

Safeguarding and Child Protection Policy

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Policy principles

This policy informs staff, parents and visitors about The Flowhesion Foundation commitment to safeguarding and child protection.

The policy has been reviewed considering the 'Keeping Children Safe in Education 2025' changes from the Department for Education, 'Statutory Guidance and Information for Schools and Colleges' and Prevent Duty Guidance 2015 (updated 2019).

Our core safeguarding principles are:

- the responsibility to safeguard and promote the welfare of young people is of paramount importance
- safer students make more successful learners
- the voice of the child will be heard, and the college will always act in the best interest of our students
- policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review
- all young people, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- all staff have an equal responsibility to act on any suspicion or disclosure that may suggest a student is at risk of harm

- there is a culture of transparency, openness and, if needed, challenge regarding maintaining high standards in safeguarding
- students and staff involved in safeguarding issues will receive appropriate support and supervision
- students will be taught about safeguarding (including Online safety) as part of the wider curriculum.

Policy statement

The Flowhession Foundation takes seriously its duty to safeguard and promote the welfare of all children and young people. The Flowhession Foundation will take all reasonable measures to ensure that any risk of harm to children's health is minimised and will take all possible action to address concerns about the welfare of any child in full partnership with other local agencies.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where young people are respected and valued.

We are alert to the signs of abuse and neglect and follow our procedures to ensure that the children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Bolton Safeguarding Children Partnership Board procedures (BSCP). The Safeguarding Team fully understands the role of the organisation within the three safeguarding partners (the local authority, the clinical commissioning group and the police). The Flowhession Foundation is committed to safeguarding and it aims to create a culture of vigilance.

The Foundation will always work in the best interests of the child. In line with the guidance this is an individual policy for The Flowhession Foundation.

- To provide all staff with the necessary information to enable them to meet their safeguarding responsibilities
- To ensure consistent good practice and continuous improvement
- To demonstrate the Foundation's commitment with regard to safeguarding children and young people.

Terminology

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or at being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the Foundation, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step- parents, foster carers and adoptive parents.

Vulnerable adult is a student who is aged 18 or over and who is, or may be, in need of community services due to age, illness or a mental or physical disability, who is, or maybe, unable to take care of themselves, or unable to protect themselves against significant harm or exploitation.

Review and Monitoring Procedures It will be the responsibility of the Designated Safeguarding Lead (DSL) to review and monitor the procedures and to seek the advice of the BSCPB in bringing about changes in the agreed procedures in conjunction with the trustees.

Procedures will be monitored and evaluated by: -

- The Board of Trustees– annually
- Logs of bullying, racist incidents and safeguarding-related issues by staff

The Flowhesion Foundation Mission Statement

Our Mission is to be a centre of excellence, opportunity, challenge and support within a caring environment.

Safeguarding legislation and guidance

Section 175 of the Education Act 2002 requires organisations to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The statutory guidance Working Together to Safeguard Children, 2018 covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children.

It also provides the framework for Local Safeguarding Children Partnership Boards (LSCPB's) to monitor the effectiveness of local services, including safeguarding arrangements.

The statutory guidance Keeping Children Safe in Education 2021 is issued under Section 175 of the Education Act 2002.

Organisations must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as ‘childcare providers’) are subject to a duty under section 26 of the Counterterrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

This duty is known as the Prevent duty.

All staff should read Part One of Keeping Children Safe in Education and staff working directly with children are asked to read [Keeping children safe in education 2025](#)

All staff and trustees have received a copy of Part One and assessment via email. Due to their day-to-day contact with children and young people, staff are uniquely placed to observe changes in children’s behaviour and the outward signs of abuse.

A child may also turn to a trusted adult when they are in distress or at risk.

It is vital that staff are alert to the signs of abuse and neglect and understand the procedures for reporting their concerns.

The Foundation will act on identified concerns and provide early help to prevent concerns from escalating.

Roles and responsibilities at The Flowhession Foundation

Key personnel:

- Safeguarding Manager - [Donna Hussain](#) 07703 500247 Email: donnathussain@gmail.com
- Designated Safeguarding Lead (DSL) Helen smith helpdesk@flowhession.org.uk
T: 01204275106 M:07878988155

Local Authority Designated Officer (LADO)

Bolton Safeguarding Children Partnership, Department of Children's Services, Bolton Council, Castle Hill Centre, Castleton Street, Bolton, BL2 2JW Email:

LADO@bolton.gov.uk Phone: **01204 337474**

The Foundation will ensure there is a member of the senior leadership team in the DSL role and that appropriate cover is provided if they are unavailable. The DSL is given the additional time, funding, training, resource and appropriate supervision support.

