



**CHRISTIANS
IN SCHOOLS**

Safeguarding Policy and Procedure.

Charity number:1019848

CIST: C/O 99 Chatham Street, Edgeley, Stockport. SK3 9EG

Safeguarding Trustee: Gill Golding safeguarding.cist@gmail.com

Chair: Steve Innes chair.cist@outlook.com

Policy written by CIST: last updated August 2024

Other important contacts:

Local Safeguarding Board: Online referral form: MAASH, Stockport Council www.stockport.gov.uk

0161 217 6028 select option 1; 0161 718 2118 out of hours

SMBC LADO: 0161 474 5657

Thirty-One Eight: 0303 003 1111 or email helpline@thirtyoneeight.org

Emergency: 999

Non-emergency: 111

NSPCC Helpline: 0808 800 5000 or www.nspcc.org.uk

Childline: 0800 1111 or www.childline.org.uk

National Whistleblowing Advice Line: 0800 028 0285

Charity Commission: www.gov.uk

DBS referral form: www.gov.uk

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A. Policy Statement

Christians in Schools Trust (CiST) believes that all human beings are of equal worth in the sight of God and aims to follow Biblical principles in all that we do.

Therefore:

- We commit ourselves to the nurture, protection, and general welfare of all - especially children, young people and adults at risk of harm (see Glossary for a definition of this). Keeping children and young people safe is of paramount importance, and the need to provide adequate care for children and young people is at the forefront of our activities.
- It is the responsibility of each one of us to protect children, young people and adults at risk of harm from all forms of abuse and to report any disclosures of abuse in addition to suspicions, worries, or concerns.
- To achieve this, we are committed to supporting, resourcing, and training those who work with children and young people. We will provide appropriate supervision, recognise mutual accountability, and commit to a formal annual review of our safeguarding policy, procedures, and practices. This review may extend to other policies e.g., Safer Recruitment and the Code of Conduct.
- Policies for protecting people and safeguarding will also be reviewed after a serious incident or if the Trust changes the way we work (working in a new area or different way).
- In fulfilling our commitments, we will work, in partnership, as appropriate, with schools, parents, carers, statutory agencies and other organisations.

CiST has adopted the above principles; all volunteers (including Trustees) and staff are expected to undertake training and follow the procedures and guidelines as set out in this document. All new starters receive information on the safeguarding policy at induction.

B. Statutory Compliance for CiST

The Trustees are responsible for the approval of CiST's Safeguarding Policy and the Policy is available on our website www.cist.org.uk.

CiST will have a Designated Safeguarding Lead Trustee (DSL), appointed by the Trustees.

There will be at least one other designated Trustee for DBS checking (since the Safeguarding Lead Trustee must hold an appropriate DBS certificate).

All staff and volunteers (including Trustees) are required to comply with this policy.

The standards in this policy build on and incorporate legislation and government expectations for children, young people and adults at risk of harm. This includes HM Government Working Together to Safeguard Children (2018) and New Safeguarding Duties under the Care Act 2014.

The guidance is for statutory agencies and voluntary organisations alike and covers all the expectations of the government in relation to safeguarding children and young people in England.

The Charity Commission requires charities working with children, young people and adults who are at risk to appoint a Safeguarding Lead.

Their responsibilities may include:

- Safeguarding Policy- ensuring the charity has one and that it is reviewed regularly
- Appropriate DBS checks are conducted on trustees, staff and volunteers on recruitment and renewed as appropriate
- Induction and ongoing training so that everyone understands their responsibilities.

- Practice safe recruitment through our application processes

- Referrals to the LADO or other statutory agencies including the Charity Commission if necessary.

Although the DSL is responsible for facilitating this, all Trustees are collectively responsible for protecting and safeguarding children and young people.

