



# KRCA CIC Safeguarding and Child Protection Policy

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## **Policy / Document Purpose Statement**

This document sets out the policy and procedures supporting safeguarding and child protection for the Kate Rogers Creative Academy CIC.

## **Application**

The objective of this document is to provide a framework to ensure young people learn and work in a safe environment whether at the Academy, at home or in the wider community.

## **Interpretation**

Further guidance on the use or interpretation of this policy may be obtained from the responsible post holder.

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### 1. Purpose of the Policy

The aim of this policy is to keep children, young people and vulnerable adults safe by providing a framework to ensure a safe environment for them to participate, whilst contributing to the prevention of harm or abuse and the protection of those individuals who are identified as suffering or likely to suffer harm from any such risk to their safety, health or well-being, whether at KRCA (Kate Rogers Creative Academy), at home or in the wider community.

### 2. Applicability / Scope

The policy set out in this document apply to all activities that form part of KRCA including any events organised and/or led by staff employed by KRCA.

Our policy and procedures apply to all children/adults, staff/governors, visitors, contractors, volunteers, advisory board members, and staff from partner organisations working with KRCA.

Everyone has the right to be protected against risk to their safety, health and well-being and everyone has the responsibility to safeguard others against such risks.

### 3. Statutory Obligations

This policy considers, amongst others, the following publications, including recent / relevant guidance and legislation in this area:

- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children. (Her Majesties Government 2018, updated February 2024)  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Keeping Children Safe In Education (Sept. 2024)  
[https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping\\_children\\_safe\\_in\\_education\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)
- The Care Act (2014). Statutory guidance: Care and support statutory guidance updated July 2022 (currently under review) that provides a detailed guidance on all aspects of implementing the requirements contained

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in Part 1 of the Care Act (2014) to local authorities, the NHS, police and other partner organisations. (Department of Health and Social Care) <https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance>

- The Prevent Duty: Departmental advice for schools and childcare providers (Department for Education. June 2015, updated August 2015). <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- Children & Young Persons Act 1963, s.37. The Children (Performances and Activities) (England) Regulations 2014 <https://www.cornwall.gov.uk/schools-and-education/children-in-entertainment/>
- The following is a list of the legislation and regulations that govern **children in entertainment**:
  - Children (Performances) Regulations 1968
  - The Children (Performance)(Miscellaneous Amendments) Regulations 1998(1)
  - The Children (Performance)(Amendment)(No.2) Regulations 2000<https://www.cornwall.gov.uk/schools-and-education/children-in-entertainment/>

#### 4. Definitions

- A child is defined as any young person under the age of 18 years.
- Safeguarding and promoting the welfare of children is defined in KCSIE (2024) as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
- Early helps means providing support as soon as a problem emerges any point in a person's life, with a particular focus on the life of a child.
- An adult who may have safeguarding needs is defined in The Care Act (2014) as an adult who: has 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 result of those care and support needs, is unable to protect themselves from either the risk of or the experience of abuse or neglect.

#### 5. Key Principles

KRCA will ensure that:

- safeguarding and promoting the welfare of children, young people and adults at risk of harm or abuse is everyone's responsibility and is child-centred / person-centred, using a co-ordinated approach while ensuring that everyone is acting in the best interests of the child, young person or adult at risk of harm or abuse.
- the safety and well-being of children, young people and adults are paramount in all areas of its operations, including safeguarding our staff / learners and raising their awareness, to safeguard themselves and others.
- all children and adults, regardless of age, culture, disability, gender, language, racial origin, religious belief and or sexual identity can exercise their right to protection from harm or abuse when engaged in KRCA-related activity or settings and receive relevant support from KRCA where they may disclose concerns about their broader lives in the community or at home.
- all suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately, with due regard to appropriate levels of privacy and the dignity of those concerned while ensuring victims are supported and kept safe.
- all staff and volunteers will be made aware of key safeguarding principles/practice through appropriate safeguarding and child protection training (including online safety) and are required to report any disclosures, concerns or allegations in line with our procedures and the statutory guidance.
- best practice is used in safer recruitment when recruiting staff/volunteers to ensure their suitability to work with children, young people and adults who may be at risk of harm, abuse or neglect and appropriate levels of assurance are sought from others who visit/use our sites.
- everybody adheres to all statutory responsibilities placed upon them and they maintain professional curiosity, appreciative enquiry and an attitude of it could happen here