The DSL (and the Safeguarding Manager):

- has the status and authority within the Foundation to carry out the duties of the post, including committing resources and supporting and directing other staff.
- is appropriately trained every two years for the role, with updates annually.
- acts as a source of support and expertise to the Foundation
- encourages a culture of listening to children and young people and taking account of their wishes and feelings.
- is alert to the specific needs of children in need, those with special educational needs and young carers.
- has a working knowledge of LSCP procedures
- understands locally agreed processes for providing early help and intervention.
- keeps detailed written records of all concerns, ensuring that such records are stored securely.
- refers cases of suspected abuse to children's social care or police as appropriate.
- attends and/or contributes to child protection conferences and inter-agency meetings.
- coordinates the Foundation's contribution to child protection plans.
- develops effective links with relevant statutory and voluntary agencies, including the LSCP.
- ensures that all staff sign to indicate that they have read the Safeguarding & Child Protection Policy.
- ensures that the Safeguarding & Child Protection Policy is regularly reviewed and updated annually.
- liaises with the Foundation CEO as appropriate.
- keeps a record of staff attendance at safeguarding training.
- makes the Safeguarding & Child Protection Policy available publicly, on the Foundations website or by other means.
- promotes supportive engagement with parents and ensures parents are aware of the Foundations safeguarding and that referrals about suspected abuse and neglect may be made.
- works with the CEO to ensure cases concerning a member of staff are referred appropriately to the Local Authority Designated Officer (LADO) and/or the Disclosure and Barring Service (DBS).

- the Deputy DSL(s) is appropriately trained to the same standard as the DSL and, in the absence of the designated lead, carries out those functions necessary to ensure the on-going safety and protection of children and young people.
- the Safeguarding Officer (SO) may be the first point of contact for safeguarding issues.

The Trustees ensure that the Foundation:

- appoints a DSL for safeguarding and child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- ensures that the DSL role is explicit in the role holder's job description.
- ensure they facilitate a whole organisational approach to safeguarding.

This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.

- has a Safeguarding & Child Protection Policy and procedures, that are consistent with LSCPB and seven statutory requirements, reviewed annually and made available publicly on the Foundations website or by other means
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the CEO and allegations against other children.
- follows safer recruitment procedures that include statutory checks on staff suitability to work with young people and ensures recording of this
- develops a training strategy that ensures all staff, including the CEO, receive information about the Foundations' safeguarding arrangements (including online safety) on induction and appropriate child protection training, which is regularly updated in line with any requirements of the LSCPB.

The DSL receives refresher training at two-yearly intervals.

- ensures that all temporary staff and volunteers are made aware of the college's arrangements for safeguarding
- ensures that the Foundation contributes to inter agency working and plans
- provides a coordinated offer of early help when additional needs of children are identified
- considers how children may be taught about safeguarding, including online
- The Trustees nominate a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the CEO.

- It is the responsibility of the Trustees to ensure that the Foundations safeguarding, recruitment and managing allegations procedures are in accordance with the LSCP and national guidance.

The CEO

- ensures that the Safeguarding & Child Protection Policy and procedures are implemented and followed by all staff
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of children and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- liaises with the Local Authority Designated Officer (LADO) where an allegation is made against a member of staff and ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

Good practice guidelines and staff code of conduct

All staff are aware that inappropriate behaviour towards children and young people is unacceptable and that their conduct towards them must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual.

This means that any sexual activity between a member of staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

To meet and maintain our responsibilities towards children we need to agree the standards of good practice which form a code of conduct for all staff. Good practice includes:

- treating all children with respect
- setting a good example by conducting ourselves appropriately
- involving children in decisions that affect them
- encouraging positive, respectful and safe behaviour among children including challenging inappropriate or discriminatory language or behaviour
- being a good listener

- being alert to changes in children’s behaviour and to signs of abuse and neglect
- recognising that challenging behaviour may be an indicator of abuse
- avoiding favouring children over others.
- avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with children
- reading and understanding the Foundations Safeguarding & Child Protection Policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, appropriate IT use.
- asking the child’s permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between children
- avoiding the use of sexualised or derogatory language
- being clear on professional boundaries and conduct with other staff when children are present
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with the Foundation and LSCP procedures
- referring all concerns about a child’s safety and welfare to the DSL, or, if necessary directly to police or children’s social care
- following the Foundations rules regarding communication with children and use of social media and online networking
- avoiding unnecessary time alone with children and risk managing any time alone or 1:1 working
- avoiding sharing excessive personal information with children and young people.
- Induction training includes the Foundation’s disciplinary (behaviour) policy, staff code of conduct and safeguarding and child protection policy.

Acting in the event of a safeguarding concern

It is the responsibility of all staff to report and record their concerns via the Foundations safeguarding system.

Any member of staff can make a referral if they have concerns that a child may be at risk.