We commit to the following standards:

1. Adopt a policy statement on safeguarding the welfare of children and young adults at risk of harm.
2. Plan the work of the organisation to minimise situations where the abuse of children or young people may occur. CiST will ensure that when planning activities e.g., Christian Unions/Hubs, lessons, assemblies, prayer spaces, lunch and after school clubs or projects all reasonable precautions are taken to make the event or situation safe. Risk assessments will be completed for activities taking place outside the school day, a template is available in the shared Drive.
3. Apply agreed procedures for protecting children and young people to all paid staff, volunteers and Trustees.
4. Give all staff and volunteers clear roles. All paid staff have a written job description and person specification, and all volunteers are given a written role (job) description and sign a volunteer agreement.
5. Use supervision as a means of creating a safeguarding culture across the organisation. All staff have a Trustee mentor who they meet with regularly. In addition, Trustees support staff in delivery of some school projects, review examples of work (including lesson/project observations) and formally appraise staff. CiST volunteers are always supervised by CiST staff when working in schools. We have a named link Trustee for volunteers. Staff also report to the Trustees as part of the Trustee business meeting. All new projects must be brought to the Trustees for review (including assessment of risk and mitigation) and approval before commencement. A proforma is available on the shared Drive for submission to the Trustees.
6. Treat all would-be paid staff and volunteers as job applicants for any position involving contact with children. We have a comprehensive application, selection and interview procedures for all staff, volunteers, and Trustees.
7. Take references from people who have experience of the applicant's suitability for the paid work or volunteering role. For staff we require a reference from at least two people for each applicant, seeking information which includes character and relationship assessment. For volunteers, including Trustees, we require one reference. We inform referees if work involves direct contact with children and young people.
8. Explore all applicants' experience of working or contact with children and/or young people in an interview before their appointment.
9. Find out whether an applicant has any conviction for criminal offences against children or young people. Applicants for paid positions are asked to complete a self-disclosure prior to interview. Appropriate DBS and barred lists check are made for all applicants- staff, volunteers and Trustees. Trustees are also required to sign the Charity Commission Declarations.

10. Make paid appointments conditional on the successful completion of a probationary period. We have a system of specific induction for staff, leading into an initial six-month work review, and an ongoing appraisal and review process.
11. Issue guidelines on how to deal with a disclosure and/or concern of abuse. Comprehensive guidelines are established and reviewed annually as part of the safeguarding policy review. Responsibility for ensuring implementation and review lies with DSL.
12. Train paid staff, volunteers, and Trustees. We provide training regarding the safe care of children and young people including an understanding of the prevalence of abuse and the signs and indicators of abuse.
 - Trustees' induction training includes training to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place for CiST are effective and support the delivery of a robust approach to safeguarding. This training is regularly updated (minimum 3-year cycle).
 - Staff training includes training at induction as well as annual safeguarding training in a local school (mandatory requirement). All staff are required to read Part 1 of KCSIE and update this annually.
 - Volunteers receive a copy of "Supporting CiS" in schools which includes a requirement to read part 1 of KCSIE. They should also attend in-person training at least bi-annually.
 - Staff or volunteers unable to join the in-person training should complete on-line training as advised by the DSL.
 - Specific training for safeguarding also includes:
 - “Safeguarding for Trustees” training (for at least the DSL).
 - Safer Recruitment training (as appropriate for Trustees and staff to ensure we have one recruitment panel member with formal safer recruitment training).
 - The DSL keeps a record of completed training.
13. Have an agreed Code of Conduct for all staff, volunteers, and Trustees. All staff, Volunteers and Trustees are asked to sign this on appointment and when the Code of Conduct is revised.

C. Partnership working

Ethos of Partnership

Our commitment is to continually develop relationships of trust and partnership with schools and Christian communities.

Working in schools

When working on school premises CiST staff/volunteers will refer to the school's safeguarding policy in addition to adhering to this policy and procedure, reporting disclosures or concerns to the school's DSL as appropriate.

Working in other settings

CiST may partner with local Christian communities when delivering lessons, assemblies, or projects in school. CiST may also partner with Christian communities in their community work. Invitations to partner with CiST will be through recognised Christian community contacts, usually by email. Partnership working will recognise mutual accountability. Any agreement to a partnership will be overseen and authorised by the Trustees. CiST Trustees will ask partners via staff contacts to provide, prior to commencement of the partnership working and at appropriate intervals afterwards (usually 3 yearly cycle):

- Assurance that appropriate DBS checks have been completed for all staff/volunteers that work in partnership with CiST.
- DSL contact details with an opt-in required.

