**Child Protection & Safeguarding Policy**

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## Foreword by Graham, Owner

* 1. CrossFit Shropshire Alternative Provision is committed to safeguarding and promoting the welfare of all children and young people. We have a duty of care to ensure that all children and young people accessing our provision are protected from harm, abuse, neglect, and exploitation.

## Purpose, principles and aims

* 1. The purpose of this document is to ensure that all stakeholders are aware of the arrangements that CrossFit Shropshire Alternative Provision (referred to as “CFSAP”) have in place for safeguarding and promoting the welfare of its pupils/students. It provides guidance to help staff who may have concerns about the safety or welfare of a child, and sets out CFSAP's position in relation to the safeguarding process.
  2. This policy:
     1. has been written in line with the Department for Education (DfE) statutory guidance – Keeping children safe in education (KCSIE) 2023, Education Act 2002, **Working Together to Safeguard Children (2018)** and any other relevant UK legislation and government guidance.
     2. applies at all times when the school is providing services or activities directly under the management of the school staff.
     3. is publicly available via a printed copy.
  3. This policy is consistent with all other policies adopted by CFSAP.
  4. Aims:
  + To provide a safe and secure environment for all children and young people.
  + To prevent and respond effectively to concerns related to abuse, neglect, or exploitation.
  + To ensure staff understand their roles and responsibilities in safeguarding.
  + To work in partnership with external agencies, including social services, police, and health professionals.
  1. CFSAP recognises various forms of abuse, including:
  + **Physical Abuse** – Deliberate injury, hitting, shaking, burning, or poisoning.
  + **Emotional Abuse** – Persistent emotional maltreatment, making a child feel worthless or unloved.
  + **Sexual Abuse** – Forcing or enticing a child to engage in sexual activities.
  + **Neglect** – Persistent failure to meet basic physical or emotional needs.

### CFSAP is committed to identifying and addressing the following specific safeguarding risks:

* + **Prevent** – Recognizing and preventing radicalization and extremism.
  + **Child Sexual Exploitation (CSE)** – Protecting young people from grooming, coercion, and sexual abuse.
  + **Female Genital Mutilation (FGM)** – Recognizing and reporting cases of FGM, as it is a criminal offense.
  + **Forced Marriage (FM)** – Identifying and intervening in cases of non-consensual marriage.
  + **Relationship Abuse & Domestic Violence** – Providing support for those experiencing coercion, control, or physical/emotional abuse.
  + **Drugs and Substance Misuse** – Educating young people on the dangers of substance misuse and intervening when necessary.
  + **Gangs and Criminal Exploitation** – Preventing recruitment into gangs and criminal activities such as county lines.
  + **Fabricated or Induced Illness (FII)** – Recognizing signs of fabricated illness imposed on a child.
  + **Bullying (including Cyberbullying)** – Addressing and preventing bullying in all its forms.
  + **Faith-Based Abuse** – Identifying and addressing harm resulting from religious or cultural beliefs.
  + **Gender-Based Violence** – Raising awareness and supporting victims of violence linked to gender.
  + **Private Fostering** – Ensuring the safety of children in private fostering arrangements.
  + **Sexting** – Educating and supporting young people regarding the risks of sharing explicit images.
  + **Trafficking and Modern Slavery** – Identifying and supporting victims of child trafficking.

## Roles, responsibilities and reporting safeguarding concerns

* 1. All staff must report safeguarding concerns immediately to the **Designated Safeguarding Lead (DSL)**. The DSL will:
  + Assess the concern and take appropriate action.
  + Work with the child’s school and external agencies where appropriate, such as social services or the police.
  + Maintain confidentiality and ensure appropriate record-keeping.
  + Ensure the child’s welfare is the primary concern.