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## 6. Responsibilities

The DSL has ultimate lead responsibility for safeguarding and child protection with responsibilities.

Activities may be delegated to appropriately trained DDSL but lead responsibility remains that of the DSL. The DSL is responsible for ensuring:

- Publication and correct implementation of the policy and procedures and reviewing the effectiveness of them annually.
- Safeguarding training, appropriate to role, is in place for all staff and is delivered in line with national and local guidance.
- Completion of external and internal audits related to the effectiveness of safeguarding.
- Oversight of the recording and passing on to external agencies, where appropriate, any disclosures received and liaising with the Local Authority Designated Officer (LADO) on any staff related matters, where required.
- The appointments of DDSL are appropriately trained and supported.
- Effective liaison and working with the Local Authority Safeguarding Children's Partnership / Boards and the Safeguarding Adult Boards and other agencies.
- That robust risk assessment processes are in place where individuals pose a risk to themselves or others.
- They attend Tier 3 Safeguarding training every two years and other safeguarding related continuous professional development to keep up to date with policy and best practice developments.
- Chair Safeguarding Team meetings which will occur regularly throughout the year.
- Effective record keeping while making sure all documents relating to safeguarding are managed and secured in accordance with statutory guidance and legislation.
- Regular review and re-assessment of interventions when situations do not improve.

Deputy Designated Safeguarding Leads (DDSL) The DDSL is responsible for safeguarding and child protection including:

- Receiving, recording and passing on to external agencies, where appropriate, disclosures concerning harm, abuse or neglect in accordance with KRCA and local authority procedures.
- Liaising with the DSL, as appropriate.
- Carrying out risk assessments in line with our admissions and safeguarding policy and procedures, ensuring the implementation of risk control measures.
- Contributing to safeguarding training for all staff.
- Working with colleagues to raise the awareness of safeguarding amongst the student body and encouraging concerns to be reported.
- Attending Tier 3 Safeguarding training every two years and other safeguarding related continuous professional development to keep up to date with policy and best practice developments.
- Supporting and advising colleagues with potential safeguarding concerns about learners.
- Effective and secure record keeping.
- Regular review and re-assessment of cases / interventions when situations do not improve.
- Liaising and working with the different local authorities and other agencies in accordance with statutory guidance.

## 7. All Staff Members / Volunteers

- All staff members and volunteers are responsible for:
- Providing a safe environment in which children, young people and adults at risk of harm, abuse or neglect can participate.
- Reporting all safeguarding or child protection concerns in accordance with this policy and associated procedures, while reassuring victims of abuse that they will be taken seriously and will be supported.
- Ensuring that nobody, in particular children and young people, will ever be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

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- Being prepared to identify children, young people and adults at risk of harm, abuse or neglect, who may benefit from early help and understand the early help process and their role in it, together with the completion or assisting with the completion of a risk assessment or support plan where required.
- Know where to go and what to do if they have any safeguarding concerns.
- Attending safeguarding and child protection training and updates as required, on induction and as a significant refresher at least once every 3 years.
- Reading and familiarising themselves with associated policies.
- Apply due regard and attention to regular updates that come from the leadership team.
- Being aware of how to make referrals to children's social care and adult's social care for statutory assessments via the local authority multi-agency safeguarding units, along with the role they might be expected to play in such assessments.
- Promoting awareness of safeguarding issues and support amongst participants, colleagues and other stakeholders. Protecting themselves by being familiar with and adhering to the Staff Professional Code of Conduct, safer working practice and other key safeguarding standards.
- Reporting to a DSL, DDSL any child/adult welfare concerns that they may have or may need support with.
- Reporting to the Principal, DSL, any concerns they may have about the conduct of colleagues in relation to Safeguarding and / or Professional Staff Code of Conduct.
- Maintaining an appropriate level of confidentiality whilst at the same time liaising and sharing information with relevant professionals