And for events outside a school setting:

- A copy of their safeguarding policy (either a physical copy or signposting to an electronic version).
- The risk assessment covering the event.

The DSL will provide CiST staff with a standard letter to send to partner organisations.

The DSL will maintain records of current partnerships and request updated documentation via staff as appropriate.

CiST staff (usually the team leader) will:

- Agree with partnership staff/volunteers what each party is expected to do while working in partnership, including the need for supervision in a school setting by school and/or CiST staff.
- Keep a record of sessions delivered with partnership staff/volunteers (date, school or community location, session delivered).

For school's work, non-CiST staff/volunteers will:

- Sign into the school on behalf of their Christian community (not CiST).

When working in partnership with a Christian community in their community work (e.g., church holiday club, youth group, after school clubs, prayer spaces) our staff/volunteers will refer to the safeguarding policy of the Christian community in addition to adhering to this policy and procedure and report to the relevant DSL any disclosures or concerns.

D. Good practice expectations

General expectations

- Staff and volunteers will aim to work in groups and in public areas so that contact between children/young people and staff/volunteers is in sight of others.
- In a school setting, a member of school staff should also be in the classroom or activity space for the duration of the session. Any exceptions to this must be by prior arrangement and with the agreement of the DSL of the setting.
- Digital or online communication will follow the appropriate policies:
 - Policy and Procedure for online content and engagement
 - Internet Protocol
 - Social Media
 - Data Protection
 - Privacy Policy
- Mobile phones will be turned off or on silent while working/volunteering. Calls should only be taken in an emergency and staff/volunteers should leave the classroom/event space while taking the call. Appropriate ratios of staff/volunteers must be left in supervision while the call is taken. Please note some schools have a zero-phone policy (no phones in school). In these circumstances (e.g., for caring responsibilities), staff/volunteers may leave their phone with school reception staff in case emergency contact is needed.
- All staff, volunteers, and Trustees will avoid forming exclusive relationships or those which could be seen as showing favouritism to individual children/young people.

- It is normally inappropriate for adults to initiate physical contact with children/young people, and staff/volunteers should be cautious of contact initiated by children/young people, except in exceptional circumstances such as the need for medical attention or to prevent harm.
- The use of any corporal punishment is prohibited i.e., any form of physical discipline is not acceptable.
- Any physical contact with children or young people in incident management will be purely in terms of an intervention which prevents the child/young person from exercising violent, or other inappropriate, behaviour and/or from hurting themselves or others. Minimal force will be used, for the minimum time necessary, and witnessed by another staff member/volunteer where possible. A record of any such intervention must be made.
- Pastoral support should not be undertaken in a school setting without the full knowledge and consent of the DSL of that organisation. CiST staff/ volunteers are not qualified counsellors.
- Wherever a team member (staff/volunteer) finds themselves involved in a potentially lengthy counselling situation, they should seek to involve another member of the team at an early stage.
- Staff and/ or volunteers on mixed-gender events outside of a school setting will include male and female members, and the organisation of activities within the events will reflect this balance wherever possible.

Activities outside of lessons or assemblies

These could include small groups in school during lesson time away from a whole class setting, lunch or after school or holiday clubs, prayer spaces. They also include activities in Christian community venues as part of partnership work.

At least **two** adults must be present when working with or supervising children or young people.

The adults may be CiST staff +/- CiST volunteers or CiST staff + agreed partnership workers/volunteers +/- CiST volunteers. All adults must have an appropriate DBS check (see Ethos of Partnership).

The following adult-to-child ratios are the minimum recommended numbers to help keep children safe (NSPCC recommendations): [Recommended adult to child ratios for working with children | NSPCC Learning](#)

- **4 - 8 years** - one adult to six children
- **9 - 12 years** - one adult to eight children
- **13 - 18 years** - one adult to ten children

Younger age group guidance is available through the weblink.

Depending on the needs and abilities of the children, and young people and the nature of the activity, you may need to have more adults than the minimum recommendation.

