

## Safeguarding Policy

*Please note that this BreatheHR version of this policy is the only version that is maintained. Any printed copies should therefore be viewed as 'uncontrolled' and as such, may not necessarily contain the latest updates and amendments.*

### 1. POLICY SCOPE

This policy aims to promote the welfare of The Skills Centre learners, staff and other relevant persons, with particular reference to the protection of children and vulnerable adults from abuse and significant harm. The Children's Act 1989, Every Child Matters 2004, The Safeguarding Vulnerable Groups (SVG) Act 2006, Working Together to Safeguard Children will be the main points of reference. In January 2021 the Department for Education and Skills updated the statutory guidance document "Keeping Children Safe in Education". This document focuses on the safeguarding and promoting the welfare of children under the provisions of the Children Act 1989 and 2004, and following publication of Section 175 of The Education Act 2002 and 2011.

The Skills Centre works in accordance with the Counter-Terrorism and Security Act 2015. This is known as the Prevent duty. To fulfil this duty The Skills Centre will train staff in the identification and referral processes required.

The Skills Centre has a statutory and moral duty to ensure that the company safeguards and promotes the welfare of children and vulnerable adults throughout all of its activities. The Skills Centre is committed to review and update its policies and procedures annually to reflect statutory legislation and to achieve a safe and healthy working environment.

### 2. DEFINITIONS

- 2.1 Child - A child is classified as a person under 18 years of age.
- 2.2 Vulnerable Adult - A Vulnerable Adult is described as someone who is unable to effectively protect him or herself from harm or exploitation. This is a person of 18 years and above who may have some kind of physical, mental or sensory disability or where English is not their first language.
- 2.3 Abuse - Abuse is the misuse of power and authority by one person over another. An overview of the categories of Abuse is included in **Appendix A**.
- 2.4 DSL – Designated Safeguarding Lead
- 2.5 LADO - Local Authority Designated Officer

### 3. RESPONSIBILITIES

#### 3.1 Designated Responsible Person

The Designated Safeguard Lead (DSL) with lead responsibility for child protection and safeguarding issues is Charles O'Madden - Head of Quality, The DSL has a key duty to take lead responsibility for raising awareness amongst staff of issues relating to the welfare of young people and vulnerable adults, and the promotion of a safe environment for the learners. The Designated Person will take

the lead in raising awareness within the company of issues relating to the welfare of children and vulnerable adults and maintaining The Skills Centre's Policy annually.

The DSL in conjunction with the HR Manager will be responsible for identifying and delivering training requirements. Information pertaining to this will be cascaded to employees, keeping them updated with advice and support relating to child protection and vulnerable adults.

Safeguarding and child protection training is included within the induction programme for all new staff. Managers will not be permitted to confirm new staff in post if the staff member has not completed the safeguarding training package. Refresher training for all staff will be undertaken at least every 2 years and annually for the DSL.

Where notification or referral is received of suspected abuse or allegations, the Designated Person will consult with the Regional Local Authority Designated Officer (LADO) for England or Local Authority (LA) in Wales and advise other relevant agencies accordingly. Accurate records of such referrals (child protection/vulnerable adults) will be maintained by the Designated Person. The DSL will be responsible for maintaining a proper record of any child protection referral, complaint or concern (even where that concern does not lead to a referral).

Maria Richards/Matthew Climer-Jones will act as Deputy DSL. Responsibility for safeguarding and child protection, as set out above, remains with the Designated Safeguarding Lead.

### **3.2 Human Resources Manager**

The HR Manager will be responsible for identifying and delivering training requirements on Recruitment and Selection and Safer Recruitment. Information pertaining to this will be cascaded to employees, keeping them updated with advice and support relating to Safer Recruitment. During the recruitment and selection process the Human Resources Manager will ensure the Skills Centre follows its Recruitment and Safer Recruitment policies which are based on the principles highlighted in the Governments Keeping Children Safe in Education (2020 – update 2021).