#### Participants

- Participants are responsible for:
- Maintaining vigilance and a pro-active approach to the safety and welfare of themselves, their peers and others during KRCA activities.
- Reporting any concerns to any trusted member of staff/volunteer with whom they feel comfortable discussing these concerns.
- Behaving in a way that does not compromise them or lead to allegations of a criminal or safeguarding nature.

### 8. Children in Entertainment

#### Local authority conditions:

- The child performers concerned receive no payment (except expenses)
- Performances are solely within the county of origin.
- The child performers are supervised at all times by a chaperone on a 1:12 ratio.
- The Safeguarding Officer agrees that the rehearsal/performance venue(s) are suitable for young people to perform.
- KRCA does not use the young persons in performances that may be dangerous.
- KRCA must ensure that they keep adequate records of each young person's performance.

#### Number of Performances:

- A young person cannot take part in a performance on more than six days in any period of seven days.

#### Length of Time Performing:

- A young person must not take part in a performance that lasts for more than 3½ hours and a young person's appearance in each performance must not exceed 2½ hours.
- A young person must not take part in more than two performances or one performance and one rehearsal in a day.
- A young person must have a break of 1½ hours between two performances or rehearsals in the same day. This break of 1½ hours can be reduced to 45 minutes on two days in a week as long as the young person is not at the place of performance for more than 6 hours.
- If a young person performs or rehearses on consecutive days there must be a break of 14 hours or more between each day that they are performing, for example, if there is a performance with an end time of 10pm then the young person cannot take part in another rehearsal or performance until 12pm the next day.

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## Permitted Hours for Stage Performance

<u>Age</u>	<u>Earliest Start Time</u>	<u>Latest</u>
<b>Young person aged younger than 13 years</b>	10.00am	10.00pm
<b>Young person aged 13 years and older</b>	10.00am	10.30pm

- Latest finish time may be extended by ½ an hour, on a maximum of three evenings in anyone week
- The place of performance is defined as the area that includes any performance space, backstage, dressing rooms and perimeters

## 9. Chaperone Responsibility

Children that are involved in a theatrical production, filming or modelling they must be accompanied by a registered Chaperone at all times.

The regulations are designed to protect the children and to prevent them being exploited. To be effective, chaperones must familiarise themselves with these regulations, especially where they have specific relevance to their role.

- Children who take part in performances must be supervised by a responsible adult, known as a chaperone. A chaperone acts in loco parentis (in place of a parent) and should exercise the care which a good parent would be expected to give those children.
- Chaperones primary duty is to ensure the health, safety and education of all children in their care, whilst ensuring no child is discriminated against.
- Chaperones have the authority and should have the confidence to withdraw a child from a performance if they have good reason to do so.
- Chaperones are in a position of trust regarding the children in their care, and as such abuse of a position of trust in respect of young persons under the age of 18 is considered an offence under the Sexual Offences Act 2003.

The Chaperone must:

- Have completed safeguarding training
- Have DBS clearance before undertaking duties
- Be aware of local authority safeguarding children guidance
- Ensure Emergency contact details of the children are held at the place of performance by the production company and are accessible if requested
- Record any injury in the accident book and ensure that parents are informed at the earliest opportunity
- Familiarise themselves with first aid and emergency procedures at the place of performance.
- Prior to each performance check that escape routes, from whatever rooms the children are using, are clear. Ensure that suitable travel arrangements are in place for the children in their care and that the person previously agreed collects each child
- Ensure that the children leave the theatre after each performance no later than 10pm (4 years and under) and 11pm from age 5 and over).
- Remain with the children at all times. It is only when the children are on stage or performing that chaperones are not required to be by their side
- Look after no more than 12 children. In some cases, depending on age, the nature of the work etc. the ratio should be less and the chaperone would look after fewer children
- Co-operate with officers of the Local Authority who may enter premises where a performance is taking place to ensure that children performing are properly supervised and cared for and that correct records are being kept.

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- Chaperones must apply for a chaperone license from their local authority. The licensing officer handles the approval of any proposed chaperone who resides within his authority. Approval can be withdrawn if there are concerns as to the conduct of a chaperone.
- Chaperones should contact the licensing officer who will send you an information package including an application form. Complete and return the form.

The approval procedure will include:

- Reference - you will need to give the names of two referees
- Security - your permission will be requested to conduct a check with police records
- Interview - a brief, informal interview.

Chaperones are encouraged to feel that they can contact the licensing officer with any queries or concerns. Once approved, a chaperone is granted authorisation for a period of three years. This may be renewed on request but will be subject to a police check every three years.

## 10. Recognising and Reporting Concerns

**Everyone** has a responsibility in relation to safeguarding. The following is an overview of recognising and reporting concerns. More detailed training and processes are given to all KRCA team members.

### **Recognising:**

Any child, in any family, in any setting could become a victim of abuse. Adults should always maintain an attitude of “It could happen here”. We recognise that abuse, neglect, exploitation and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label and, in most cases, multiple issues will overlap one another.

- Abuse, neglect, and exploitation are forms of maltreatment of a child. Somebody may abuse, neglect or exploit a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the 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. They may be abused by an adult or adults or by another child or children.
- Abuse, neglect and exploitation may also take place outside of the home, contextual safeguarding, and this may include (but not limited to), sexual exploitation criminal exploitation, serious youth violence, radicalisation.
- KRCA team are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via child-on-child abuse.
- Signs of abuse are not always ‘obvious’ or lack ‘real’ evidence. It is important for adults to trust their instinct and be aware of subtle changes in, or incidents of behaviour that are out of character.

### **Responding:**

Following an initial conversation with the child, if the adult remains concerned in any way, they should discuss their concerns with the DSL and put them in writing using the KRCA Reporting Concerns log (immediate notes can be made and transferred to a RC Log after the incident). See the flow chart below.

Records should include:

- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.

All concerns however small must be recorded and shared with the DSL as this information could provide the ‘missing’ piece of the bigger picture of the lived experience for the child.

A direct referral should be made to the local authority safeguarding unit or the police when:

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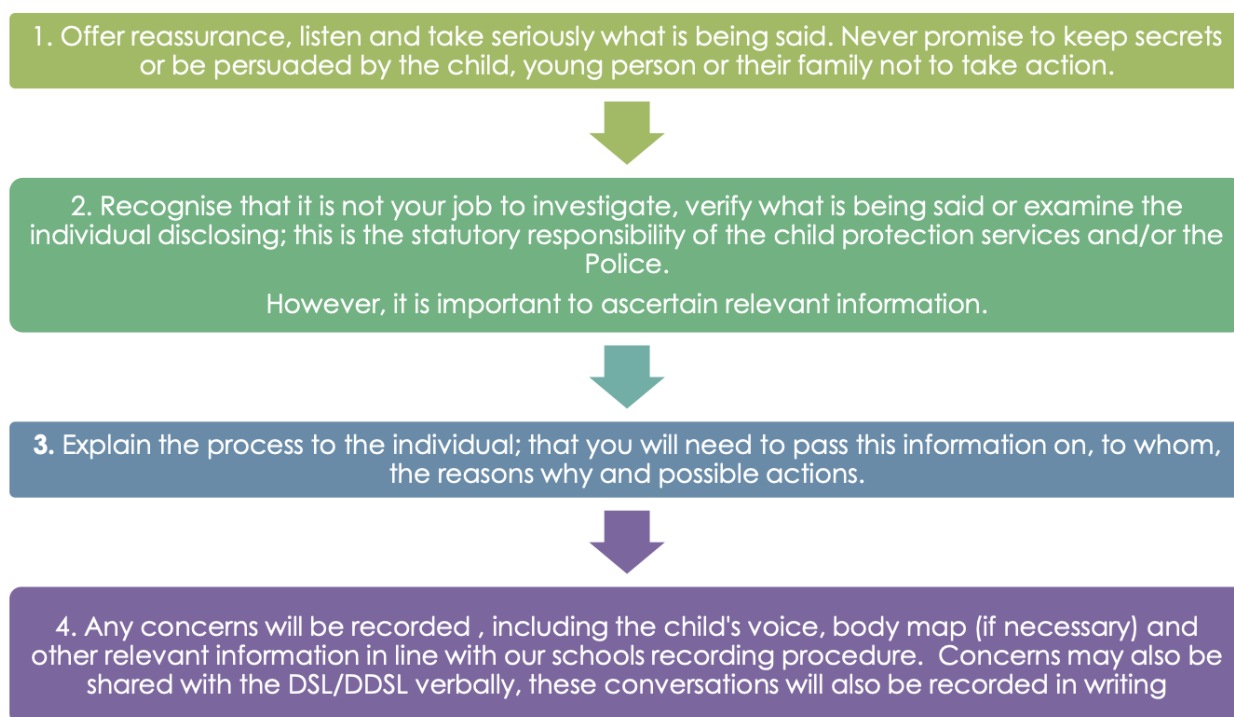
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- A. it may not always be appropriate to go through all stages sequentially because there is immediate danger or risk of harm. Before doing so, basic facts should try to be established. However, it will be the role of social workers and the police to investigate cases and make a judgement on whether there should be a statutory intervention and/or a criminal investigation.
- B. a member of staff has concerns about the safety or welfare of a child and feel they are not being acted upon by their manager or named DSL, DDSL
- C. there is a specific legal duty to report to the police if they discover that an act of female genital mutilation (FGM) appears to have been carried out on a girl under the age of 18.
  - It is important to refer to social care but when doing so consideration must be given to the wider context and safeguarding risks / concerns outside of the family / home, often referred to as contextual safeguarding.
  - Record, in writing, all concerns and discussions, the decisions made and the reasons for those decisions, which should be passed to the DSL, DDSL at the earliest opportunity.

### Reporting Concerns Flow Chart

Anyone receiving a disclosure should:



### 11. Early Help

Early help means providing support as soon as a problem emerges at any point in a child's or adult's life. Staff should be particularly alert to a participant who:

- is disabled, has certain health conditions and has specific additional needs
- has special educational needs (whether they have a statutory Education, Health and Care Plan or not)
- 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;
- is frequently missing / goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in family circumstances presenting challenges, such as drug and alcohol misuse, mental ill health and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care; and



- is a privately fostered child.
- It is important that staff try to identify early help and support needs during the sign-up process, carrying out risk assessments and creating support plans where required.
- If there is no pre-existing local authority partner agency involvement or it is felt that the individual case does not require a social worker, then an early help referral can be made directly to the local authority early help teams or by contacting the local authority safeguarding units although it is important to do this with the support and assistance of the DSL, DDSL
- Staff may be required to act as the lead professional for an early help assessment or be asked to participate in such an assessment. Whatever the case they will need to work closely with other practitioners to decide whether the individual would benefit from coordinated support from more than one agency

## **12. Special educational needs and disabilities**

- Learners with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:
  - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without exploration;
  - being more prone to peer group isolation than other children;
  - the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
  - communication barriers and difficulties in overcoming barriers.
- Consideration must be given to extra pastoral support for participants with SEN and disabilities.