If young people are helping to supervise younger children (this should only be in a Christian community setting) only people aged 18 or over may be included as adults when calculating adult-to-child ratios.

For children in early years- they should be in sight and hearing of staff/volunteers and must be within sight or hearing.

Visitors

At no time is an ad-hoc volunteer (e.g., parent, visitor) to be given unsupervised responsibility for a group of children.

E. Reporting Disclosures or Concerns

Disclosures

Whilst working staff or volunteers may be told about various personal situations that the children and young people they work with have experienced. Staff or volunteers also may be told matters which give concern about the mental health or general well-being of the child or young person. In most situations, being prepared to give the time to listen and care without being judgmental will be of great value and assistance.

All staff and volunteers should be aware that children or young people may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children or young people may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child or young person. It is also important that staff/volunteers determine how best to build trusted relationships with children and young people which facilitate communication.

When talking to children and young people you should take into account their age, understanding and preferred language, which may not be English. It is also important to consider how a Special Educational Needs and Disabilities (SEND) child or young person may need support in communicating.

It is possible that the nature of our work may increase the likelihood of children/young people disclosing an issue which puts them 'at risk' or suggest that they have been or are being abused. Such disclosures may cover a range of potentially harmful situations including physical abuse, emotional abuse, sexual abuse, neglect, spiritual abuse, bullying and peer-to-peer abuse. Definitions of these terms are covered in Appendix B.

Whether the matter raised is a concern of disclosure of potential or actual abuse the staff member/volunteer must:

- React calmly
- Listen carefully and do not interrupt
- Do not ask leading questions – this could prevent a criminal investigation.
- Use OPEN questions which are for clarification only and do not require a yes or no answer
- Reassure them that they have done the right thing by telling them.
- Tell the child/young person that they are not to blame
- Never promise a child it can be kept a secret
- Tell them what you will do next and whom the information will be shared with.
- As soon as possible record using the child/young person's own words what was said as verbatim as possible (use the child/young person's exact words).
- Inform the setting's DSL of the concern or disclosure as soon as possible. Use the setting's reporting form if applicable.

Using the Tell, Explain, Describe (TED) questioning to clarify a disclosure

When trying to clarify a disclosure, ask open-ended questions using the TED method:

- Can you TELL me how that made you feel?

- Can you TELL me what you mean by?
- Can you EXPLAIN to me how this began?
- Can you EXPLAIN what happened?
- Can you EXPLAIN what difficulties you faced when you tried to...?
- Can you DESCRIBE how you felt?
- Can you DESCRIBE what you are thinking?
- Can you DESCRIBE how they looked?

Working in a school during the school day

If a disclosure is made, or staff have safeguarding concerns on school premises (including concerns about school staff), CiST staff/volunteers will report to the school's DSL. If the DSL is unavailable the information must be passed on to a senior member of staff. Do not leave the school site until the DSL or a senior member of staff has been spoken to. They will also inform the CiST DSL by emailing safeguarding.cist@gmail.com that a report has been made (name of the setting, name of DSL, date of report). |

Commented [1]:

Working in a school after the school day has finished

When working at an after school club and a disclosure has been made the above should be followed. If however, there are no staff around and the disclosure is serious another is a risk of harm to the child or young person, then the member of staff must contact CIST DSL and if necessary the relevant authorities. If there is uncertainty around a disclosure then the relevant school staff must be contacted as soon as possible the following day, as well at CIST DSL. AT NO TIME MUST A MEMBER OF CIST BE WORKING IN A SCHOOL SETTING ON THEIR OWN AFTER SCHOOL HAS FINISHED.

Working in a partnership setting

If a disclosure is made or staff have safeguarding concerns (including concerns about partnership staff or volunteers) during a partnership event with a Christian community, staff/volunteers will report to the Christian community's DSL. They will also inform the CiST DSL by emailing safeguarding.cist@gmail.com that a report has been made (name of the setting, name of DSL, date of report).

After the disclosure

If contact with the person making the disclosure continues after the disclosure try to ensure that this is as 'normal' as possible and avoid drawing attention to the situation or repeatedly referring to it unless the person initiates further discussion.