As part of the policy Enhanced Disclosure Barring Services (DBS) checks are carried out for all new applicants, new employees, existing employee and temporary staff who have contact with children / vulnerable adults. To facilitate DBS checks the HR Manager will instruct an external agency to carry out checks for disclosures. DBS disclosures are carried out for all new applicants, whose duties will include regularly caring for, training, supervising or being solely in charge of learners aged under 18 years of age and / or vulnerable adults (this will include any persons who have lived or worked overseas). In addition to DBS checks a minimum of two references are obtained for all new applicants prior to their appointment, one of which must be their most recent employer.

Where the HR Manager has reason for concern over an issue identified during a DBS check, a risk assessment will be undertaken and any necessary advice and support will be sought from the relevant bodies and the Designated Responsible Person. The HR Manager will be responsible for ensuring that required staff have undertaken Safer Recruitment Training.

### **3.3 Staff**

All staff have a mandatory obligation to familiarise themselves with this policy. However, staff working directly with children and vulnerable adults will be expected to attend Safeguarding training, where necessary. Staff will have a duty to inform their manager immediately if they are involved in any incident that could have an impact on their DBS disclosure such as a caution or being charged with an offence.

All members of staff have a legal duty to report any disclosure, allegation or suspicion of abuse. Training will be provided to identify specific concerns. Allegations must not be investigated by the individual but must be reported to the Designated Person or HR Manager immediately by telephone and then confirmed in writing (for example e-mail and no signatures are required by the person making the disclosure using the Incident Reporting Form).

### 3.4 Learners

The Skills Centre will ask all Learners to disclose during application and at enrolment any unspent criminal convictions. Students with convictions for minor offences may be allowed to continue with the enrolment process, while more serious concerns will be referred to the DSL where a risk assessment is carried out. Learners will be asked to inform their Tutors of any changes to their conviction status during their training.

If any criminal activity is suspected The Skills Centre reserves the right to involve the police and pursue such matters through the legal process.

## 4. REPORTING AND DEALING WITH ALLEGATIONS OF ABUSE AND CONFIDENTIALITY

- 4.1 The welfare of the individual concerned, including the welfare of any others who may be at risk, must always take precedence over confidentiality.
- 4.2 Young people aged 16 and over should generally give informed consent to their information being shared. It is essential first to consider whether the young person is capable of giving informed consent. If they are, their consent should be sought. If, after discussion with a young person who has mental capacity, they decide they do not want to share their information, their wishes should be respected unless: there is public interest (ie not acting will put others at risk) there is a duty of care to intervene (eg a crime has or may have been committed).
- 4.3 You do not always need consent to share personal information. There will be some circumstances where you should not seek consent; for example, where doing so would: place a child or young person at increased risk of significant harm; or place an adult at increased risk of serious harm; or prejudice the prevention, detection or prosecution of a serious crime.

Therefore, the procedure must be followed, by law, irrespective of any request to maintain confidentiality and Data Protection (GDPR). Once a disclosure and referral have been made, the incident should be considered confidential (see Confidentiality Policy) – unless the information indicates that the person is at risk of harm from others or to themselves. Then the information will be shared with the DSL (or Safeguarding Team) and/or other agencies/professionals who are able to take protective action. All information regarding child protection issues will be kept, under lock and key, or secure electronic file. The Skills Centre is obliged to work and share information with external agencies charged with the protection of children and young people. This includes Social Services and the police. The Skills Centre has developed systems to ensure effective communication between local agencies.

The Data Protection Act 2018 and GDPR do not prevent 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 welfare and protect the safety of children. However, it is important to:

- Share only what it is necessary to share to protect a young person or a vulnerable adult
  - Record what you shared, and with whom
  - Record your reasons for sharing for further information refer to; Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers.
- 4.4 Parents or carers will be informed that a referral is going to be made using the informed consent principle, unless informing may itself place the child or vulnerable adult, professionals or others at risk e.g.
    - Where sexual abuse is suspected or disclosed



- Where fabricated or induced illness is suspected
- Where there are fears for the safety of a child or vulnerable adult or others when informing parents, carers or others

Where a decision is made not to inform parents or carers of a referral, the reasons for this will be recorded in writing and a copy will be held by the Designated Person.

