policy

Appendix 2 - KCSiE 2024

Indicators of abuse and neglect

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 3 - Specific safeguarding issues (KCSiE Part 1 2024)

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.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

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

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: [Child sexual exploitation: guide for practitioners](#)

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 any type of schools (including special schools), 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

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 who are absent from education

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as 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, so-called 'honour'-based abuse or risk of forced marriage.

Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence procedures and children missing 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.

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 skills 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. Under the statutory definition, 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 to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued 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 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 child-on-child 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.

Operation Encompass

Operation Encompass 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 a 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).

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects

- Refuge what is domestic violence/effects of domestic violence on children
- Safe Young Lives: Young people and domestic abuse | Safelives
- Domestic abuse: specialist sources of support (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- Home : Operation Encompass (includes information for schools on the impact of domestic abuse on children)

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 local authority 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 the focus to early intervention and encourages 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. Local authority 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 for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation

for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

Mental health

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, attendance and progress at school.

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 England¹⁴⁶ has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Every Mind Matters for links to all materials and lesson plans.

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 and the 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 Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK

Preventing radicalisation

Children may be susceptible 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.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. 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 people from extremist ideologies and intervene to prevent those at risk of radicalisation being drawn to terrorism. 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 a deputy) making a Prevent referral.

Although not a cause for concern on their own, possible indicators when taken into

consideration alongside other factors or context may be a sign of being radicalised.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard¹⁵⁰ to the need to prevent people from being drawn into terrorism”.¹⁵¹ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in schools should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads (and deputies) and other senior leaders in colleges should familiar themselves with the Prevent duty guidance: for further education institutions in England and Wales. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

The school’s or college’s designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

Channel

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. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the ‘Channel’ programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: [Channel guidance](#).

Additional support

The Department has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school and college teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings to comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, to support staff and governors/Board members in outlining their roles and responsibilities under the duty.

London Grid for Learning have also produced useful resources on Prevent ([Online Safety Resource Centre - London Grid for Learning \(lgfl.net\)](#)).

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum

and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

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

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy. Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance. The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence.

Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as

measured by hospital admissions for injury with a sharp object. A list of these locations can be found here. As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

The Police, Crime, Sentencing and Courts Act was introduced in 2022 and a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area. The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

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

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

Actions

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 a deputy). As

appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers¹⁵² that requires a different approach (see below).

FGM

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

FGM mandatory reporting duty for teachers

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

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 to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](https://www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdof.gov.uk.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages