

**SAFEGUARDING CHILDREN, YOUNG PEOPLE AND  
ADULTS AT RISK**

**Policy and Procedures**

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## 1. Introduction

**Safeguarding is everyone's responsibility** - the purpose of this document is to specify Inspire's Safeguarding policy and procedures for the protection of children, young people, and adults at risk.

A child is defined as anyone up to the age of 18. Young people are defined as between the age of 14-17. An adult is defined as anyone over the age of 18.

Safeguarding and promoting the welfare of children is defined for the purpose of this policy as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstance consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes in life

Safeguarding adults at risk is defined for the purpose of the policy as:

- Protecting a person's right to live in safety, free from abuse and neglect
- People and organisations working together to prevent harm and reduce the risk of abuse or neglect to adults with care and support needs
- Making sure that the adult's wellbeing is promoted including, where appropriate, taking fully into account their views, wishes, feelings and beliefs in deciding on any action
- Recognising that adults sometimes have complex interpersonal relationships and may be unclear or unrealistic about their personal circumstances and therefore potential risks to their safety or well-being

Definition of an adult at risk: Aged 18 years or over; who may need community care services by reason of mental or other disability, age, or illness; and who is or may be unable to take care of themselves to protect him or herself against significant harm or exploitation.<sup>i</sup>

'Learner' - refers to any child, young person or adult at risk currently engaging in Inspire's education or youth development programmes.

'Staff' - refers to any person employed by Inspire, apprentices, volunteers, agency staff or anyone working on behalf of Inspire.

All adults who come into contact with children, young people and adults at risk in their work have a duty of care to safeguard and promote their welfare.

## 2. Policy

Inspire seeks to provide an inclusive environment where everyone can work safely, and children, young people and adults at risk can engage with the charities activities and enjoy programmes provided through the work of the charity.

It is the policy of Inspire to take responsibility and promote the welfare of all children, young people, and adults at risk and to keep them safe from abuse, neglect, and exploitation. We are committed to practice in a way that protects them and to ensure no child, young person or adult at risk will experience abuse of any kind.

It is also Inspires' policy to provide those working for or with the charity, a framework to operate within to keep everyone who is engaged in the Charity's activities safe. This policy applies to all staff, including senior managers and the board of trustees, volunteers, sessional workers, agency staff, or anyone working on behalf of Inspire.

It is therefore Inspire's policy to:

- Ensure that children, young people, and adults at risk welfare is of paramount importance, regardless of age, gender, ability, or race.
- Respond swiftly and appropriately to all suspicions or allegations of abuse, and to ensure confidential information is restricted to the appropriate external agencies.
- Ensure that all staff, volunteers, and trustees working with children, young people or adults at risk are carefully recruited, are checked by the Disclosure and Barring Service (DBS), have two appropriate references, understand, and accept their responsibility for the safety of children, young people, and adults at risk in their care
- Raise the awareness of all staff, volunteers, and trustees of child protection issues through the provision of mandatory training, continued professional development and staff inductions.
- Create an environment where staff feel able to raise concerns and feel supported in meeting their safeguarding responsibilities.
- Monitor and review the effectiveness of this policy on a regular basis
- Ensure that the principles of this policy are adopted by all individuals with whom Inspire works, meeting the same level of determination about children, young people, and adults at risk safety.

Inspire's safeguarding policy and procedures will also seek to effectively manage the risks associated with activities and provisions involving children, young people, and adults at risk by:

- Completing a risk assessment process which involves identifying risks and means of reducing and eliminating these.
- Implementing the required actions identified on the risk assessment and reviewing the effectiveness of these on a regular basis.
- Ensure the appropriate DBS checks are conducted before any individual can work and support a child, young person, or adult at risk (*see Inspire DBS Policy*)
- Requiring new employees and individuals to familiarise themselves with the content of this policy, complete specific online training modules and receive a safeguarding induction from a member of the safeguarding team.

- Informing all children, young people, and adults at risk that information about them is managed appropriately and there is a clear understanding of confidentiality and its limits among staff and volunteers.

### 3. Roles and Responsibilities

The implementation of this policy is mandatory by all staff across all areas of the Charity. Specific responsibilities are outlined below:

#### 3.1 - The Safeguarding Team

Inspire is required to designate members of staff with lead responsibility for safeguarding. The nominated members of staff responsible for Safeguarding and Child Protection are:

##### Designated Safeguarding Lead | Naomi Thompson

Tel No: 07568107877

Email: [naomit@inspiresuffolk.org.uk](mailto:naomit@inspiresuffolk.org.uk)

##### Deputy Safeguarding Officer | Jackie Partridge

Tel No: 07590983288

Email: [jackiep@inspiresuffolk.org.uk](mailto:jackiep@inspiresuffolk.org.uk)

##### Deputy Safeguarding Officer (Lowestoft) | Kelly-Marie Thompson

Tel No: 07794221775

Email: [kellymt@inspiresuffolk.org.uk](mailto:kellymt@inspiresuffolk.org.uk)

Safeguarding Email: [safeguarding@inspiresuffolk.org.uk](mailto:safeguarding@inspiresuffolk.org.uk)

This inbox is monitored daily, all safeguarding enquiries and communication can be sent to this inbox.

The Safeguarding Team are responsible for:

- Ensuring all safeguarding issues at Inspire are effectively responded to, recorded, and referred externally to the appropriate agency
- The resources available to support staff on safeguarding/child protection issues are maintained
- That safeguarding implications are constantly reviewed across the scope of the work the Charity delivers to young people and are fully considered in the development of all new pieces of work.
- The continued development of Charity's approach to Safeguarding, considering, and authorising any immediate changes in operational policy required due to a safeguarding incident or near miss
- Safeguarding is considered in all appointments of staff (to include trustees and volunteers)
- Safeguarding training for new staff is delivered as a mandatory component of their Induction

- Continued professional development and training of staff is delivered as regularly as is necessary for department needs

### 3.2 - Line Managers

Line managers are expected to ensure the Safeguarding Policy is being implemented across their department, that correct procedures are being followed and that staff are completing required processes e.g., RMP and risk assessments.

### 3.3 - All Staff – e.g., employees, trustees, apprentices, volunteers, freelancers, and consultants

Safeguarding is everyone's responsibility. All staff are expected to adhere to the requirements of this policy and procedures and operate within codes of conduct outlined within the various policies that support the work of the Charity.

## 4. Legal Framework

This policy has been developed in line with government publications and in accordance with principles established within:

- Children & Families Act 2014
- United Convention of the Rights of the Child 2009
- Data Protection Act 2018
- Sexual Offences Act 2003
- Education Act 1996
- Children Act 2004
- Protection of Freedoms Act 2012
- Human Rights Act 1998
- Mental Capacity Act 2005
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- Keeping Children Safe in Education (KCSIE) September 2021
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges 2021
- Working together to Safeguard Children 2018
- The Care Act 2014

Inspire Suffolk has a separate PREVENT policy and concerns regarding the potential radicalisation of children, young people and adults at risk are dealt with under procedures set out in this separate policy.

## 5. Procedures

### 5.1 - Recruitment of Staff

Inspire adheres to the Keeping Children Safe in Education statutory guidance for Schools and Colleges, September 2021, recruiting all staff within safer recruitment procedures to protect children and vulnerable adults.

As part of this recruitment process it is important that we adopt robust procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in schools and colleges.

All staff will have undergone and have satisfied all the necessary recruitment and vetting checks, including the need for an Enhanced DBS Disclosure (including Children's Barred List check). A new Enhanced DBS Disclosure will be undertaken every 3 years for staff that are working directly with children, young people, and adults at risk. Information relevant to safer recruitment and the DBS process at Inspire are detailed in the Inspire DBS Policy.