### **Roles and Responsibilities**

* + **Designated Safeguarding Lead (DSL)** – Responsible for overseeing all safeguarding matters.
  + **All Staff** – Must undergo safeguarding training and report concerns promptly.
  + **Management Team** – Ensures the policy is implemented and updated regularly.
  1. Below is a table of people with specific lead responsibilities around safeguarding.

| **Role** | **Name / Contact Details** |
| --- | --- |
| Director, Health & Safety Officer and Safer Recruitment Officer | Name: Graham Careless  Contact Telephone: 07792203745  Contact Email: gray@crossfitshropshire.com |
| Manager, Lead Teacher and Designated Safeguarding Lead (DSL) | Name: Kate Thomas  Contact Telephone: 07507641859  Contact Email: kate@crossfitshropshire.com |

* 1. All staff working in CFSAP (including visiting school staff and students on placement) are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead who is a member of CFSAP leadership team. This person has the appropriate status and authority within the school to carry out the duties of the post.
  2. The Designated Safeguarding Lead is also the first point of contact for external agencies that are carrying out Child Protection investigations and safeguarding enquiries.
  3. The Designated Safeguarding Lead co-ordinates CFSAP representation at school meetings and where relevant multi-agency meetings relating to safeguarding to ensure information is effectively shared between agencies. The DSL is also responsible for CFSAP’s contribution and commitment to any plans, team around the family and core groups or other assessments where appropriate. These meeting include:
     1. Team around the Family Meetings (Early Help)
     2. Strategy Discussions
     3. Child in Need Meetings
     4. Initial Child Protection Conferences
     5. Review Child Protection Conferences
  4. The Designated Safeguarding Lead will also ensure the submission of written reports to schools and where relevant for relevant multi-agency meetings (relevant meetings named above).
  5. When an individual concern/incident is brought to the notice of the Designated Safeguarding Lead, they will be responsible for reporting to the student’s school and deciding whether or not this should be reported to the police and/or other agencies as a safeguarding issue. The DSL can and should seek advice from the Local Authority Safeguarding Officer.
  6. If the provision identifies emerging needs or if emerging needs are identified by other professionals, and/or the family themselves and CFSAP is best placed to provide a single agency response to the presenting need(s), we will do so under the banner of Early Help. We will utilise our internal support network and document the Early Help provided on our own internal systems. This is just for cases that are at Level 2 of the Level of Need.
  7. When engaging with other services outside of CFSAP to form part of a Team around the Family, we will ensure we follow the lead of the school, social worker or other relevant agency involved.
  8. If a child is in immediate danger, contact will be made with the police via 999.
  9. Whilst any professional can make a referral to children’s social care, at CFSAP we expect all staff where practically possible to always discuss their concerns with the designated safeguarding lead first to ensure all information is coordinated and held in one central point. If staff need to make a referral as a matter of urgency they are expected to feedback to the designated safeguarding lead as soon as practically possible thereafter. All relevant contact details for children’s social care are shared with staff via our staff safeguarding notice board, in their induction and in Appendix 4 of this policy.
  10. All safeguarding concerns, discussions and decisions made, and the reasons for those decisions, will be promptly recorded in writing and stored accordingly. These will naturally be reported back to the school the child is on role with.
  11. Where there is a safeguarding concern the provision ensures the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place, and are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