Reporting concerns

Staff or volunteers may have concerns about the safeguarding or well-being of a child or young person based on their observation. These should be raised with the DSL of the setting. Indicators of abuse are given in Appendix D.

Sharing information

Data Protection Act and UK GDPR do not prevent the sharing of information for the purposes of keeping children and young people safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the DSL (or a deputy). Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children and young people.

Non-recent allegations

Where an adult makes an allegation to a school or college that they were abused as a child, the individual should be advised to report the allegation to the police. Non-recent allegations made by a child, should be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with local authority children social care and the police. Abuse can be reported no matter how long ago it happened.

F. Allegations about staff, volunteers, or Trustees

Although CiST is committed to Safer Recruitment and to the upholding of the Code of Conduct and the procedures described in this document, it remains possible that there may be individuals within our employees or volunteers who may be a risk to children and young people.

If a staff member or a volunteer has concerns about a fellow worker, volunteer or Trustee, they should report them to the Trust's DSL (Gill Golding, safeguarding.cist@gmail.com).

The contact for external concerns is also the Safeguarding Lead Trustee (Gill Golding safeguarding.cist@gmail.com).

If the concern relates to the DSL, then the Chair, Steve Innes, should be contacted chair.cist@outlook.com.

Staff, volunteers or Trustees concerned about the way an allegation or disclosure has been handled should contact the DSL (allegation) or local (school/setting) DSL (disclosure or concern).

G. Managing allegations about staff, volunteers or Trustees

The Trust will ensure that concerns, allegations and incidents and complaints are handled appropriately, should they arise, and prioritise the safety and dignity of the victims and survivors.

The Trust will hold those who have been involved in causing harm, or pose a risk of harm, to account through appropriate disciplinary processes and/or external reporting to relevant authorities to prevent further harm, disrespect or indignity to the victim/survivor or others affected.

The Trust will not cease investigations if the alleged perpetrator leaves, resigns or ceases to provide their services. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children and young people, including any in which the person concerned refuses to cooperate in line with KCSIE advice.

The DSL will follow the Greater Manchester safeguarding procedure, reporting to the LADO as appropriate. [6.2 Managing Allegations of Abuse made against Adults who Work with Children and Young People \(proceduresonline.com\)](#) This may also result in a referral to the police. A referral will also be made to the DBS if appropriate [DBS barring referral form - GOV.UK \(www.gov.uk\)](#)

The Trust is also required to notify the Charity Commission of serious incidents. [How to report a serious incident in your charity - GOV.UK \(www.gov.uk\)](#).

Harm Threshold

The harm threshold is reached if it is alleged that anyone has:

- behaved in a way that has harmed a child or young person, or may have harmed a child or young person and/or
- possibly committed a criminal offence against or related to a child or young person, and/or
- behaved towards a child/children or a young person/people in a way that indicates he or she may pose a risk of harm to children or young people, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children or young people. This includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, or young people this is known as transferable risk

All allegations that meet the harm threshold will be reported to the LADO by the DSL.

Low-Level Concerns

Allegations that do not meet the harm threshold are called “low-level concerns”. The term ‘low-level’ concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working on behalf of CIST may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over-friendly with children or young people.
- having favourites
- taking photographs of children or young people on their mobile phone or other device outside the social media policy and/or school policy
- engaging with a child or young person on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children or young people.

Low-level concerns may arise in several ways and from a number of sources. For example suspicion; complaint; or disclosure made by a child, young person, parent or another adult within or outside of the organisation; or as a result of vetting checks undertaken.

Low-level concerns should be reported to the DSL (Gill Golding) safeguarding.cist@gmail.com.

Low-level concerns will be recorded and retained (as recommended by KCSIE). This will help identify any patterns of behaviour.

Following appropriate investigation e.g., speaking directly to the person who raised the concern, unless it has been raised anonymously to the individual involved and any witnesses the DSL will decide on appropriate action and may liaise with the Chair to:

- address unprofessional behaviour and support the individual to correct it at an early stage,
- handle and respond to concerns sensitively and proportionately when they are raised,

- help identify any weakness in CiST's safeguarding system, policies or culture,
- provide training.