## **5.2 - Work with Children, Young People and Adults at Risk**

### **5.2.1 - Risk Assessments and Risk Management Plans**

Staff must always give due regard to issues of safety. This includes carrying out appropriate risk assessments for activities and programmes.

Staff must produce risk management plans (RMP) for any child, young person or adult at risk who is assessed as 'high-risk' (Appendix 1: Risk Management Plan Template on page 29). The RMP will mitigate any risks that the learner poses to themselves, staff, and other learners. The RMP will be implemented by all staff working directly with the learner and enable staff to provide adequate and suitable support to the individual.

Children, young people, or adults at risk identified as high risk could have one or multiple of the following:

- High-level medical conditions e.g., epilepsy, diabetes, pregnancy, hearing and/or sight impairments
- Severe mental health conditions e.g., extreme anxiety, panic attacks, PTSD, EUPD, schizophrenia
- Suicidal thoughts and/or previous attempts to take own life
- Previously self-harmed or currently self-harm
- History of offending; specifically violent crimes and/or violence to others
- High-level of additional needs and/or disabilities which results in high-risk and/or challenging behaviour

Staff who have a responsibility to complete RMP will have appropriate training during their induction, however support and advice from the safeguarding team will always be available.

RMP should be completed prior to the child, young person or adult at risk engaging in Inspire's programmes and services, or within 2 working days of them starting.

All RMP needs to be reviewed and signed off by a member of the safeguarding team.



## 5.2.2 - Guidance for Safer Working

- Staff working with children, young people and adults at risk should:
  - be appropriately trained and qualified to ensure the safe provision of programmes and services
  - should carefully plan sessions with the care and safety as their primary concern including the use of appropriate activities that are testing and stretching yet not unnecessarily rough or overly demanding
- Risk assessment should be completed prior to programmes or activities which will help you determine appropriate staff ratios. Risk assessments should consider children and young people's behaviour, ability, and mobility. Staff ratios should be approved by appropriate Project Manager and the safeguarding team. Further guidance and advice on staff ratios can be found here:  
<https://learning.nspcc.org.uk/research-resources/briefings/recommended-adult-child-ratios-working-with-children>
- Wherever possible, staff should avoid being alone with children, young people and adults at risk, and staff shouldn't take them to their own home (including staff accommodation during residential).
- Staff shouldn't offer a lift to a child, young person, or adult at risk unless you have parental consent (U18), approval from your Line Manager and/or a second adult is present in the car.
- Staff should avoid entering learner rooms/accommodation during residential, however, if necessary, staff and volunteers should make sure there is another adult present and the door left open.
- Parent/guardian consent (for U18) and medical information about the child, young person and/or adult at risk must be obtained in advance when Inspire is working directly with and has responsibility for them.
- Staff must respect all individuals whatever their age, development stage, ability, sex, sexual orientation, or ethnicity throughout the learner's engagement with Inspire.
- Staff should behave and dress in a manner that promotes recognised good practice in relation to safeguarding.
- All accidents/incidents involving staff or participants should be recorded using the Charity's accident forms immediately or as soon as practicably possible
- Staff and volunteers are responsible for familiarising themselves with building/facility safety issues, such as, fire procedures, location of emergency exits, location of emergency telephones and first aid equipment.
- Staff are responsible for reporting suspected cases of child abuse to the appropriate people

## 5.2.3 - Good Practice to protect against allegations of abuse

All staff are encouraged to demonstrate exemplary professional behaviour to protect themselves from false allegations. For example:

### You shouldn't:

- Spend excessive amounts of time alone with children, young people, and adults at risk.
- Offer a lift to a child, young person, or adult at risk. If necessary, approve this with your line manager, have written parental consent (U18), and/or a second adult (preferably a staff member) present.
- Have unnecessary physical contact with a child, young person, or adult at risk. There may be very limited occasions when a learner needs comfort or reassurance, which may include physical comforting. Any such comforting gestures must always be acceptable to the learner concerned. Staff and volunteers should be aware, however, that any physical contact may be misconstrued by a learner, parent/carer, or observer.
- Administer first aid alone to a child, young person, or adult at risk. You should ensure wherever possible that another adult is present, to ensure that physical contact is not misconstrued.
- Assist with personal care, for example, toileting, supervising dressing, or undressing, unless necessary. If necessary, you should be of the appropriate gender and be careful to protect the dignity of the learner. Wherever possible, two members of staff should be present when carrying out personal care.
- Use social media sites including Facebook, Instagram, Twitter, and other internet or mobile based technologies to engage with children, young people and/or adults at risk. Unless this is a specific requirement of their role and has been approved by your Line Manager in advance. For example, staff should not invite a learner to become 'friends' or accept friends requests on Facebook unless it is an official Inspire social media account.

Where occasions arise where it is unavoidable that these things do happen, they should be done with the full knowledge and consent of your Line Manager or the Safeguarding Team and/or the children, young person, or adult at risk's parents/guardians.

### Never:

- Allow or engage in inappropriate touching of any form. (Note: where contact is essential for H&S requirements, i.e., an outdoor instructor kitting up activity participant, this is done through clear communication, with participant consent and follows training guidelines.)
- Take children, young people, and adults at risk to your own home (including staff accommodation on residential).
- Make sexually suggestive comments about or to a child, young person, or adult at risk even in fun.
- Let an allegation a child, young person and/or adult at risk makes during a group session go unchallenged or unrecorded.

- Share material of a sexually suggestive, offensive, or pornographic nature with staff.
- Do things of a personal nature for children, young people and/or adult at risk that they can do themselves.
- Engage in rough physical activities including horseplay.
- Engage in sexually provocative activities.
- Allow children, young people, or adults at risk to use inappropriate language unchallenged.
- Administer medication unless trained and approved to do so.
- Visit children, young people, or adults at risk in their homes except in clearly agreed circumstances which have been approved by your Line Manager and the Safeguarding Team, risk assessments have been conducted prior to the visit and are in line with the Inspire Lone Working Policy guidelines.
- Place yourself in a situation where you will be left alone with a child, young person and/or adult at risk for a long period of time. Always seek help from another staff member if possible.
- If you do have to do things of a personal nature for children, young people and/or adult at risk (support, give lifts) particularly if they are very young or disabled, then you should obtain the full consent of their parents and ensure a second adult is present. *In an emergency, which requires this type of help, parents should be fully informed as soon as is practicable.*

#### 5.2.4 – Photography of Learners

Formal permission should be obtained using Inspire's media consent forms, for the use of any images or quotes, whether of a child, young person, or adult at risk. All photos of children, young people or adults at risk who are accessing Inspire's programmes and provisions must be taken on a work registered phone. Personal phones should never be used to take photographs of learners.

Photos taken on a work registered phone should be stored in line with Inspire's GDPR Retention Policy.

#### 5.2.5 – Off-site Trips and Residential

Any visits or trips that take place off site or away from the programme base, must be approved by your Line Manager. Appropriate risk assessments should be completed for all visits and trips.