## Creating a Safeguarding Culture

* 1. It is important to us at the provision that all children feel safe and supported in our setting.
  2. Safeguarding is our priority across all aspects of our work and our policy underpins the rigorous practice that takes place at CFSAP to best protect our students, and staff.
  3. All staff are aware of the categories of abuse, which are:
  4. All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition of one label alone. In most cases, multiple issues will overlap with one another.
  5. The definitions of which can be found in the glossary, and signs and symptoms of the four categories of abuse.
  6. Staff are also made aware of other key safeguarding topics that, these are:
  7. The definitions of the above can be found in the glossary. Information and learning relating to the above topics is included in CFSAP Safeguarding Training, but staff are also encouraged to undertake their own learning. More information in relation to staff training etc. can be found in the ‘Staff learning and development’ section of this policy.
  8. CFSAP recognises children as victims of Domestic Abuse Act 2021 following the recognition in the Domestic Abuse 2021, whereby a child is a victim if they see or hear, or experience the effects of, the abuse.
  9. Schools are encouraged and expected to assess risk when there is a concern and/or disclosure of domestic abuse from a pupil and/or family member. Safe lives have provided guidance on how to complete a Children and Young Persons Domestic Abuse Stalking Harassment (DASH) Risk Identification Checklist (RIC). Schools are encouraged to familiarise themselves with this risk assessment and implement when appropriate.
  10. Staff are directed to the NSPCC’s website for guidance on signs and symptoms of Female Genital Mutilation (FGM) - [NSPCC website](https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signs-symptoms-and-effects/). CFSAP recognises and adheres to its mandatory duty[[1]](#footnote-1) to report any suspected or known cases of FGM about a female under 18 years old to the police.
  11. If a member of staff becomes aware of a private fostering arrangement, they will notify the Designated Safeguarding Lead or their deputy as soon as possible. All known or suspected Private Fostering Arrangements will be reported to children’s social care in the area where the child resides. Private Fostering is defined in the glossary.
  12. All cases of known or suspected ‘Honour-based’ Abuse will be reported via CFSAP’s normal channels and the appropriate professional advice sought and external referrals completed.
  13. All staff recognise that children are capable of abusing their peers (including online). Incidents of child-on-child abuse may need to be dealt with in various ways. Incidents of bullying will be dealt with via the CFSAP’s behaviour policy. Incidents which take place outside of CFSAP may need to be addressed in CFSAP and will pass on information to the students school. CFSAP’s Designated Safeguarding Lead will consult children’s social care on matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime.
  14. In respect of sexual violence and sexual harassment between children, CFSAP takes a proactive approach to prevent such incidents from taking place. We incorporate healthy relationships in to our Empower curriculum time in an age appropriate way for the year groups with us, and with consideration that a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children.
  15. If incidents of sexual violence and sexual harassment occur CFSAP’s response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking the lead role, using their professional judgement and being supported by the child’s school, other agencies, such as children’s social care and the police as required to put a proportionate and supportive package of care in place for those affected.
  16. CFSAP adopts the UK Council for Child Internet Safety guidance “Sharing nudes and semi-nudes: advice for education settings working with children and young people’ in respect of our response to sharing of indecent images. This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people. This guidance can be found in [Appendix 6](#_Appendix_6_UK).
  17. Online safety and our approach to it is reflected in our E-safety and mobile phone use policy which, amongst other things, includes appropriate filtering and monitoring on Manager devices and CFSAP networks, and considers the 4Cs (Content, Contact, Conduct and Commerce).
  18. All staff are expected to refer to HM Government guidance ‘What to do if you’re worried a child is being abused – Advise for practitioners’ for further help in identifying signs and symptoms of child abuse and neglect. This guidance can be found in [Appendix 3.](#_Appendix_3_HM)
  19. Robust systems have been established at CFSAP for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in confidentially. Any disclosers made to us would immediately be reported to the school and the local authority for guidance and support with the next steps required.
  20. Throughout CFSAP, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in CFSAP are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect.
  21. An age-appropriate curriculum is delivered at CFSAP to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe.
  22. Instances of children who are missing or absent from education are dealt with under their own schools children missing from education policy, which sets out the schools approach to tackling this issue, and the steps school will take when a child has poor attendance and/or are regularly missing.
  23. To assist with the above and other incidents, CFSAP will request a parent/carer emergency contacts for each child to ensure CFSAP have other means of contacting a key adult, should one at school be unavailable for any reason.
  24. CFSAP takes an active stance on meeting the duties placed upon them by the Counter Terrorism and Security Act 2015 (The Prevent Duty), and we have created a culture which embraces the fundamental ‘British values’.
  25. Ensure staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified
  26. Build resilience and capacity in the students by promoting the fundamental British values and enabling them to voice and challenge views in a safe space
  27. CFSAP understands that children with needs and disabilities can face additional safeguarding challenges, and staff constantly challenge their own thought process in scenarios like this. This is to ensure that additional difficulties aren’t straight away related to the special educational need or disability, and that staff are considering the risk of abuse or neglect just as much.
  28. Every Local Authority has a Virtual School Head who has statutory duties in promoting the education of looked after children, previously looked after children and children in need.  It is the responsibility of the Designated Teacher and Designated Safeguarding Lead to ensure that any Virtual School which oversees the education of children at CFSAP has updated contact details.  More information can be found in Appendix 13