## **13. Participants potentially at greater risk of harm**

- There are groups of participants who may be at greater risk of harm, abuse or exploitation.
- KRCA will seek to identify early, those who may be at greater risk for one or more of the following reasons:
  - They have a social worker and are on a Child in Need or Child Protection Plan.
  - They are a looked after child, who is subject to a care order or a previously looked after child.
  - They are a care leaver, who is no longer subject to a care order.
  - They are a young carer or young parent.
  - They require mental health support.
- Consideration must be given to the assessment and implementation of extra pastoral support and protection in collaboration with relevant social workers, virtual school, care leaver teams and other professionals / agencies as required and based on the needs and wishes of the learner.

## **14. Peer on Peer abuse**

- Peer on peer abuse can occur in KRCA settings, outside KRCA or online and will be treated seriously and not dismissed or downplayed, which could lead to a culture of unacceptable behaviour, creating an unsafe environment.
- KRCA will endeavour to create as many ways as possible to enable individuals to feel safe and supported, while giving them the confidence to report peer on peer abuse that they may be experiencing or that others are experiencing.
- KRCA recognises that females are more likely to be victims of sexual harassment and sexual violence and that it is more likely it will be perpetrated by males but any report of sexual harassment or sexual violence will be taken seriously and victims will be supported and kept safe.
- A victim will never be given the impression that they are creating a problem. Nor will they ever be made to feel ashamed for making a report.
- Even if there are no reports of peer on peer abuse, including sexual harassment or sexual violence, does not mean it is not happening, it could happen here. As such, all staff will report any concerns regarding possible peer on peer abuse directly to the DSL, DDSL

- All staff/volunteers/visitors will act in accordance with KRCA guidance for understanding and dealing with peer on peer abuse, and challenge, report and record all inappropriate behaviours between peers.

## 15. Whistleblowing

- All concerns raised about poor or unsafe practice and potential failures in relation to KRCA safeguarding regime will be taken seriously and acted upon
- Where a staff member/volunteer feels unable to raise the issue or concern with the leadership team or feels that a genuine concern is not being addressed, it is suggested that they get free, confidential advice from the independent whistleblowing charity 'Public Concern at Work,' who can help with the decision whether and/or how to raise the concern.
- This can be done by contacting the charity by telephone on 020 7404 6609 or email [helpline@pcaw.co.uk](mailto:helpline@pcaw.co.uk). Further information can be found on the Public Concern at Work website [www.pcaw.co.uk](http://www.pcaw.co.uk) which includes guidance on whistleblowing legislation.
- Staff/volunteers may also use other whistleblowing channels such as the NSPCC or OFSTED whistleblowing helplines: Telephone: NSPCC on 0800 028 0285 or OFSTED on 0300 123 3155 Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk) or [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk)

## 16. Confidentiality

- The Data Protection Act (2018) and General Data Protection Regulations (GDPR) do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children, young people and adults at risk of harm, abuse or neglect.
- Staff/volunteers should never promise that they will not tell anyone about an allegation or disclosure, as this may ultimately not be in the best interests of the child, young person or adult at risk of harm or abuse.
- All suspicions, allegations and investigations will be kept confidential and shared only with those who need to know in accordance with GDPR and Data Protection Act (2018), following government advice and guidance, using the 7 golden rules:
  - Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
  - Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
  - Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
  - Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
  - Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
  - Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with

those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely

- Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## 17. Key External and Internal Contacts

### Internal

- DSL: Kate Rogers [kate@creative-education.co.uk](mailto:kate@creative-education.co.uk)
- DDSL: Claire Dunsford [claire@creative-education.co.uk](mailto:claire@creative-education.co.uk)
- DDSL: Katy Lewis-Tuxford [katytuxford2012@gmail.com](mailto:katytuxford2012@gmail.com)
- General: [safeguarding@creative-education.co.uk](mailto:safeguarding@creative-education.co.uk) (this is monitored by all three members of the DSL team)