##### **Before Residential:**

- Ensure welfare assessments are completed with all young people to assess risks and wellbeing before the residential trip
- Complete RMP for any young person identified as 'high-risk' – ensure these are reviewed by the safeguarding team and sent to relevant staff (including activity instructors at X-Adventures/residential sites)

- Collect signed parent/guardian permission for any young person under the age of 18
- Set clear expectations of behaviour and attitudes whilst away, including a zero tolerance to alcohol and drugs on the residential

#### During Residential:

- Ensure at least one staff member who has a DBS is always on the minibus with the learners.
- All medication (including paracetamol) should be handed to the lead staff member and should be stored safely, which learners can't access. Medication will be given to learners at an agreed time by the lead staff member. A medication record sheet will be used to record time of distribution and sign by both learner and staff member (*this process should also be in place for Inspire's Holiday Clubs*).
- There is a zero tolerance of alcohol and drugs on any residential trips. Anyone found with these substances will be removed from the residential and sent home.
- Learners should not be in any other dorm or accommodation, other than the one they have been designated.
- Avoid entering learner accommodation. Please see *5.2.2 - Guidance for Safer Working*

Guidance for learners, under the age of 18, being removed from residential:

1. Where possible arrange for a parent/guardian to collect learner from the residential as soon as possible
2. If parent/guardian are unable to collect learner but a family/friend/professional can, get parental permission for the collection and check ID on collection of the learner
3. If collection of the learner is not possible, follow *5.2.2- Guidance for Safer Working* regarding providing a necessary lift to the learner

If an adult at risk is being removed from residential, please follow the guidance above. It is not necessary to gain parental consent for anyone over the age of 18.

Any learner over the age of 18 and is not an adult at-risk can be collected or taken to the nearest train station and provided with purchased train tickets to their home location.

#### 5.2.6 – Work Experience and Placements

In line with the Education Act 1996, Inspire believes in providing young people with learning opportunities which aim to equip them for adult life. For many young people, active learning is the key to motivation and has an impact on other aspects of their life.

This procedure sets out Inspire's commitment to safeguarding any learner when they are undertaking a work experience/placement as part of their Inspire programme.

The procedure applies if:

- The work experience lasts up to 10 days as a block placement
- The placement last for more than 10 days
- There is substantial isolated supervision
- The learner is assessed to be vulnerable / at risk

#### **Procedure for determining suitability of a placement:**

No work experience/placement of any duration should proceed unless there has been proper consideration of safeguarding in the assessment of the suitability of the placement and there has been sufficient preparation to avoid situations where the learner is vulnerable and understand how to if they have concerns.

When arranging a work experience/placement the member of staff will determine whether additional safeguards are necessary, arrange for DBS checks if needed and will brief work experience providers and learners.

Placement providers will be required to endorse Inspire's values and provide a copy of a suitable risk assessment in line with their policies and procedures.

A central record must be kept of all placements as well as risk assessments.

#### **Safeguarding Principles for Work Experience/Placement Providers**

*General Introduction:* For adults working with Inspire learners it is important to feel confident in the relationship but at the same time be aware of potential problems that may arise. The following statement of principles has been written to help placement providers co-ordinate a secure and productive work experience placement for learners and employers alike.

*Supervision:* Good supervision from the provider is an effective way of enabling the placement to be successful and reduces the risk of problems arising. Those placed immediately in charge of a learner should be confident in dealing with young people, be mature, and capable of putting them at ease.

*Behaviour and Relationships:* It is important that young people are reassured and supported to feel comfortable and confident in their new surroundings. However, relationships should remain professional and avoid becoming too familiar. Never permit 'horseplay' which may cause embarrassment or fear.

*Environment:* Where possible, avoid being alone in an isolated or closed environment with a young person. If one-to-one contact is used (e.g., review meetings) either do this in a public area or in a room with the door open so you are visible from outside.

*Physical Contact:* There may be occasions when you need to touch a young person (e.g., guiding a hand or arm) during a task or whilst training to carry out a technical or manual operation. This should be kept to a minimum and be clearly used in a manner that is appropriate to the situation.

*Travel:* Avoid travelling alone in a car with a learner during the work experience. If necessary, this should be included in the risk assessment. Ensure that there is a known destination and check in time with a third party when a young person is travelling alone with an adult during the placement. It is a good idea to make available a mobile phone in the event of a break down or emergency.

*Disqualification:* You are reminded that you are required by law to protect children from harm and that employees are required under the Criminal Justice and Court Services Act to declare that they are disqualified from working with children.

*Reporting Safeguarding Concerns:* The placement provider might have safeguarding concerns about a learner or occasionally a learner may disclose confidential information to a placement colleague. If there are any concern for the learner's physical or emotional safety the placement provider should contact Inspire's Designated Safeguarding Lead.

*Risk Assessments:* The law requires employers to carry out an assessment of the risks to the health and safety of children and young persons before they start work/work experience to consider their lack of experience, lack of workplace awareness, lack of physical strength or lack of height (*Appendix 4 – Work Placement Risk Assessment*).

For **internal** work experience placements, the relevant Senior Manager is responsible for:

- The completion of a Workplace Risk Assessment and Internal Work Experience Application form.
- Sending the completed risk assessment to the parent or legal guardian of any 'child' of compulsory school age and inviting them to discuss any concerns with them.
- Liaising with the school, college, or education authority, as necessary, in respect of a work experience placement. This may include reporting to them any accidents or incidents that the 'child' may have had or been involved in.
- Ensuring that adequate induction training and ongoing instruction, supervision and training are provided whilst the young person or child on a work placement is working under their management control.
- Referring queries in individual cases on prohibited and permitted tasks to the appropriate person.

The child and/or young person is responsible for:

- Carrying out only those tasks agreed and detailed on their Workplace Risk Assessment. (*Appendix 4*).
- Attending any required training sessions and following the instructions given in carrying out their work tasks.
- Wearing any required personal protective equipment.

- Reporting any incidents that they have or may witness immediately to their line manager.

### 5.2.7 - Lone Working and Home Visits

There may be times when it is necessary for staff to be lone working – please review Inspires Lone Working Policy for further information. Also consider 5.2.3 - Good Practice to protect against allegations of abuse when lone working.

Where lone working is necessary, as it may be within many working procedures, whether on a regular or occasional basis, Inspire will take reasonable steps to ensure the health, safety and welfare of staff working alone. Lone working risk assessments will be carried out to identify the hazards and risks of lone working and how to mitigate these risks.

Lone working can be perfectly safe provided you take the following basic precautionary steps.

#### **Employee Responsibilities:**

- Ensure that another member of staff, preferably your line manager, is aware you are working alone, where you are, what you are doing, and what time you expect to finish.
- Make sure you have some means of communication with someone in the event of an emergency, such as a mobile phone.
- Ensure you have access to appropriate first aid equipment.
- Comply with any arrangements or follow any guidance provided by your line manager or Inspire for lone working; this will include the appropriate risk assessment.
- Take all reasonable steps to ensure your own safety and welfare.
- Inform your line manager as soon as possible of any incidents, accidents, or safety concerns.
- Always know where your nearest emergency exit is and be aware of the Charity's emergency evacuation procedures.
- Make sure intruders cannot access the premises by checking that all windows and external doors or gates are securely locked.

#### **Line Manager Responsibilities:**

- Lone working is avoided as far as is reasonably practicable, unless it forms part of the employee's role.
- Situations where lone working is necessary are identified and risk control measures are considered.
- Arrangements are in place so that someone is always aware of a lone worker's whereabouts.
- A check is carried out at the end of the lone working period.
- Emergency procedures are in place so that lone workers can obtain advice and assistance if required.

- Lone workers are provided with adequate information and training to understand the risks and the safe working procedures associated with working alone.
- The task in question can be done safely by one person.
- Any employee working alone has the capability and experience to undertake the work on their own

Home visits should be avoided, if a home visit is necessary to support a learner, e.g., they are not able to leave the house due to their mental health, the guidance above should be followed, and a parent/guardian should be present during the visit.