## Staff learning and development

* 1. Learning about safeguarding is given a high priority at CFSAP. Expertise is extended effectively and internal capacity is built up through performance management. Managers ensure that all staff regularly undertake a comprehensive range of learning to promote safe practice on and off site. Staff working at CFSAP maintain an attitude of ‘**it could happen here’** where safeguarding is concerned, and when concerned about the welfare of a child, staff always act in the **best interests of the child**.
  2. All new staff to CFSAP have a comprehensive induction, this includes reading and understanding:
     1. Information sharing: advice for practitioners who are providing safeguarding services
     2. Part one and Annex A of ‘Keeping children safe in education 2023’
     3. CFSAP Behaviour & Reasonable Force Policy
     4. CFSAP E-safety and Mobile Phone Use Policy
     5. Staff Code of Conduct Policy
     6. This Safeguarding & Child Protection Policy
     7. ‘What to do if you’re worried a child is being abused’ guidance
     8. The role of the designated safeguarding lead
  3. Designated staff are trained in specialist areas of work, such as:
     1. Designated Safeguarding Lead
     2. Designated Teacher for Looked After Children
  4. A variety of learning materials on safeguarding are made available in school to ensure staff continually develop their understanding and practice around safeguarding, these include:
     1. Leaflets
     2. Mentoring
     3. Online learning
     4. Posters detailing referral processes and key topics
     5. Shadowing
     6. Staff handbook
     7. Staff induction pack
     8. Standing agenda item staff meetings
     9. In-house training
     10. Video
     11. Workbooks
     12. NSPCC (monthly) and Andrew Hall (weekly) email updates for staff and governors
  5. All learning and training is documented as part of the member of staff’s personnel file on our SCR, which also helps us map learning needs across the staff team for further development. A checklist is used as part of the induction process, and thereafter in the performance management process to ensure all compulsory learning has taken place. A blank copy of this form can be found in Appendix 7.
  6. Safeguarding is always re-visited at least on an annual basis in staff performance management sessions, to ensure they are as confident and competent in carrying out their safeguarding responsibilities as they possibly can be.
  7. All staff should know what to do if a child tells them they are being abused, exploited or neglected including child on child abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children’s social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.
  8. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
  9. All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or 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.
  10. All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).
  11. As and when required, other external agencies may be consulted to assist with staff learning and development.

## Safer Recruitment

* 1. Our Safer Recruitment Officer Graham Carless ensures that stringent recruitment and vetting procedures are in place for staff and other adults, and that nobody commences work unless all necessary checks are complete to a satisfactory level.

Checks undertaken include:

| Enhanced Disclosure and Barring Service (DBS) Check | Barred List Check (if working regulated activity before DBS certificate is available) |
| --- | --- |
| Two professional references | Verify candidates physical and mental fitness for their responsibilities |
| Identity confirmation | Confirmation of right to work in the UK, including EU nationals |
| Qualification check | Confirmation of professional registration (if appropriate) |
| Staff suitability declaration (if appropriate) | Prohibition from teaching check (only if employed as a teacher) |
| Overseas police checks (if appropriate) follow the right government guidance following the UK’s exit from the European Union [Government website](https://www.gov.uk/guidance/recruit-teachers-from-overseas) | (independent schools only – management position) Section 128 direction check |
| Childcare Disqualification Regulations check (schools and colleges providing childcare, reception classes of in wraparound care for children up to the age of 8 – only) | Prohibition from teaching check (colleges only - if employed as a teacher) |

* 1. Director Graham Carless will take responsibility for ensuring that all relevant checks are carried out and documented on the schools single central record. Supporting evidence for recruitment checks is included in the staff member’s personnel file.
  2. Graham Carless has completed safer recruitment training. At least one member of every interview panel for a position in the school (paid or voluntary) will have completed safer recruitment training. This training is refreshed when appropriate.
  3. More information can be found in [Appendix 2](#_Appendix_2_DfE) relating to when a barred list check would be carried out.
  4. References will always be sought before confirming a person’s appointment, these will be written and about previous employment, this will check that information is not contradictory or incomplete. At least one reference will be from the candidate’s current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained from the organisation where they were employed.