Staff should not promise confidentiality.

Referrals should be made to the Pastoral Team and the DSL/DDSL

It is not their responsibility to investigate or decide whether a child has been abused. It is very important that staff report and record their concerns – they do not need ‘absolute proof’ that the child is at risk.

All staff are made aware of the indicators of abuse or neglect. Types of abuse can be found in Appendixes

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried.

For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Any child, in any family could become a victim of abuse.

Staff should always maintain an attitude of “it could happen here”.

Key points for staff to remember for taking action are:

- report the concern to the DSL as soon as possible and certainly by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue unnecessarily with colleagues or with friends or family.
- complete a timely and accurate record of the concern
- seek support for yourself if you are distressed.
- in an emergency take the action necessary to help the child, for example, call 999.

Appropriate support, usually a member of staff, is offered to children who have concerns about abuse, and to Foundation staff who support them.

For further guidance on how to deal with a safeguarding issue refer to the Safeguarding Procedure in Appendixes.

Confidentiality and sharing information.

The Foundation understands that information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children’s welfare.

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the, Designated Safeguarding Lead and CEO.

That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Keeping Children Safe in Education 2025 states that any member of staff can contact children's social care if they are concerned about a child.

This should then be shared with the DSL and DDSL so that an overview is kept.

Child protection information will be stored and handled in line with GPDR 2018 principles.

All information is:

- Fairly and lawfully processed.
- Processed for limited purposes.
- Adequate, relevant and not excessive.
- Accurate.
- Not kept for longer than is necessary.
- Processed in line with your rights.
- Secure.
- Not transferred to other countries without adequate protection.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen.

Child protection records are normally exempt from the disclosure provisions of GDPR, which means that children and parents do not have an automatic right to see them.

If any member of staff receives a request from a child or parent to see child protection records, they will refer the request to the Principal or DSL. GDPR does not prevent Foundation staff from sharing information with relevant agencies, where that information may help to protect a child.

Ideally information sharing will be done in writing so that there is an evidence trail however there may be occasions in Child Protection proceedings where this method is too slow.

In cases where agencies ring the Foundation requesting information reception staff will take a message and inform the DSL immediately, the DSL will ensure they can identify who is requesting the information before sharing and then record what has been shared, when, why and with whom.

Support for those involved in a safeguarding/ child protection issues.

Child abuse is devastating for the young person and can also result in distress and anxiety for staff who become involved.

We will support children, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person (DSL or Safeguarding Manager) who will keep all parties informed and be the central point of contact
- where a member of staff is the subject of an allegation made by a child, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from children or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- maintaining and storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

The safeguarding team meet regularly to discuss safeguarding concerns and actions taken. This provides the team with an opportunity to share ideas and good practice and to spot any patterns in safeguarding issues at the Foundation.

Complaints Procedure

Our complaints procedure will be followed where a child or parent raises a concern about poor practice towards a child that initially does not reach the threshold for child protection action.

Poor practice examples include unfairly singling out a student, belittling a student or discriminating against them in some way. Complaints are managed by senior staff, the CEO, and a trustee. A copy of the Foundations complaints procedure is available on request.

Concerns about a colleague and allegations against staff

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation.

They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career.

All staff must remember that the welfare of children is paramount.

The Foundations whistleblowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns, no matter how small, must be reported and dealt with accordingly.

The Flowhesion Foundation has a culture of vigilance.

All concerns of poor practice or possible child abuse by colleagues should be reported to the DSL and the CEO, who will contact the Local Area Designated Officer (LADO).

The role of the LADO is set out in section 11 of the Children Act 2004 and in the HM Government guidance Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2025.

Their role is to give advice and guidance to employers and voluntary organisations; liaise with the police and other agencies and monitor the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process. Every agency that works with children and young people should have a Designated Officer whose job it is to liaise with and refer to LADO.

The LADO should be alerted to all cases in which it is alleged that a person who works with children has: -

- Behaved in a way that has harmed, or may have harmed, a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child in a way that indicates they may pose a risk of harm to children. If a member of staff is faced with an allegation against an employee, volunteer or professional working or providing services to children you must contact the Foundations DSL at the earliest opportunity. Failure to do this could put children and young people at risk of harm.

The DSL should inform the LADO within 1 working day of receiving the referral.

If the DSL is unsure if the situation meets the threshold, he/she should contact the LADO for an informal discussion. When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to children, and we must act on every allegation

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered.

In some cases, staff may be suspended where this is deemed to be the best way to ensure that students are protected. Allegations against staff should be reported to the CEO. Allegations and complaints against the principal should be reported to the Chair of Trustees's.

Staff may also report their concerns directly to police or children's social care if they believe direct reporting is necessary to secure action.