### 5.2.8 – Guidance for Disclosures

Abuse of a child, young person, or adult at risk, might be brought to your attention in the form of a disclosure, for example:

- A child, young person or adult at risk might make a direct disclosure about themselves being abused
- A child, young person or adult at risk might make a direct disclosure about another child, young person, or adult at risk
- A child, young person or adult at risk might offer information that is worrying but not a direct disclosure
- A parent/guardian might offer information about a child, young person or adult at risk that is worrying but not a direct disclosure

The following are some key Do's and Don'ts if a child, young person, or adult at risk makes a disclosure:

Always think **SMARTA**:

- **S**tay calm – ensure the child, young person or adult at risk is safe and feels safe.
- **M**ake notes and as soon as possible after the event write up a detailed account of what you and the learner discussed.
- **A**llow the learner to speak without interruption, do not quiz them and be accepting of what you have been told (you should not be seen as believing or disbelieving what you have been told).
- **R**eassure the learner and stress that they are not to blame, tell them that they are right to tell you and that you will try to offer support – but do not promise to keep it a secret and tell the child it is your responsibility to inform others.
- **T**ell the learner that you will try to offer support but let them know what you will do next and that you will have to pass the information on to the Safeguarding Team.
- **A**lleviate feelings of guilt and isolation, without passing any judgement.

**You can also:**

- Ask the learner what they would like to happen because of what he/she has said, but don't make or infer promises you can't keep
- Give the child or young person the ChildLine phone number: 0800 1111



- Signpost learners to professional support services

#### Never:

- Rush into details that may be inappropriate.
- Make promises you cannot keep.
- Take sole responsibility – report this to the Safeguarding Team so Inspire can protect the child, young person or adult at risk and gain support for yourself.

### 5.2.9 - Recognising Different Types of Abuse

A member of staff might be concerned about a child's, young person's or adult at risk's appearance or behaviour, or about the behaviour of another individual towards a child, young person, or adult at risk.

**Abuse:** A form of maltreatment of a child. Somebody may cause abuse or neglect a child or adult at risk by inflicting harm, or by failing to act to prevent harm. Children and adults at risk 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.

At Inspire, Safeguarding includes learner safety, and protecting learners against all forms of abuse including (but not inclusive to) the following: bullying, criminal exploitation, discriminatory abuse, harassment, and internet/online abuse. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the person subjected to the actual abuse, and it will have a significant impact on the health and emotional well-being of the individual.

Some signs that could alert staff and volunteers to the fact that a child, young person, or adult at risk might be being abused include:

- Unexplained bruising and injuries
- Sexually explicit language and actions
- Sudden changes in behaviour
- Something a child or adult at risk has said
- A change observed over a long period of time e.g., losing weight or being increasingly dirty or unkempt.

Abuse can often be difficult to recognise as children and adults at risk may behave differently or seem unhappy for many reasons. However, it is important to understand the indicators of abuse and to be alert to the need to report a concern.

More information on different types of abuse and their indicators can be found in Appendix 2: Different Types of Abuse and Indicators on page 30.

### 5.2.10 - Reporting Suspicions and Concerns of Abuse

It is not the responsibility of staff to deal with suspected abuse, but it is their responsibility to report concerns. All safeguarding concerns need to be acted upon immediately. You may

find that these suspicions back up other recorded incidents. Remember, do not investigate – do report.

If a child, young person, or adult at risks' behaviour/appearance gives reason for concern or they have an unusual physical injury or they confide about abuse, this **MUST** be reported to the Safeguarding Team. To report a concern, complete the Safeguarding Concern Form here: <https://forms.office.com/e/pmvAggtyxi>

Inspire has developed an **Incident Level Guide** (Appendix 3: Reporting Level Guid on page 34) to support staff when making reports of concerns. The guide will provide guidance and explain the process of notifying/ updating the relevant person and provide clarity of how to record the incident. The guide helps define each level based on severity of the concern/incident and provides guidance on the most appropriate response required. If in doubt as to which level to classify an incident at, it is always better to report the incident based on a higher level because it can easily be deescalated later once incident details are clearer.

It is a requirement to report all concerns/incidents to the Safeguarding Team to log internally.

An incident is any unplanned event that could result in injury or ill health. An incident also includes an allegation of misconduct, any safeguarding disclosures, and any near misses.

Importantly, it is any event that has impacted or could have the potential to impact the well – being of young people, their families, and staff – these factors are always to priority. The reputation of the organisation in both legal and financial terms and any other aspects, also need to be considered in relation to the incident.

There are legal implications when handling incidents, especially the more critical incidents. Serious incidents on programme will usually involve people. The priority must be, to take immediate action to give medical and welfare treatment to all involved and contain the severity of the incident.

- Level 1 Concerns/Incidents: Complete a safeguarding concern form (Appendix 4: Safeguarding Concern Report Form on page 35) within **24 hours** and ensure RMP is completed should a learner require additional support.
- Level 2 Concerns/Incidents: All Level 1 responsibilities, contact the Safeguarding Team for advice during working hours.
- Level 3 Concerns/Incidents: Contact the Safeguarding team for advice **immediately**, complete a safeguarding concern form within **1 hour**.
- Level 4 Concerns/Incidents: Contact 999 (if in immediate danger/harm), contact the Safeguarding Team **immediately**, complete a safeguarding concern form as soon as possible.

Helping a learner in immediate danger or in need of emergency medical attention:

- If the child, young person, or vulnerable adult is in immediate danger and is with you, remain with him/her and call the police
- If the child, young person, or vulnerable adult is elsewhere, contact the police and explain the situation to them
- If he/she needs emergency medical attention, call an ambulance and, while you are waiting for it to arrive, get help from your first aider
- If the first aider is not available, use any first aid knowledge that you may have yourself to help the child, young person, or vulnerable adult

Once any immediate danger or emergency medical need has been dealt with, follow the steps set out in the Incident Levels at the end of this document.

The welfare of the learner should be a priority in your decision making. Issues that will need to be considered are:

- The learner's wishes and feelings
- The parent's right to know (unless this would place the child or someone else in danger, or would interfere with a criminal investigation)
- The impact of telling or not telling the parent
- An assessment of the risk to the learner and the source of that risk
- Any risk management plans that currently exist
- Where a learner at risk does not have the capacity for self-determination

Remember the Safeguarding Team are always available to provide advice and guidance on any concerns you might have, but all concerns, suspicions, worries and incidents MUST be reported.

### 5.2.11 – Learners Reporting Abuse

All learners on programmes will be provided with the Inspire Student Guide which includes Inspire's Safeguarding processes and Safeguarding Leads contact details. Safeguarding posters should also be visible around the Inspire sites and during programme.

Learners can report abuse directly to a member of the safeguarding team by scanning the QR code and completing a concern form, or speak to a trusted member of staff e.g., Tutor or Coach.

### 5.3 - Allegations of Abuse

In rare instances, staff of educational institutions have been found responsible for child abuse. Because of their frequent contact with children, young people and adults at risk, staff may have allegations of abuse made against them. Inspire recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that such an allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough and not subject to delay.

All staff should take care not to place themselves in a vulnerable position with a young person (see *5.2.3 - Good Practice to protect against allegations of abuse on page 9*).

This policy will be used in respect of all cases in which it is alleged that a member of staff has:

1. behaved in a way that has harmed a child, or may have harmed a learner
2. possibly committed a criminal offence against or related to a learner
3. behaved towards a learner in a way that indicates s/he is unsuitable to work with children.

Inspire will follow the Local Safeguarding Children's Board procedures for managing allegations of abuse against staff which are set out in *'Arrangements for Managing Allegations of Abuse Against People Who Work with Children or Those who are in a Position of Trust'*.