When responding to allegations, the DSL may seek advice if needed (e.g., from the LADO, Thirtyone:eight) or the support of the Chair. The Trustees will have oversight of the incidents at an appropriate level of detail but need not necessarily be privy to names or places if they do not need that information.

Allegation outcomes

The definitions that should be used when determining the outcome of an allegation are set out below:

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence, or
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Record Keeping

The Trust will follow the guidance in KCSIE on record-keeping following the outcome of investigations (Paragraphs 415-418 for 2022 version). This includes retaining a record relating to substantiated, unfounded and unsubstantiated allegations until normal pensionable age or 10 years after the allegation, whichever is longer.

References and safeguarding allegations

The Trust will follow KCSIE advice when providing references (see paragraphs 224, 409 and 419 in 2022).

Learning lessons

Throughout the process in handling allegations and at conclusion of a case in which an allegation is substantiated, the DSL will liaise with the LADO to review the circumstances of the case and determine whether there are any improvements to be made to CiST's procedures to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and DSL should consider how future investigations of a similar nature could be carried out without suspending the individual.

For all other cases, where the allegation is concluded to be either, unfounded, false, malicious or unsubstantiated the DSL (and if they have been involved the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in CiST's safeguarding regime and know that such concerns will be taken seriously by the Trustees. The Trust has a whistleblowing procedure in place for such concerns to be raised. Please see the policy for further information.

H. Processing of personal data

Information and personal data relating to safeguarding matters will be gathered, recorded, and stored in accordance with the Data Protection Act, 2018, and CiST's Data Protection Policy and Privacy Policies.

Appendix A. Glossary

DSL	Designated Safeguarding Lead
LADO	Local Authority Designated Officer
Adult at risk of harm	A person who is over 18 and who has care and support needs as defined by the Care Act 2014 (England).
Child	Anyone 18 or under.
DBS	Disclosure and Barring Service.
SEND	Special Educational Needs and Disabilities.

Appendix B. Definitions of abuse

Children (all aged 18 and under)

Safeguarding issues

All staff and volunteers should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education, and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Types of abuse

The following types of abuse have been designated as complex safeguarding within Stockport:

- Physical Abuse
- Neglect
- Sexual Abuse
- Emotional Abuse
- Domestic Abuse including honour-based violence and forced marriage
- Child Sexual Exploitation (CSE) • Serious Organised Crime – including Child Criminal Exploitation (CCE)
- Modern Slavery and Trafficking
- Female Genital Mutilation
- Radicalisation and Extremism

Information on these types of abuse can be accessed at [Types of Child Abuse & How to Prevent Them | NSPCC](#)

- Bullying and cyberbullying
- Child sexual exploitation
- Child trafficking
- Criminal exploitation and gangs
- Domestic abuse. Operation Encompass alerts (from Police attendance at Domestic Violence incidents) are given to schools.
- Emotional abuse
- Female genital mutilation (FGM)
- Grooming
- Neglect
- Non-recent abuse
- Online abuse
- Physical abuse
- Sexual abuse

Additional definitions:

Self-Harm

Self-harm is the intentional damage or injury to a person's own body. It is used as a way of coping with or expressing overwhelming emotional distress. Self-harm can be a physical act, such as cutting, or it can be less obvious such as a person putting themselves in risky situations or neglecting their own physical or emotional needs.

Radicalisation and the Prevent Duty

Radicalisation is illegal. It is when someone starts to believe or support extreme views. They could be pressured to do things by someone else. Or they might change their behaviour and beliefs.

This could happen if they feel:

- isolated and lonely or wanting to belong
- unhappy about themselves and what others might think of them
- embarrassed or judged about their culture, gender, religion or race
- stressed or depressed
- fed up with being bullied or treated badly by other people or society
- angry at other people or the government
- confused about what they are doing.
- pressured to stand up for other people who are being oppressed

Further details can be found on the NSPCC website [Protecting children from radicalisation | NSPCC](#)

Forced Marriage

Many cultures have arranged marriages. Where there is mutual consent, this is both acceptable and legal. However, it is an offence to force a person to marry against her/his wishes.