## 4.5 Allegations Against a 'The Skills Centre' Employee

### Reporting and Dealing with Allegations of Abuse Against a Member of Staff

#### Introduction

The procedures apply to all learners and contracted staff. The word "staff" is used for ease of description. These procedures only apply to current staff. Any allegations against a staff member who is no longer employed will be referred to the police and the Local Authority Designated Officer LADO.

Because of their frequent contact with young people and vulnerable adults, staff may have allegations of child abuse made against them and, in rare instances, such allegations may be true. The Skills Centre recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and those investigations are thorough and not subject to delay.

The Skills Centre recognises that the Children Act 1989 (updated 2004) states that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the Skills Centre will do so with sensitivity and will act in a careful, measured way.

#### 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 in or on behalf of the school or college 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
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

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

It is crucial that all low-level concerns are shared responsibly with the DSL and recorded and dealt with appropriately.

## Receiving an Allegation from a Young Person or Vulnerable Adult

A member of staff who receives an allegation about another member of staff from a young person or vulnerable adult should follow the guidelines for dealing with disclosure.

The allegation should be reported immediately to the DSL and copies sent to the HR Manager using the Incident Report Form. Obtain written details of the allegation from the person who received it, that are signed and dated. The following details should be recorded; Record information about times, dates, locations and names of potential witnesses.

The DSL will check our PICS database to undertake a review of the learners contract. A review of the referral pathway for our partners will be undertaken and the appropriate process will be followed. For example the DSL will use the Myconcerns reporting pathway for students or learners on the COB contract. Advice and guidance will be sought from the relevant partners DSL.

## Initial Assessment by HR

The HR Manager in conjunction with the DSL should make an initial assessment of the allegation, consulting with the LADO as appropriate. Where the allegation is considered to be either a potential criminal act or indicates that the child has suffered, is suffering or is likely to suffer significant harm, the matter should be reported immediately to the LADO.

Using the principles defined in the Working Together to Safeguard Children (2015) guidance and 2020 Guidance on Keeping Children Safe in Education it is important that the designated person does not investigate the allegation. The initial assessment should be on the basis of the information received. The designated person should make a decision based on whether or not the allegation warrants further investigation.

Potential outcomes are:

The following definitions should be used when determining the outcome of allegations investigations;

- **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;
- **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;
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Child protection enquiries by social services or the police are not to be confused with internal, disciplinary enquiries by the Skills Centre. The Skills Centre may use the outcome of external agency enquiries as part of its own procedures. The child protection agencies, including the police, have no power to direct the Skills Centre to act in a particular way; however, the Skills Centre will assist the agencies with their enquiries.

The Skills Centre shall hold in abeyance its internal enquiries while the formal police or social services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform to the existing staff disciplinary procedures. The member of staff will be made aware of these rights under the Skills Centre's disciplinary procedures.

If there is an investigation by an external agency, the DSL/HR Manager will be involved in, and contribute to, the inter-agency strategy discussions. The HR Manager is responsible for ensuring that the Skills Centre gives every assistance with the agency's enquiries. The DSL/HR Manager will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made.

Subject to objections from the police or other investigating agency, the HR Manager shall:

- Inform the young person/vulnerable adult or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.
- Ensure that the parents/carers of the child making the allegation have been informed that the allegation has been made and what the likely process shall involve.
- Inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.

The Designated person shall keep a written record of the action taken in connection with the allegation.

### **Suspension of Staff**

Suspension will not be automatic. In respect of staff other than the CEO or another senior post holder, suspension can only be carried out by a senior post holder (CEO or Director).

Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary act and shall be on full pay. Consideration will be given to alternatives: e.g. paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.

Suspension will only occur for a good reason. For example: Where a young person or vulnerable adult is at risk. Where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct. Where necessary for the good and efficient conduct of the investigation.

If suspension is being considered, the member of staff will be encouraged to seek advice, for example from a trade union. The member of staff will be informed that an allegation has been made and that consideration is being given to suspension. It will be made clear that the interview is not a formal disciplinary hearing, but solely for raising a serious matter which may lead to suspension and further investigation.

Depending on the nature of the allegation, the CEO will consider whether a statement to the learners of the Skills Centre and/or parents/carers should be made.