1. All allegations should be reported **immediately** to the Safeguarding Lead. That person will then make an initial assessment and as appropriate, refer the allegation to the Local Authority Designated Officer (LADO), within **one working day** of the matter being brought to the employer's attention.
2. If the Safeguarding Lead has a concern that meets the criteria for LADO they should complete the LADO referral form which can be found on the Suffolk Safeguarding Partnership Children's website: <https://suffolksp.org.uk/working-with-children-and-adults/children/local-authority-designated-officers-lado/>  
Alternatively, a form can be requested via an email to: LADO@suffolk.gov.uk  
Should they wish to consult with the LADO about whether a concern reaches this criteria, or if they wish to discuss immediate actions, they should contact the LADO on 0300 1232044.
3. Where it is believed that an identifiable learner may have suffered harm or be at risk of suffering harm, a safeguarding referral should also be made as per safeguarding procedures by completing a Multi-Agency Referral Form (MARF) using the secure Suffolk Children and Young People's Portal.
4. Following a referral being received, the LADO will then establish, in discussion with the employer, that the allegation is within the scope of their procedures. If, following LADO initial consideration, the concern does not meet the LADO threshold it is the responsibility of the employer to decide whether it is appropriate in the employment context to follow up that concern and how that is best achieved. However, as part of the initial consideration the LADO may provide a view on the next step.
5. If the parents/guardian of the learner concerned are not already aware of the allegation, the LADO will also discuss how and by whom they should be informed. In some circumstances a senior manager may need to advise parents of an incident involving their child straight away – e.g., if the learner has been injured while in the organisation's care and requires medical treatment.

6. The senior manager should inform the accused person about the allegation as soon as possible after consulting the LADO. If the person is a member of a union or professional association, s/he should be advised to seek support from that organisation. However, where the Police or Directorate of Health, Wellbeing and Children's Services may need to be involved, this should not be done until those agencies have been consulted and have agreed what information can be disclosed to the person.
7. Where the situation is complex or the best method for sharing information and deciding next steps is to hold a meeting, the LADO will convene a LADO Strategy meeting. Once a decision is made that a meeting is needed, a date will be set which takes account of the timescales for initial information gathering and investigation.
8. If after an initial meeting, there are ongoing investigations or the person in a position of trust is suspended then a review meeting should be considered once outcomes are known. In cases where a police investigation is necessary, the meeting should also consider whether there are matters that can be taken forward in a disciplinary process in parallel with the criminal process, or whether any disciplinary action needs to wait for completion of the police enquiries and/or prosecution.

### 5.3.1 - Suspension

1. The possible risk of harm to children posed by an accused person needs to be managed and evaluated. The evaluation will be in respect of the child/ren involved in the allegation and any other children in the individual's home, work, or community life. In some cases, it will require consideration to be given to the use of suspension for the person involved in the allegation. This may be in effect for the duration of investigations.
2. Suspension will be considered in any matter where the employer has reasonable and proper cause to suspect that a child is at risk of harm, or the allegation warrants a police investigation, or where the retention of the staff member could cause serious
3. Any decision around suspension should be taken in consultation with the employing organisation's HR team.
4. A staff member must not be automatically suspended without careful thought and consideration of the circumstances of the allegation. Suspension should not be a routine response to the need for an investigation. In making the decision, the senior manager for the organisation must consider the true purpose of a suspension, whether the person should be suspended from contact with children for the duration of the investigation, or until resolution has been reached. In any case, alternatives to suspension should be explored and advice sought from the LADO and the employing organisation's HR wherever possible.
5. Any suspension should be regularly reviewed by the employing organisation throughout the process and as new information is shared in consultation with HR and the LADO.

### 5.3.2 - Confidentiality

Every effort should be made to maintain confidentiality and guard against unwanted publicity whilst an allegation is being considered or investigated.

Staff should not discuss the allegations with anyone internally or externally. Unless reporting the allegations to the Safeguarding Lead.

### 5.4 - Safeguarding Leads Referral procedure

1. The Safeguarding Leads will log all concerns raised on a secure internal system and keep a record of all Safeguarding Concern forms.
2. The Safeguarding Team will assess the concern and make a referral to the Multi Agency Safeguarding Hub (MASH) where appropriate by submitting a multi-agency referral form (MARF) using the secure Suffolk Children and Young People's Portal or the Adult Portal.
3. The Safeguarding Team will monitor the referral and keep progress updated on the incident record log.

## 6. Covid-19

The impact of the COVID-19 pandemic and subsequent closure of schools and colleges and all other education settings brought with it unprecedented challenges for the safeguarding of children, young people and adults at risk.

The impact of lockdown as a direct result of COVID-19 is already known to have exacerbated levels of vulnerability in many ways, including (but not limited to):

- Isolation from trusted adults
- Isolation from peers and social networks
- Chaotic and abusive households
- Breakdown in family relationships
- Family history of poor mental health, substance misuse, neglect, abuse, violence
- Domestic abuse
- Lack of adult supervision / guidance
- More time spent online than ever before
- Financial circumstances: with many children and young people described as being "Impoverished by lockdown"
- Furloughed from employment

At Inspire we recognise that children, young people, and adults at risk are potentially more vulnerable to those who might seek to harm, exploit, abused or traffic them. Covid 19 has had an unprecedented impact on the mental health and wellbeing of children, young people, and adults at risk. Inspire is committed to safeguarding the wellbeing and mental health of all learners.

## 7. Peer-on-Peer Abuse (child-on-child)

Where the terms 'victim' and perpetrator' are used within this section, they are done so in accordance with Keeping Children Safe in Education, 2021.

Inspire recognise that children, young people, and adults at risk can abuse other children, other young people, and other adults at risk, both inside and outside of the education setting, as well as online.

We also recognise that this is not something that children and young people find it easy to talk about.

Sexual violence and sexual harassment can occur between young people and children of any age and gender. It can also occur through a group of young people, adults at risk and children sexually assaulting or sexually harassing a single person or group of people. Young people, adults at risk and children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, which could affect their educational attainment.

Inspire recognises that although peer-on-peer abuse can, and does, affect anyone, some groups are potentially more at risk than others, including:

- Girls
- LGBTQIA+
- Learners with SEND

Staff recognise it is our duty to ensure that we do all we can to eradicate peer-on-peer abuse or any form of sexual violence, abuse, or harassment from Inspire. We want our charity to continue to be a safe place for people to come and learn, free from judgement, abuse, and discrimination.

On occasions where incidents do occur, we want our learners to feel empowered to step forward, stand up and talk about their experiences. As such, we are absolutely committed to ensuring that when learners witness or encounter anything that causes them concern, or makes them feel uncomfortable, that they can come forward safe in the knowledge that staff will deal with concerns and issues appropriately and sensitively.

We will not tolerate peer-on-peer abuse and so will fully support learners, taking appropriate action(s) as required, for any breaches to our policies and offence caused to others.

### **7.1 - Staff Response and Modelling Appropriate Behaviour**

All staff have an important role to play in preventing it and responding where they believe a learner may be at risk. This section of the policy therefore reflects Inspire's expectations and procedures in respect of peer-on-peer abuse. Staff recognise that downplaying or dismissing responses can lead to a culture of unacceptable behaviour, an unsafe environment for learners and a culture that normalises abuse. Inspire's staff understand the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Staff have a duty to model acceptable behaviours and challenge those that are unacceptable; appropriately addressing behaviour and / or language that they see/hear that concerns them. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and / or violent behaviour in the future.