### External

- Local Authority arrangements may vary when referring allegations of abuse or general safeguarding concerns about young people under the age of 18 years or in the case of adults at risk of harm under the definition of the Care Act 2014.
- You should refer to the Local Authority Multi-Agency Safeguarding Unit, Local Safeguarding Children Partnerships (SCP) or Boards (SCB) or Safeguarding Adults Board (SAB) for contact details, advice and the referral process.
- The Southwest Child Protection Procedures (SWCPP) website provides a good link to different local authority safeguarding partnership websites with contact details and procedures.
- The following link will take you to the website: <https://www.proceduresonline.com/swcpp/>
- Allegations against staff working with children or adults should be made to the relevant LADO (Local Authority Designated Officer) in accordance with the Safeguarding and Child Protection procedure.

## Appendix A – FORMS OF ABUSE

Government guidance identifies several categories of abuse.

Safeguarding themes of concern that are specific to our age group include:

- Child & Adult Exploitation (Sexual, Criminal, Gangs etc)
- Sexting, Revenge pornography or other inappropriate use of social media.
- Emotional abuse
- Domestic abuse
- Controlling or coercive relationships/abuse
- Neglect or self-neglect.
- Mental Ill health, self – harm and / or suicidal ideation.
- Hate crime or Hate related incidents
- Peer on peer abuse, including bullying, initiation / hazing. This can be direct / indirect and off-line / on-line
- Sexual violence or harassment.
- Radicalisation
- Child Trafficking and Modern Slavery
- Grooming
- Female Genital Mutilation (FGM)

All staff responsible for the management of safeguarding have undertaken various specialist training and learning lessons workshops on the above and can provide support, together with contacts in specialist support agencies. These and other types of abuse can relate to either a child under the age 18 years or to an adult at risk of harm, abuse or neglect.

- Physical Abuse.  
This is anything that causes physical harm, injury or illness. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child / young person.
- Emotional/Psychological Abuse.  
This is the persistent emotional ill-treatment of a vulnerable person such as to cause severe and adverse effects on their emotional development.
- Sexual Abuse.  
This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence. This may also apply to adults who are risk of abuse or neglect. The activities may involve physical contact or non-contact, such as involving children/young people/adults in looking at, or in the production of, pornographic materials or watching sexual activities, or encouraging them to behave in sexually inappropriate ways.
- Neglect.  
This is the persistent failure to meet the child/young person/ adult (who is vulnerable) basic physical and/or psychological needs, likely to result in the serious impairment of the individual's health or development.
- Self-Neglect/Harm  
This is not a direct form of abuse, but staff need to be aware of it in the general context of risk assessment/risk management and to remember that they may owe a duty of care to a child/young person or adult at risk of harm, abuse or neglect, who places themselves at risk in this way. A refusal to engage with services does not override a duty of care to support individuals and they should continue to be encouraged to access support.
- Domestic Abuse/Teenage Relationship Abuse  
Abuse can be either in the form of being personally abused within a relationship or for a child or young person to witness this within their home, perhaps involving parents/carers.
- Financial or Material Abuse  
This includes theft, fraud, exploitation, pressure in connection with wills, property, enduring power of attorney, or inheritance or financial transactions, or the inappropriate use, misuse or misappropriation of property, possessions or benefits.