The suspended member of staff will be given appropriate support during the period of suspension. He/she will also be provided with information on progress and developments in the case at regular intervals. suspension will remain under review in accordance with the Skills Centre disciplinary procedures.

### **The Disciplinary Investigation**

The internal disciplinary investigation should be conducted in accordance with the existing Skills Centre disciplinary procedures.

False allegations may be indicative of problems of abuse elsewhere. A record will be kept and consideration given to a referral to the LADO in order that other agencies may act upon the information. The HR Manager will Inform the member of staff against whom the allegation is made both orally and in writing that no further disciplinary or child protection action will be taken. The HR Manager will Inform the parents/carers of the alleged victim that the allegation has been made and of the outcome. Where the allegation was made by a young person or vulnerable adult other than the alleged victim, consideration will be to informing the parents/carers of that young person or vulnerable adult. Prepare a report outlining the allegation and giving reasons for the conclusion and confirming that the above action had been taken. Consider whether

the allegation made against the member of staff was malicious. In such an event if the young person or vulnerable adult is a student at the Skills Centre, an further investigation may be undertaken.

#### **4.6 Allegations Against Non-The Skills Centre Employees**

Referrals from learners, parent, carers or visitors can be made verbally, via telephone, email or any other appropriate method. The following procedures refer to safeguarding concerns a learner may have about themselves, another student, parents or guardians or any other adults. If any member of staff is made aware of any harm to any child, a referral to the Safeguarding Team must be made. Staff raising a concern on behalf of a student should complete the Incident Reporting Form.

Once the Incident Form has been made the DSL will talk the case through with the referrer and others involved then make a decision regarding further appropriate action.

The safeguarding officer will ensure the young person's or vulnerable adult's wishes or feelings are taken into account when determining what action to take and what services to provide to protect them.

The DSL will check our PICS database to undertake a review of the learners contract. A review of the referral pathway for our partners will be undertaken and the appropriate process will be followed. For example the DSL will use the Myconcerns reporting pathway for students or learners on the COB contract. Advice and guidance will be sort from the relevant partners DSL

If a referral to the social care or police is not required, The Skills Centre will take relevant action, possibly including pastoral support and/or early help, monitor the situation and escalate its concerns if they continue.

If an allegation has been made by one student against another then an investigation will be conducted. The Designated Lead for Safeguarding will oversee any investigations of this nature and reserves the right to suspend students were necessary during an investigation.

The Skills Centre's responsibility is not confined to the protection of Skills Centre students. For those non-emergency issues which require a serious safeguarding response; (e.g. referral to the Police, the local authority, social services) examples include: serious domestic violence; threat of forced marriage; sexual assaults; serious incidents involving mental health issues; witness protection; (this list is not exhaustive), the DSL will be responsible for communication. Parents will be contacted (for under 18 year olds and over 18 if genuine concern of mental well-being, or vulnerable person) unless to do so would put the student 'at risk' of harm.

The safeguarding team will provide feedback, where appropriate, on outcomes of cases for staff and learners. All cases will be recorded by the DSL and records kept securely. In addition to working with the designated safeguarding lead, staff members should be aware that they may be asked to support social workers to take decisions about individual young people or vulnerable adults.



## Appendix A - Categories of abuse

Your Duty is to be aware of the signs and indicators of Abuse and to report these in line with The Skills Centre's procedures. Investigation are the responsibility of the Social Care Professionals and the Police.

1. **Physical abuse**, which may involve: • hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm • someone fabricating the symptoms of, or deliberately inducing, illness.

2. **Psychological abuse** which includes emotional abuse may involve: • conveying to a young person that they are worthless or unloved, inadequate, or valued only because they meet the needs of another person • not giving the young person opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate. • imposing expectations that are inappropriate to the age or development of the young person (especially where there are additional areas of vulnerability; for example, a learning disability) or preventing them from taking part in normal social interaction • serious bullying, including cyberbullying, which causes the young person to frequently feel frightened, intimidated or in danger • exploitation or corruption. Psychological abuse also includes radicalising a young person who may be subsequently drawn into terrorist-related activity.