### 7.2 - The ‘Calling in’ and ‘Calling out’ Approach

Inspire aim to create spaces of inclusion and belonging, therefore it is important to recognise, name, and address when individuals or groups with marginalised identities are experiencing harm, such as bias or discrimination. Inspire staff will adopt the ‘Calling in and Calling out’ approach.

The concepts of "calling out" or "calling in" have become popular ways of thinking about how to bring attention to this type of harm. Knowing the difference between these concepts can help us reflect, then act, in the ways we feel will best promote constructive change.

Staff are aware to consistently adopt this approach as part of a whole-charity commitment to eradicating this kind of harm from our setting, therefore helping to minimise the risk of peer-on-peer abuse between our learners.

**Calling in:** Calling in is an invitation to a one-on-one or small group conversation to bring attention to an individual or group's harmful words or behaviour, including bias, prejudice, microaggressions, and discrimination.

**Calling out:** Calling out is bringing attention to an individual, groups harmful words or behaviour.

Some examples of behaviour and language that would be identified as ‘Calling In’ or ‘Calling Out’ is below:

Calling In	Calling Out
Gender stereotypes	Gendered slurs – directed towards someone and used with knowledge of harm caused
Gendered language- language that has a bias towards a particular sex or social gender	Attitudes directed against a person
Gendered slurs – not directed towards someone and used without knowledge of the harm	Sexualised bullying – including sexual innuendo intended to make someone feel uncomfortable or humiliated



Key attitudes – victim blaming	Comments about someone’s body, appearance or clothing – whether they are online or in person
Beliefs that aren’t based on fact	Sexual harassment – unwanted sexual comments, unwanted sexual touching, up-skirting, sexual jokes

This approach should be applied to any language or behaviour which marginalises or discriminates an individual or group due to their race, age, religion, sexuality, gender, or disability.

If staff witness peer-on-peer abuse, this MUST be reported as per Inspire safeguarding procedures. More information about the Calling In and Calling Out approach can be found here: [https://inspiresuffolk-my.sharepoint.com/:b:/g/personal/naomit\\_inspiresuffolk\\_org\\_uk/EfqwdlZJ5tVFt8tyhg64cu8BaO1prgdTyy1g4QXXizM78g?e=GWYbg8](https://inspiresuffolk-my.sharepoint.com/:b:/g/personal/naomit_inspiresuffolk_org_uk/EfqwdlZJ5tVFt8tyhg64cu8BaO1prgdTyy1g4QXXizM78g?e=GWYbg8)

### 7.3 - Reports of Peer-on-Peer Abuse

Staff understand that even if there are no reports or a low number of reports it does not mean peer-on-peer abuse is not happening at Inspire, however learners might not report the abuse. Barriers to learners reporting incidents of peer-on-peer abuse may include:

- Worry that what happened next would be out of their control
- Worry they would be branded a “snitch” by their peers
- Worry they would be excluded from friendship groups
- Worry there would be damage to their reputation. E.g., sexual rumours circulation
- Feeling they might be blamed
- Feeling that nothing would be done
- Feeling there was “no point” in raising
- Feeling embarrassment and shame

With barriers such as these above preventing learners from reporting incidents of peer-on-peer abuse, staff at Inspire will consistently challenge and report inappropriate behaviours between peers, many of which are abusive in nature, and can include:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- 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)
- Harmful sexual behaviour and 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 videos (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
- 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)
- Technology-assisted harmful sexual behaviour; using mobile devices or other smart technology to engage in sexual activity that may be harmful to themselves and others.

Learners can report peer-on-peer abuse confidentially by following the guidance in 5.2.11 – Learners Reporting Abuse.

Each behaviour will be considered within the context of what is normal behaviour and whilst also considering the needs of the child or young person displaying the harmful sexual behaviour. This should be in line with the student code of conduct within the Inspire Student Guide.

The relevant staff member and Safeguarding Team will complete a RMP when responding to a report of peer-on-peer abuse. This framework will provide the Safeguarding Team with the foundation for a calm, considered and appropriate response to any reports. The RMP will take into consideration the following:

- The victim, especially their protection and support
- Whether there have been any other victims
- The alleged perpetrator(s)
- All the other children and young people (and if appropriate adult learners and staff), especially any actions that are appropriate to protect them from the alleged perpetrator(s) (including whether they share the same classroom or transport) or from future harms.

These RMP shall be kept under review, with the Safeguarding Team liaising with external authorities as required, receiving professional risk assessments from social workers and / or sexual violence specialists where appropriate.

Decisions made, and actions taken by the Safeguarding Team will be made on a case-by-case basis, using their professional judgement, supported by other agencies. Adequate actions will be taken in line with the student code of conduct. If a serious sexual violence offence is reported an investigation will be launched and perpetrators will be suspended from programmes, the results of the investigation will result in *Formal Action 1-4* (on page 5-6 of the Student Guide) as deemed appropriate.

## 8. PREVENT

Inspire Suffolk has a separate PREVENT Policy. Concerns regarding the potential radicalisation of vulnerable adults are dealt with under procedures set out in this separate document.

## 9. Mental Health

All staff should also be aware that 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children, young people, and adults at risk, daily where possible and identify behaviour that suggests that learners may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these learners' experiences, can impact on their mental health, behaviour, and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the reporting guidance in this policy. Referrals can also be made to the Inspire Well-being Service for learners to access one-to-one mental health counselling.

Anyone accessing Inspire's services and provisions with severe mental illness (SMI) and high-level diagnosis may be assessed as a 'high-risk' either to themselves or others. These individuals will need to have a Risk Management Plan (RMP) in place to mitigate risks and create safety-plans for individuals. Some risks associated with SMI might include psychosis / suicide / homicide and/or harm to others.

## 10. Subcontracted Learners

All subcontracted students have access to Inspire's safeguarding policies and procedures, as well as safeguarding and well-being support of the college they are enrolled through. The education contractor that provides learner funding will also be informed by Inspire of any concerns or actions that have been taken.

## 11. Key Contacts

Inspire Safeguarding Email Inbox	<a href="mailto:safeguarding@inspiresuffolk.org.uk">safeguarding@inspiresuffolk.org.uk</a>
Naomi Thompson – Designated Safeguarding Lead	<a href="mailto:naomit@inspiresuffolk.org.uk">naomit@inspiresuffolk.org.uk</a> 07568107877
Jackie Partridge – Deputy Safeguarding Lead	<a href="mailto:jackiep@inspiresuffolk.org.uk">jackiep@inspiresuffolk.org.uk</a> 07590983288
Kelly Marie-Thompson – Deputy Safeguarding Lead	<a href="mailto:kellymt@inspiresuffolk.org.uk">kellymt@inspiresuffolk.org.uk</a> 07794221775
Local Police	101 – non-emergency 999 – Emergency

NSPCC Helpline	0808 800 5000 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Customer First – Suffolk County Council Social Care Services (MASH)	0808 800 4005
LADO Suffolk	0300 123 2044 <a href="mailto:LADO@suffolk.gov.uk">LADO@suffolk.gov.uk</a>
Samaritans	116 123

## 12. Reviews

This procedure will be reviewed and updated to reflect changes in legislation that would require UK Youth to amend its policy and procedures. As a minimum, it will be reviewed annually.