Modern Slavery

See child trafficking resource for further information.

Child-on-child abuse

Children can abuse other children (often referred to as child-on-child abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the

indicators and signs of child-on-child abuse and know how to identify it and respond to reports. Child-on-child abuse may include:

- bullying (including cyberbullying and prejudice-based behaviours),
- gender-based violence/sexual assault
- taking, collecting and sharing of naked or semi-naked images and upskirting
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; initiating/hazing type violence and rituals

Sexual violence and sexual harassment between children in schools and college

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.

We take sexual harassment and sexual violence seriously we do this by:

- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “young people being young people”;
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them;
- understanding that all the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language
- report concerns to the relevant DSL.

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

Adults

Adult at risk of harm

The safeguarding duties apply to an adult who:

- has need 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.

Organisations should always promote the adult’s well-being in their safeguarding arrangements. People have complex lives and being safe is only one of the things they want for themselves. Professionals should work with the adult to establish what being safe means to them and how that can be best achieved. Professional and other staff should not be advocating ‘safety’ measures that do not take account of individual well-being, as defined in Section 1 of the Care Act.

Types of abuse

Information on these types of abuse can be accessed at [Types of abuse: Safeguarding adults | SCIE](#):

- Physical abuse
- Domestic violence
- Sexual abuse
- Psychological abuse

- Financial or material abuse
- Modern slavery
- Discriminatory abuse
- Organisational abuse
- Neglect and acts of omission.
- Self-neglect

Spiritual abuse

Spiritual abuse is a form of emotional abuse. It is characterised by a systematic pattern of coercive and controlling behaviour in a religious context. The means of coercion and control may include manipulation and exploitation, enforced accountability, censorship of decision making, requirements for secrecy and silence, coercion to conform, control through the use of the Bible or teaching, requirements of obedience to the abuser, the suggestion that the abuser has a “divine position”, isolation as a means of punishment, and superiority and elitism. (Dr L Oakley)

Appendix C. Indicators of abuse

Common signs

The NSPCC resource on types of abuse [Types of Child Abuse & How to Prevent Them | NSPCC](#) gives more detail on specific signs of abuse linked to types of abuse but common signs that there may be something concerning happening in a child’s life include:

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body.

These signs do not necessarily mean that a child is being abused, there could be other things happening in their life which are affecting their behaviour, for example the death of a family member, family crisis or exams. It also needs to be recognised that more than one type of abuse may be occurring, e.g., neglect, emotional and physical abuse.

Additional barriers can exist when recognising abuse and neglect in SEND of children. These can include:

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

- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

You may also notice concerning behaviour from adults who you know have children in their care, which makes you concerned for the child/children’s safety and wellbeing (see section E: reporting concerns).

For signs of abuse relating to adults, the resource from SCIE has some indicators [Types of abuse: Safeguarding adults | SCIE](#)

Appendix D. References

Links accessed online 12-1-23 and updated.

Charity Commission- [Safeguarding and protecting people for charities and trustees - GOV.UK \(www.gov.uk\)](#) and [Safeguarding for charities and trustees - GOV.UK \(www.gov.uk\)](#)

Keeping Children Safe in Education 2022 [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](#)

Working together to safeguard children 2018 [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#)

Care Act Guidance (site and guidance under review) [Care and support statutory guidance - GOV.UK \(www.gov.uk\)](#)

This policy and procedure complement the following policies (all found on the Shared Drive)

<ul style="list-style-type: none"> ● Disciplinary ● Lone working ● Complaints ● Hybrid Working ● Sickness absence ● Whistleblowing Policy ● Capability Procedure ● Bullying and Harassment ● Sexual Harassment ● Grievance Policy 	<ul style="list-style-type: none"> ● Policy and Procedure for online content and engagement ● Internet Protocol ● Social Media ● Data Protection ● Privacy Policy ● Health and Safety ● Safer Recruitment ● Code of Conduct
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