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- **Discriminatory Abuse**  
This includes racist, sexist, or other forms of abuse that are based on a person's protected characteristics and other forms of harassment, or similar treatment. This can be viewed by a victim as hate crime and the Police can prosecute on this basis.
- **Sexting and Revenge Porn**  
New legislation came into force in April 2015 to prevent sharing nudes or semi-nude video/images (also known as sexting or youth produced sexual imagery) or posting of nudes using online media to cause harm or distress to the person subject of the material. The new law includes uploading to the internet, sending by text, email or messaging platforms, as well as simply showing someone a physical or electronic image.
- **Radicalisation**  
This is a process by which a person comes to support terrorism and/or forms of extremism leading to them committing acts of violence or the support of violence by others in a group. Young people and adults who may be vulnerable are often targeted by groups. They may be drawn into association with these groups through internet chat rooms, possibly motivated by a wish to belong or to make a stand or a difference.
- **Exploitation**  
Exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive another person into sexual, criminal or gang related activity in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been exploited even if the activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur using technology.
- **Female Genital Mutilation (FGM)**  
This is an unacceptable and illegal (in the UK) form of abuse and violence towards girls and women involving female circumcision or mutilation of the female genital. There have been incidences of FGM in the South West including Devon and Cornwall.
- **Peer on Peer abuse / Sexual Violence and Harassment**  
Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age, including abuse in an intimate personal relationship between peers. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the perpetrator as well as the victim. Abuse in intimate relationships between peers can include non-consensual sharing of nude and semi-nude images and/or videos. Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers; however, it can also affect boys and young men. Specific attention should be given to individuals with learning difficulties or disabilities, LGBTQ and those who are from different communities.

#### Appendix B SIGNS AND INDICATORS OF POTENTIAL ABUSE

- Signs of abuse can be many and varied but can also be innocent indications of a transition to adult life. However, they should always be considered as potential causes for concern and followed up/monitored in a sensitive way, with appropriate records dated and kept securely.

- Welfare concerns may arise in many different contexts (Contextual Safeguarding), and can vary greatly in terms of their nature and seriousness.
- Abuse can occur in a family or in an institutional or community setting, by those known to the victim or by a stranger, including via the internet or online media. Extra-familial harm takes a variety of different forms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children.
- An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over time but can also be a one-off event. Abuse and neglect can have major long-term impacts on all aspects of a victim's health, development and well-being.
- The DSL, DDSL, Student Experience Manager, Engagement & Progression Officers and other staff are trained and experienced in exploring such issues in a confidential and supportive way and can assist colleagues in this or provide guidance and support. They can also seek external, specialist advice and/or make referrals to statutory agencies.

### **Possible indicators of abuse**

- Behaviour changes, extreme behaviours both introvert as well as extrovert.
  - Excessively withdrawn, fearful, or anxious about doing something wrong
  - Don't want to change clothes in front of others or participate in physical activities.
  - Regularly missing from education, poor attendance and poor punctuality.
  - Concerned for younger siblings without explaining why.
  - Shy away from being touched or flinch at sudden movements.
  - Physical injuries, including bruises, particularly if reasons for these do not appear plausible or if injuries are repeated or self-harm is suspected
  - Emotional distress, fear, unwillingness to go home
  - Expressed fear of, or strong effort to avoid individuals without an obvious reason
  - Sudden changes in behaviour, e.g. becoming very withdrawn or aggressive
  - Significant loss/increase of weight or poor hygiene or appearance
  - Hungry at sessions with no money to buy food or borrowing money to buy food
  - Poorly dressed or equipped for sessions
  - Sudden changes of living circumstances, e.g. moving out of home to live elsewhere
  - Sudden acquisition of jewellery, gifts from older girl/boyfriends
  - Alcohol abuse or substance misuse.
  - Displaying knowledge or interest in sexual acts inappropriate to their age
  - Asking others to behave sexually or play sexual games out of context
  - Physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy
  - Expression of radicalised views to others – racism, extreme political views, animal rights, religious ideology etc.
  - Expression of Interest in weapons, explosives etc.
  - Talking about travelling abroad to conflict zones such as Syria
  - Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons or blaming their problems on their child.
  - Parents who are dismissive and non-responsive to practitioners' concerns.
- Further signs / indicators specific to children can be found at: Child abuse concerns: guide for practitioners - GOV.UK ([www.gov.uk](https://www.gov.uk))