Review Date	Reviewed By
September 2022	Naomi Thompson
September 2023	

### 13. Appendices

#### Appendix 1: Risk Management Plan Template

<b>CHILD OR YOUNG PERSON'S RISK MANAGEMENT PLAN</b>				
<b>IDENTIFIED YOUNG PERSON:</b>				
<b>PROGRAMME:</b>				
<b>DATE OF COMPLETION:</b>				
<b>IDENTIFIED RISK:</b>		<i>For example, general violence / self-harm etc.</i>		
<b>RELEVANT RISK FACTORS:</b>		<i>Identify where the risk may be relevant whilst on programme.</i>		
<b>LEVEL OF RISK:</b>		<i>(Low, Medium, High) State level based on the likelihood of behaviour occurring; the imminence of the behaviour; the impact of the behaviour, potential victims, risk situations/scenarios</i>		
<b>Risk Management Activity</b>	<b>Priority (High/Medium/Low)</b>	<b>Preventative Strategies</b>	<b>Time-Scale (Point of Programme)</b>	<b>Response Agency Support Identified</b>
<b>Monitoring:</b>		<i>Any area's you need to monitor? Does this young person have any triggers?</i>		
<b>Supervision:</b>		<i>What activities will this young person need supervision on? Does it need to be staff supervision or can it be a peer?</i>		
<b>Intervention:</b>		<i>What actions will be taken if the identified risk is happening/ has happened? What actions could be put in place to intervene the identified risks happening?</i>		<i>Who might be called to support that young person?</i>
<b>Victim Safety Planning:</b>		<i>What actions will be put in place to support the young person's safety? Does the young person have any coping strategies already in place? Do you have ideas that the young person could use as a coping strategy?</i>		<i>NOK:</i>

## Appendix 2: Different Types of Abuse and Indicators

Type of Abuse	Definition	Indicators
Physical Abuse	Physical abuse may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child, young person or adult at risk. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child, young person, or adult at risk.	<p>If a child has repeated or patterned injuries, this needs to be reported. There may be <b>physical indicators</b> that a child or young person is being physically abused. Some examples of this are:</p> <ul style="list-style-type: none"> <li>• Unexplained bruises, welts, cuts, abrasions</li> <li>• Unexplained burns</li> <li>• Unexplained fractures or disclosures</li> </ul> <p>There may also be <b>behavioural indicators</b> that child or young person is being physically abused. Some examples of this are:</p> <ul style="list-style-type: none"> <li>• Is wary of adults or of a particular individual</li> <li>• Is violent to animals or other children or young people</li> <li>• Is dressed inappropriately to hide bruises or other injuries</li> <li>• May be extremely aggressive or extremely withdrawn</li> <li>• Cannot recall how the injuries occurred or gives inconsistent explanations<sup>ii</sup></li> </ul>
Emotional/ Physiological Abuse	Emotional abuse is the persistent emotional maltreatment of a child, young person or adult at risk such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to them that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may involve serious bullying, causing children, young people or adult at risk frequently to feel frightened or in danger, or the exploitation or corruption of them.	<p>There may be <b>physical indicators</b> that a child is being emotionally abused. Some examples of this are:</p> <ul style="list-style-type: none"> <li>• Frequent psychosomatic complaints (e.g. headaches, nausea, abdominal pains)</li> <li>• Prolonged vomiting or diarrhoea</li> <li>• Has not attained significant developmental milestones</li> <li>• Dressed differently from other children in the family</li> </ul> <p>There may also be <b>behavioural indicators</b> that child or young person is being emotionally abused. Some examples of this are:</p> <ul style="list-style-type: none"> <li>• Suffers from severe developmental gaps</li> <li>• Severe symptoms of depression, anxiety, withdrawal, or aggression</li> <li>• Severe symptoms of self-destructive behaviour – self-harming, suicide attempts, engaging in drug or alcohol abuse</li> <li>• Overly compliant; too well-mannered; too neat and clean</li> <li>• Displays attention seeking behaviours or displays extreme inhibition in play</li> <li>• When at play, behaviour may model or copy negative behaviour and language used at home</li> </ul>
Sexual Abuse & Sexual Exploitation	Sexual abuse involves forcing or enticing a child, young person, or adult at risk to take part in sexual activities, including sexual exploitation, whether	<p>There may be <b>physical indicators</b> that a child or young person is being sexually abused. Some examples of this are:</p> <ul style="list-style-type: none"> <li>• Torn, stained or bloody underclothing</li> </ul>

	<p>they are aware of what is happening, and whether it is for money or reward or not. The activities may involve physical contact, including penetrative contact (e.g., rape and buggery) or non-penetrative acts. They may include non-contact activities, such as involving children, young people, or adults at risk in seeing or receiving or sending sexually suggestive emails or text-messages, or inappropriate behaviour on the Internet, involving them looking at, or in the production of, pornographic material or watching sexual activities, or encouraging them to behave in sexually inappropriate ways.</p>	<ul style="list-style-type: none"> <li>• Blood in urine or faeces</li> <li>• Unusual or excessive itching or pain in the genital or anal area</li> </ul> <p>There may also be <b>behavioural indicators</b> that child or young person is being sexually abused. Some examples of this are:</p> <ul style="list-style-type: none"> <li>• Age-inappropriate sexual play with toys, self, others</li> <li>• Bizarre, sophisticated, or unusual sexual knowledge</li> <li>• Comments such as “I’ve got a secret”, or “I don’t like uncle”</li> <li>• Fire lighting by boys</li> <li>• Fear of certain places e.g., bedroom or bathroom</li> </ul> <p>Some examples of this in older children or young people are:</p> <ul style="list-style-type: none"> <li>• Eating disorders</li> <li>• Promiscuity or prostitution</li> <li>• Uses younger children in sexual acts</li> <li>• Tries to make self as unattractive as possible</li> </ul>
Neglect	<p>Neglect is the persistent failure to meet a child, young person, or adult at risks’ basic physical and/or psychological needs, likely to result in the serious impairment of their health or development. Neglect may involve a parent or carer failing to:</p> <ul style="list-style-type: none"> <li>• Provide adequate food, clothing, and shelter, (including exclusion from home or abandonment)</li> <li>• Protect a child, young person or adult at risk from physical and emotional harm or danger</li> <li>• Ensure adequate supervision (including the use of inadequate caregivers)</li> <li>• Ensure access to appropriate medical care or treatment</li> </ul> <p>It may also include neglect of, or unresponsiveness to, a child, young person or adult at risk’s basic emotional needs.</p>	<p>There may be <b>physical indicators</b> that a child or young person is being neglected. Some examples of this are:</p> <ul style="list-style-type: none"> <li>• Inappropriate dress for the weather</li> <li>• Extremely dirty or unbathed</li> <li>• Inadequately supervised or left alone for unacceptable periods of time</li> <li>• Malnourished</li> <li>• May have severe nappy rash or other persistent skin disorders or rashes resulting from improper care or lack of hygiene</li> </ul> <p>There may also be <b>behavioural indicators</b> that child or young person is being neglected. Some examples of this are:</p> <ul style="list-style-type: none"> <li>• Demonstrates severe lack of attachment to other adults</li> <li>• Poor school attendance or school performance</li> <li>• Poor social skills</li> <li>• May steal food</li> <li>• Is very demanding of affection or attention</li> <li>• Has no understanding of basic hygiene</li> </ul>
Discriminatory Abuse	<p>Forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.</p>	<ul style="list-style-type: none"> <li>• The person appears withdrawn and isolated</li> <li>• Expressions of anger, frustration, fear or anxiety</li> <li>• The care or support provided does not meet the adult’s needs</li> <li>• The adult is fearful or anxious around a particular person</li> </ul>