3. **Sexual abuse** which may involve: • physical contact, including assault by penetration (eg rape or oral sex) or non-penetrative acts (eg masturbation, kissing, rubbing and touching outside of clothing) • non-contact activities, such as involving young people in looking at or producing sexual images, watching sexual activities, or encouraging young people to behave in sexually inappropriate ways, or grooming a young person in preparation for sexual exploitation – including via the internet.

4. **Neglect** and acts of omission may involve a parent or carer failing to: • provide adequate food, clothing and shelter, including excluding the young person from home or abandoning them • protect a young person from physical and emotional harm or danger • ensure access to appropriate health, education or social care services. It also includes: • being unresponsive to a young person's basic needs • deliberately withholding information about a person's rights or entitlements.

5. **Financial or material** abuse which may involve: • theft or exploitation in financial matters or transactions • the misuse or misappropriation of possessions or benefits.

6. **Discriminatory abuse** which may involve: • racist, sexist and religious abuse • abuse that is based on a person's disability, size, age, gender or marital status • (including harassment, slurs or similar treatment).

7. **Organisational abuse**; for example, in care homes, young offenders' institutions, pupil referral units, services for those with learning difficulties, substance treatment centres may involve: • letting an organisation's procedures or routines get in the way of a person's individual needs • insufficient staff or high turnover resulting in poor quality education or care • not taking account of individuals' cultural, religious or ethnic needs • run-down or overcrowded establishment • lack of leadership and supervision • abusive and disrespectful attitudes towards people • failure to respond



to abuse appropriately.

8. **Domestic abuse** – including psychological, physical, sexual, financial, emotional abuse, so called 'honour' based violence. Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. What is controlling and coercive behaviour? • Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour. • Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

9. **Modern slavery** – encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

10. **Self-neglect** – this covers a wide range of behaviours, including neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding. Other forms of abuse Child Sexual Exploitation • Child sexual exploitation (CSE) involves exploitative situations where young people receive something (for example, food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. • Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. • Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. • It also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

11. **Female Genital Mutilation (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. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Mandatory reporting Mandatory reporting duty for FGM requires regulated health and social care professionals and teachers in England and Wales to report known cases of FGM in under 18-year-olds to the police. While mandatory reporting is limited to specified professionals, if you suspect that a girl under the age of 18 has had the act of FGM carried out on her or observe physical signs which appear to show that an act of FGM has been carried out, then you should report this to your designated safeguarding lead.

## 12. **Early help**

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.



## **Additional Risks**

**13. Looked after children** A Looked After Child (sometimes referred to as 'LAC') is a child who is accommodated by the local authority, a child who is the subject to an Interim Care Order, full Care Order or Emergency Protection Order, or a child who is remanded by a court into local authority accommodation.

**13. Young people missing from education** A young person going missing from education is a potential indicator of abuse or neglect and such persons are at risk of being victims of harm, exploitation or radicalisation. College staff should follow their procedures for unauthorised absence and for dealing with students that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

**14. Serious Violence** Children and young people can become involved in many different forms of serious violence. They may feel peer pressure, a sense of belonging, that they are protected from harm, or fear retribution if they don't become involved. Not every child or young person is affected by serious violence, but for those who are, the impact on them, their families and communities is significant. Those involved in this type of activity can be at risk of criminal or sexual exploitation and violence. Recognising changes in a young person's behaviour will help to identify a child that is being exploited and at risk of serious violence. These changes may include increased absences from college or university, a change in friendship groups or unexplained possessions and/or injuries.

**15. Preventing Radicalisation** If staff have concerns about a student/member of staff who may be at risk of radicalisation, they should report it to a nominated or designated safeguarding officer. Radicalisation refers to the process by which a person comes to support forms of extremism and terrorism. Radicalisation can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

**16. Peer on Peer Abuse**. All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. • They can be sent using mobiles, tablets, smartphones, laptops – any device that allows you to share media and messages. • Sexting may also be called: trading nudes, dirties, pic for pic. • Sexting can be seen as harmless but creating or sharing explicit images of a child is illegal, even if the person doing it is a child.