## Managing allegations against professionals who work with children

* 1. All concerns and/or allegations against those working at CFSAP are dealt with in line with CFSAP’s Whistleblowing Policy.
  2. An allegation is any information which indicates an adult who works with children and young people under 18 (paid or voluntary staff) may have:
     1. Behaved in a way that has harmed a child, or may have harmed a child;
     2. Possibly committed a criminal offence against or related to a child;
     3. Behaved towards a child or children in such a way that indicates he or she may pose a risk of harm to children; or
     4. Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
  3. This applies to any child the member of staff has contact with in their personal or professional life.
  4. All staff are reminded of the schools Whistleblowing Policy.
  5. The NSPCC whistleblowing details are at [Appendix 4](#_Appendix_4_Contact).
  6. Allegations regarding members of staff at the school must be reported immediately to the Director, or in their absence the Local Authority Safeguarding Officer. The designated safeguarding lead will talk through your concerns even though you may feel uncomfortable doing this in relation to a colleague. In addition if you feel you may be at risk of an allegation then self-report the issue as you may find yourself in a difficult situation.
  7. Any allegations concerning the Director should be referred to local authority safeguarding officer.
  8. Concerns that meet the above criteria will be referred to the Local Authority Designated Officer (LADO) within one working day.
  9. Initial discussions with the LADO will consider the nature of the allegation and next steps.
  10. CFSAP will report all safeguarding concerns to the school which the learner is on role and they will be responsible for following up with the support of ourselves concerns with LADO. LADO will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.
  11. The Whistleblowing policy sets out the procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. Or where a teacher’s employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).
  12. There is a legal requirement for schools and colleges to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:
      1. engaged in relevant conduct in relation to children and/or adults,
      2. satisfied the harm test in relation to children and/or vulnerable adults; or
      3. been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence. The DBS will consider whether to bar the person.
  13. Where a school or sixth form college teacher’s employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

## Controlling access to the premises

* 1. CFSAP can bar someone from the premises if they feel that their behaviour poses a risk to staff or pupils. It’s enough for a member of staff or a pupil to feel threatened.
  2. CFSAP should tell an individual that they’ve been barred or they intend to bar them, in writing. Letters should usually be signed by the Director, though in some cases the local authority may wish to write instead. The individual must be allowed to present their side.
  3. A school can either:
     1. bar them temporally, until the individual has had the opportunity to formally present their side; or
     2. tell them they intend to bar them and invite them to present their side by a set deadline.
  4. After the individual’s side has been heard, the school can decide whether to continue with barring them. The decision will be reviewed within a reasonable time, decided by the school.
  5. The Department for Education (DfE) does not get involved in individual cases.
  6. We don’t knowingly allow any person on to school grounds who:
     1. is a convicted sex offender, subject to the notification requirements of the Sexual Offences Act 2003; or
     2. is subject to a Risk of Sexual Harm Order, Sexual Risk Order or Child Abduction Notice.
  7. If you don’t disclose relevant information relating to the above about yourself, and it later becomes known to us, we reserve the right to require that you leave the school site.

This policy will be reviewed **annually** and updated as necessary to comply with current legislation.

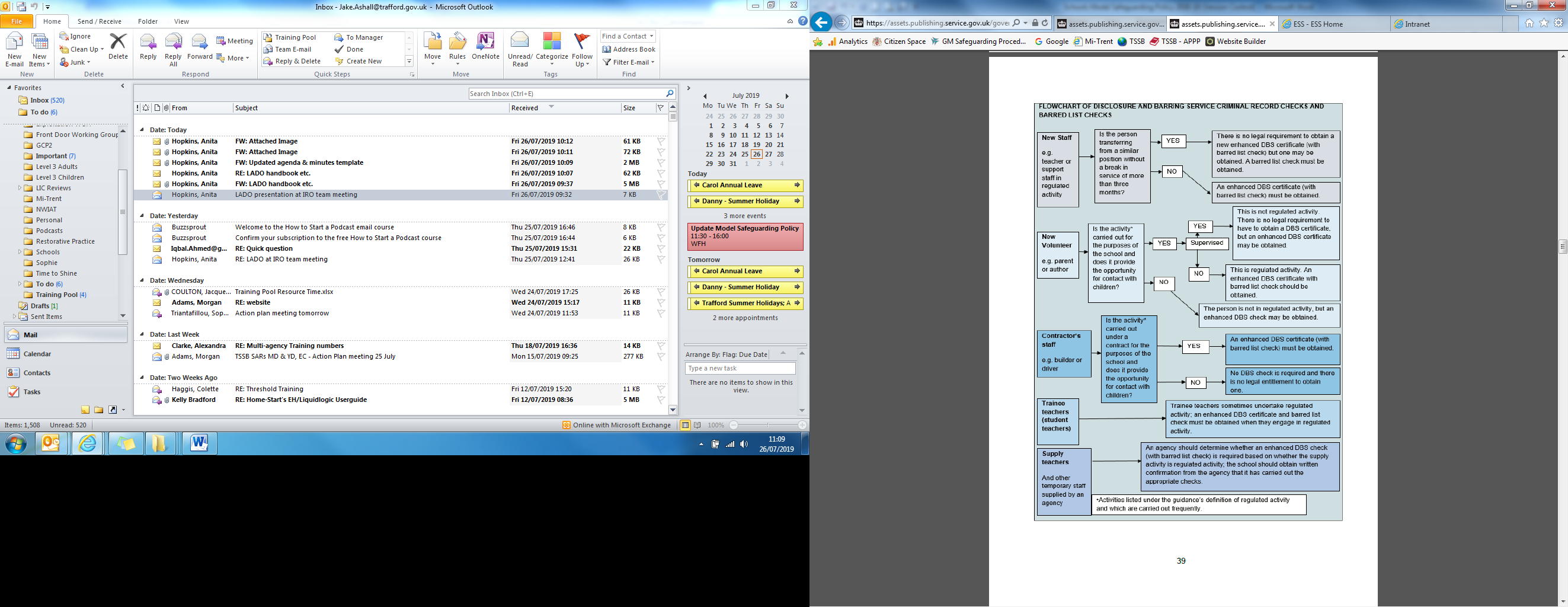
**Designated Safeguarding Lead (DSL):** Kate Thomas  
**Last Reviewed:** 3.3.25