The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education 2025.

Staff, parents and trustees are reminded that publication of material that may lead to the identification of a member of staff who is the subject of an allegation is prohibited by law.

Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

Concerns may arise if an individual has behaved in a way that indicates that they may not be suitable to work with children.

There is a transferable risk, for example, a member of staff may be involved in an incident outside of the Foundation which may not include children but have an impact on their suitability to work with children.

Staff Training

It is important that all staff have training, including online safety training, to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

All staff and trustees receive regular safeguarding awareness training.

New staff and trustees are expected to complete safeguarding training during the initial days of their induction period.

New staff and trustee's will receive the college's disciplinary process, , the staff code of conduct and the Safeguarding and Child Protection Policy.

The DSL and DDSL will receive training updated at least every two years.

Training is provided internally for staff and trustees on an annual basis.

In addition, staff receive regular safeguarding and child protection updates, as appropriate to their role. [BSCP](#)

Training is also sourced externally via the LSCP and other external training providers.

Reasonable Force

The Foundation also considers the use of reasonable force. There are some circumstances when reasonable force may be a possibility, or it might be part of a strategy to deal with an incident of challenging behaviour.

Safer Recruitment

Our Foundation endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education 2025 together with the LSCPB and the Foundation's individual procedures.

Safer recruitment means that all applicants will:

- provide evidence of identity and qualifications
- be checked in accordance with the Disclosure and Barring Service (DBS) regulations (Enhanced) as appropriate to their role
- provide evidence of their right to work in the UK
- be interviewed.
- The college will also verify the candidate's mental and physical fitness to carry out their work responsibilities.
- At least one member of each recruitment panel will have attended safer recruitment training
- Shortlisting will include a search of social media.

All new members of staff will undergo an induction that includes familiarisation with the Foundation safeguarding and child protection policy and identification of their child protection training needs.

Volunteers Risk Assessments

The Foundation will be required to complete a risk assessment for each volunteer to decide if they will need to complete an enhanced DBS check.

If the volunteer is not in regulated activity, then the Foundation is not legally allowed to do a barred risk check. The Foundation will complete the risk assessments when advised by staff that they are using a volunteer.

APPENDIX 1

Indicators and types of abuse and neglect

To ensure that our children and young people are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Children are also at risk of abuse online as well as face to face.

Indicators of abuse: Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss sessions or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn

- challenge authority
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect. **Physical abuse:** Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

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

Sexual abuse: Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Bullying: While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures.

Child sexual exploitation: Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships 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.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse (Keeping children safe in education 2025).

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Female Genital Mutilation (FGM): Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons.

The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and Risk factors for FGM include: low level of integration into UK society mother or a sister who has undergone FGM girls who are withdrawn from PSHE visiting female elder

from the country of origin being taken on a long holiday to the country of origin talk about a 'special' procedure to become a woman Symptoms of FGM FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Staff should not assume that FGM only happens outside the UK. Indications that FGM may have already taken place may include: difficulty walking, sitting or standing and may even look uncomfortable. spending longer than normal in the bathroom or toilet due to difficulties urinating. spending long periods of time away from a classroom during the day with bladder or menstrual problems. frequent urinary, menstrual or stomach problems. prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return reluctance to undergo normal medical examinations. confiding in a professional without being explicit about the problem due to embarrassment or fear. talking about pain or discomfort between her legs The Serious Crime Act (2015) sets out a duty on professionals to notify police when they discover that FGM appears to have been carried out on a girl under 18.

In settings, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made). Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases. So-called 'honour based' abuse So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Forced Marriage: Any form of marriage for someone under 18 is illegal, even where violence, threats or another form of coercion are not used.

County Lines: County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas, using dedicated mobile phone lines. Exploitation is an integral part of county lines.

Offenders will often use coercion, intimidation, violence and weapons. Children going missing may be an indicator that they have been trafficked for the purpose of CCE. The college has a zero-tolerance approach to the use of drugs and periodically uses detection dogs to identify any areas of concern within college.

Child Criminal Exploitation: Child Criminal Exploitation occurs where an individual or group takes advantage of a person under the age of 18 and may coerce, manipulate or deceive a child under that age into any activity

- In exchange for something the victim needs or wants, and/or
- For the financial advantage or increased status of the perpetrator or facilitator and/or
- Through violence or the threat of violence.

The victim may be exploited even if the activity appears consensual (i.e. moving drugs or the proceeds of drugs from one place to another).

Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. (Home Office 2018) In the case of suspected child exploitation, the Safeguarding Manager will follow LCSPB protocol.

Domestic Abuse: The definition of Domestic Abuse is: 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. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Mental Health Mental Health problems, can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have experience adverse childhood experiences, this can have a lasting impact.