**18. County Lines** Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;



- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

17. **E-safety Online safety (e-safety)** is an essential element of safeguarding young people and vulnerable adults in the digital world, when using technology such as computers, tablets, mobile phones or games consoles. The Skills Centre ensure appropriate filtering and monitoring systems are maintained. The Skills Centre will raise awareness and knowledge around E-Safety with both staff and learners.

Staff are to familiarize themselves with the below support.

Organisation/Resource	What it does/provides
<a href="#">thinkuknow</a>	NCA CEOPs advice on online safety
<a href="#">disrespectnobody</a>	Home Office advice on healthy relationships, including sexting and pornography
<a href="#">UK safer internet centre</a>	Contains a specialist helpline for UK schools and colleges
<a href="#">swgfl</a>	Includes a template for setting out online safety policies
<a href="#">internet matters</a>	Help for parents on how to keep their children safe online
<a href="#">parentzone</a>	Help for parents on how to keep their children safe online
<a href="#">childnet cyberbullying</a>	Guidance for schools on cyberbullying
<a href="#">pshe association</a>	Guidance and useful teaching resources covering online safety issues including pornography and the sharing of sexual images
<a href="#">educateagainsthate</a>	Practical advice for parents, teachers and governors on protecting children from extremism and radicalisation.
<a href="#">the use of social media for online radicalisation</a>	A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
<a href="#">UKCIS</a>	The UK Council for Internet Safety's website provides: <ul style="list-style-type: none"> <li>• Sexting advice</li> <li>• Online safety: Questions for Governing Bodies</li> <li>• Education for a connected world framework</li> </ul>

Name; TSC 049  
Document Version: V3  
Originally drafted: 16<sup>th</sup> December 2019  
Last reviewed: 24<sup>th</sup> of January 2024  
Next review date: 23<sup>rd</sup> of January 2025  
Author; Support Services/DSL



<a href="#">NSPCC</a>	NSPCC advice for schools and colleges
<a href="#">net-aware</a>	NSPCC advice for parents
<a href="#">commonsensemedia</a>	Independent reviews, age ratings, & other information about all types of media for children and their parents

## Appendix B

### SAFEGUARDING INCIDENT REPORT FORM

Name; TSC 049  
Document Version: V3  
Originally drafted: 16<sup>th</sup> December 2019  
Last reviewed: 24<sup>th</sup> of January 2024  
Next review date: 23<sup>rd</sup> of January 2025  
Author; Support Services/DSL



This form is to be used to record basic information in the light of an allegation, suspicion or disclosure of a potential safeguarding concern. **Completing this record should not stand in the way of contacting Police or Emergency Services in the event of an emergency.**

Name of the person completing this form (YOU)
Date and time of completing this form:
Your position or relationship to who your safeguarding concern is about
Your telephone number:
Your Address:
Name/names of person/s the safeguarding concern or incident is about:
Address (if known) of person the safeguarding concern is about:
Telephone number (if known) of the person the safeguarding concern is about:
Name and Address of Parent, carer or guardian of alleged victim:
Telephone Number:
Age and Date of Birth of alleged victim (if known):
Date and time of any incident:



What have you seen or heard?

Has the alleged victim said anything to you? (do not lead or investigate – Just record actual details) – Continue on another sheet if required

Any other relevant information:

Action taken so far:

**ACT NOW – SPEAK WITH YOUR DSL IF YOU ARE UNSURE WHAT TO DO**

External agencies contacted – See Essential Contacts

**Police/ Medical Emergency  
- 999**

yes/no

Name and contact number: Details  
of advice received:

Signed:

Dated:



	<b>TO BE COMPLETED BT DSL BELOW</b>
<b>Social services</b> yes/ no	If yes – which: Name and contact number: Details of advice received:
<b>Police</b> yes/ no	If yes – which: Name and contact number: Details of advice received:
<b>Local Authority</b> yes/no	If yes – which: Name and contact number: Details of advice received:
<b>Other</b> (e.g. NSPCC, OFSTED?)	Which: Name and contact number: Details of advice received:
<b>Name:</b>  <b>Signed:</b>  <b>Dated:</b>	