## Glossary

| Term | Meaning |
| --- | --- |
| A Child | A person who has not yet reached their 18th birthday. |
| Abuse | A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. |
| Bullying & Cyberbullying | Behaviour that is:   * repeated * intended to hurt someone either physically or emotionally * often aimed at certain groups, for example because of race, religion, gender or sexual orientation |
| [Child abuse linked to faith or belief (CALFB)](http://nationalfgmcentre.org.uk/calfb/) | Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in:  • Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)  • The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)  • Ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies  • Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune. |
| 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. This can include (but is not limited to):  • bullying (including cyberbullying, prejudice-based and discriminatory bullying)  • abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)  • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)  • sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)  sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse  • causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party  • consensual and non-consensual sharing of nude and semi-nude images and/or videos11 (also known as sexting or youth produced sexual imagery)  • upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and  • initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). |
| Child Protection | Activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. |
| Child sexual exploitation | Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. |
| Children with Special Educational Needs and/or disabilities | SEN - a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.  Disability - a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. |
| Contextual Safeguarding | Contextual Safeguarding is an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. |
| County Lines | County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. |
| Criminal Exploitation | Involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation. |
| Domestic Abuse | 1. Domestic abuse, or domestic violence, is defined across Government as “any incident, or pattern of incidents, of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 and over who are or have been intimate partners or family members, regardless of gender and sexuality. 2. This can encompass, but is not limited to, the following types of abuse:  * Psychological * Physical * Sexual * Financial * Emotional * Harassment and Stalking * Controlling behaviour * Coercive control   1. 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 them of the means needed for independence, resistance and escape and regulating their everyday behaviour.   2. Coercive behaviour is: an act or a pattern of acts of assault, threats humiliation and intimidation or other abuse that is used to harms, punish, or frighten their victim. This includes issues of concern to black and minority ethnic (BAME) communities such as so-called ‘honour based’ violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to on gender or ethnic group |
| Early Help | Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising. |
| Emotional Abuse | The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.  It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. |
| Female Genital Mutilation (FGM) | Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done. |
| Gangs & Youth Violence | Defining a gang is difficult, They tend to fall into three categories; peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a Street Gang.  A Street Gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.  An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise). |
| Hate | Hostility or prejudice based on one of the following things:   * disability * race * religion * transgender identity * sexual orientation. |
| Honour-based violence | Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. |
| Consensual and non-consensual sharing of nude/semi-nude images | Taking, making, sharing and possessing indecent images and pseudo-photographs of people under 18 is illegal.  A pseudo-photograph is an image made by computer-graphics or otherwise which appears to be a photograph.  This can include:   * photos * videos * tracings and derivatives of a photograph * data that can be converted into a photograph * ‘indecent’ is not defined in legislation but can include penetrative and non-penetrative sexual activity * ‘making’ can include opening, accessing, downloading and storing online content * ‘sharing’ includes sending on an email, offering on a file sharing platform, uploading to a site that other people have access to, and possessing with a view to distribute |
| Incel | Incel is a shortened version of involuntary celibate ([Hall](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972261/THE_TERRORISM_ACTS_IN_2019_REPORT_Accessible.pdf), 2019), The term involuntary celibate was seen as a person who “had not had sex for some time, despite trying”. The term manosphere is used to describe a network of online communities which are male dominated and promote anti-feminist, sexist beliefs and seek to blame women for problems within society |
| [Mental Health](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools__.pdf) | Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person’s behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. This can include:  • Emotional state (fearful, withdrawn, low self-esteem)  • Behaviour (aggressive or oppositional; habitual body rocking)  • Interpersonal behaviours (indiscriminate contact or affection seeking, over-friendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions). |
| Modern Slavery | Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. |
| 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:  • Protect a child from physical and emotional harm or danger.  • Ensure adequate supervision (including the use of inadequate care-givers).  • Ensure access to appropriate medical care or treatment.  • It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. |
| Operation Encompass | Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can enable immediate support to be put in place, according to the child’s needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children’s social care if they are concerned about a child’s welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website |
| Physical Abuse | A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. |
| Private Fostering | A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.) |
| Radicalisation & Extremism | Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.  Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. |
| Relationship Abuse | Teen relationship abuse consists of the same patterns of coercive and controlling behaviour as domestic abuse. These patterns might include some or all of the following: sexual abuse, physical abuse, financial abuse, emotional abuse and psychological abuse. |
| Safeguarding and promoting the welfare of children | * protecting children from maltreatment; * preventing impairment of children’s 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. |
| Serious Violence | The word ‘gang’ means different things in different contexts, the government in their paper ‘Safeguarding children and young people who may be affected by gang activity’ distinguishes between peer groups, street gangs and organised criminal gangs.   * **Peer group** A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context. * **Street gang** “Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.” * **Organised criminal gangs** “A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their 'occupation.”   It's not illegal for a young person to be in a gang – there are different types of ‘gang’ and not every ‘gang’ is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime. |
| Sexual Abuse | Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff should be aware of it and of their school or college’s policy and procedures for dealing with it. |
| Sexual harassment between children | When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment, and can include: sexual comments, sexual jokes or taunting, online sexual harassment or physical behaviour such as deliberately brushing against someone. |
| Sexual violence between children | When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003[[2]](#footnote-2).  Sexual violence offences include: rape, assault by penetration and sexual assault. |
| Trafficking | Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control of another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs. |

## Appendix 1 Operation Encompass Flowchart

## Appendix 2 DfE flowchart on DBS checks and barred list checks



*Taken from DfE statutory guidance Keeping children safe in education, September 2021*

## Appendix 3 HM Government guidance -What to do if you’re worried a child is being abuse

Advice for practitioners [Government website](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

## Appendix 4 Contact details

| First Point of Contact Team (Shropshire)  0345 6789021 | Local Authority Designated Officer (LADO)  0345 6789021  [lado@shropshire.gov.uk](mailto:lado@shropshire.gov.uk) |
| --- | --- |
| Social Care Out of Hours Emergency Duty Team  0345 6789040 | Police  Non-emergency – 101  Emergency - 999 |
|  | NSPCC Whistleblowing Helpline [NSPCC website](https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/) |

## Appendix 5 Department for Education- Child sexual exploitation

Definition and a guide for practitioners, local leaders and decision makers working to protect children from sexual exploitation – February 2017

[Government website](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

## Appendix 6 UK Council for Child Internet Safety guidance

Sexting in schools and colleges: Responding to incidents and safeguarding young people - 2017

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/609874/6\_2939\_SP\_NCA\_Sexting\_In\_Schools\_FINAL\_Update\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf" \o "Government website)

## Appendix 7 Staff Safeguarding Checklist



1. Under section 5B(11) (a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England). [↑](#footnote-ref-1)
2. [Legislation.gov](https://www.legislation.gov.uk/ukpga/2003/42/contents) [↑](#footnote-ref-2)