		<ul style="list-style-type: none"> <li>• The adult is not allowed to access services that are available to others</li> <li>• Name calling or physical abuse<sup>iii</sup></li> </ul>
Female Genital Mutilation (FGM):	Female genital mutilation (FGM) involves the partial or total removal of external female genitalia or other injury to the female genital organs for non-medical reasons. The practice has no health benefits for girls and women.	<p>Signs FGM might happen:</p> <ul style="list-style-type: none"> <li>• A relative or someone known as a 'cutter' visiting from abroad.</li> <li>• A special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage'.</li> <li>• A female relative, like a mother, sister or aunt has undergone FGM.</li> <li>• A family arranges a long holiday overseas or visits a family abroad during the summer holidays.</li> <li>• A girl has an unexpected or long absence from school.</li> <li>• A girl struggles to keep up in school.</li> <li>• A girl runs away – or plans to run away - from home.<sup>iv</sup></li> </ul>
Child-on-child (peer-on-peer) Abuse	Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. It can happen both inside and outside of school/college and online. It is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between children/young people; physical abuse; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment; non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent; upskirting; and initiation/hazing type violence and rituals. <sup>v</sup>	<ul style="list-style-type: none"> <li>• Absence from school or disengagement from school activities</li> <li>• Physical injuries</li> <li>• Mental or emotional health issues</li> <li>• Becoming withdrawn – lack of self esteem</li> <li>• Lack of sleep</li> <li>• Alcohol or substance misuse</li> <li>• Changes in behaviour</li> <li>• Inappropriate behaviour for age</li> <li>• Harmful towards others</li> </ul>
Financial or Material Abuse	Including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions, or benefits.	<ul style="list-style-type: none"> <li>• Missing personal possessions</li> <li>• Unexplained lack of money or inability to maintain lifestyle</li> <li>• Unexplained withdrawal of funds from accounts</li> <li>• The person allocated to manage financial affairs is evasive or uncooperative</li> <li>• The family or others show unusual interest in the assets of the person</li> <li>• Rent arrears and eviction notices</li> <li>• Disparity between the person's living conditions and their financial resources, e.g. insufficient food in the house</li> </ul>



<p>Modern Slavery</p>	<p>Slavery, human trafficking, forced labour and domestic servitude. People are bought and sold for sexual exploitation, forced labour, street crime, cannabis cultivation, grooming and pimping, domestic servitude, forced marriage or even the sale of organs and human sacrifice.</p>	<p>Signs of modern slavery are:</p> <ul style="list-style-type: none"> <li>• Appearing to be malnourished, unkempt or withdrawn</li> <li>• Isolation from the community, seeming under the control or influence of others</li> <li>• Living in dirty, cramped or overcrowded accommodation, and/or living and working at the same address</li> <li>• Lack of personal effects or identification documents such as a Passport</li> <li>• Always wearing the same clothes</li> <li>• Avoiding of eye contact, appearing frightened or hesitant to talk to strangers</li> <li>• Fear of the police and people in authority</li> <li>• Always being accompanied by another adult</li> <li>• Unable to contact their friends or family</li> <li>• Working very long hours and always being 'on call'</li> <li>• Denied access to food, water, medicine, medical treatment or sleep</li> </ul>
<p>Domestic Violence</p>	<p>Any incident or pattern of incidents of controlling, coercive or 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; including psychological, physical, sexual, financial, emotional abuse and so, called 'honour' based violence.</p>	<ul style="list-style-type: none"> <li>• Low self-esteem</li> <li>• Feeling that the abuse is their fault, when it is not</li> <li>• Physical evidence of violence such as bruising, cuts, broken bones</li> <li>• Verbal abuse and humiliation in front of others</li> <li>• Fear of outside intervention</li> <li>• Damage to home or property</li> <li>• Isolation – not seeing friends and family</li> <li>• Limited access to money</li> </ul>
<p>Self-neglect</p>	<p>A wide range of behaviour neglecting to care for one's personal hygiene, health, or surroundings. Examples of self-neglect include:</p> <ul style="list-style-type: none"> <li>• A refusal or inability to cater for basic needs, including personal hygiene and appropriate clothing.</li> <li>• Neglecting to seek assistance for medical issues.</li> <li>• Not attending to living conditions – letting rubbish accumulate in the garden, or dirt to accumulate in the house.</li> <li>• Hoarding items or animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Very poor personal hygiene</li> <li>• Unkempt appearance – dirty, unpleasant smell, unwashed hair, dirty clothes</li> <li>• Lack of essential food, clothing or shelter</li> <li>• Malnutrition and/or dehydration</li> <li>• Living in squalid or unsanitary conditions</li> <li>• Neglecting household maintenance</li> <li>• Hoarding</li> <li>• Collecting a large number of animals in inappropriate conditions</li> <li>• Non-compliance with health or care services</li> <li>• Inability or unwillingness to take medication or treat illness or injury</li> </ul>

## Appendix 3: Reporting Level Guide

### Level 1

#### Incident & Concern Examples (not limited to):

- Learner wellbeing / welfare concerns which occur during programme or on site e.g. minor self harm or eating disorders. Do not present immediate risk to safety
- Behavioural issues where the learner is not taken off programme or removed from site.
- Low level peer-on-peer abuse

#### Your Responsibility:

- Complete Safeguarding Concern form and return to Safeguarding Team within 24 hours
- Create RMP if the young person requires additional support

#### Safeguarding Team Actions:

- Ensure the incident is log internally
- Support and review RMP if implemented

### Level 2

#### Incident & Concern Examples (not limited to):

- A safeguarding concern in which a previous separate external referral can be linked
- Learner wellbeing / welfare concerns which occur during programme or on site e.g. minor self-harm or eating disorders that require medical attention
- Behavioural issues resulting in learners being removed from programme or site and/or police being contacted
- Substance misuse on programme or on-site
- Safeguarding disclosure in which the learner is not at immediate risk

#### Your Responsibility:

- Complete ALL Level 1 Responsibilities
- Contact the Safeguarding Team for advice during working hours if required

#### Safeguarding Team Actions:

- Level 1 Actions
- External referral if necessary

### Level 3

#### Incident & Concern Examples (not limited to):

- Safeguarding disclosure of abuse, harassment or exploitation where the learner has been or could be at high/immediate risk
- Missing child (U18) from programmes or holiday clubs
- Safeguarding disclosure where the person could be at high risk once they leave programme or site
- More serious wellbeing/welfare incidents that occur during the programme e.g. more serious self-harm that needs external medical attention
- Concerns a learner is being groomed or radicalised

#### Your Responsibility:

- Contact the Safeguarding Team for advice immediately
- Complete Safeguarding Concern form and return to Safeguarding Team within 1 hour

#### Safeguarding Team Actions:

- All Level 1 and Level 2 Actions

### Level 4

#### Incident & Concern Examples (not limited to):

- Learner or person on programme/site is in possession of an offensive weapon
- Allegations of abuse against a member of staff
- Missing child (U18) for 2 hours or more
- Distribution and supply of drugs on programme or site
- Sexual or other serious assault on programme or on-site
- A individual makes a radical threat of terror or violence
- Safeguarding disclosure where the learner would be at risk of harm if they left programme or site

#### Your Responsibility:

- Contact 999 if you or others are in danger
- Contact the Designated Safeguarding Lead immediately
- Complete Safeguarding Concern form and return to Safeguarding Team immediately

#### Safeguarding Team Actions:

- All Level 1 and Level 2 Actions
- External referrals completed
- Executive Team informed
- Safeguarding Trustee informed

#### Appendix 4: Safeguarding Concern Report Form

Scan the QR code or follow this link <https://forms.office.com/e/pmvAqgtyxi> to complete Safeguarding Concern form. The safeguarding team will be notified as soon as this is completed.



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<sup>i</sup> Safeguarding Adults – NHS England (<https://www.england.nhs.uk/wp-content/uploads/2017/02/adult-pocket-guide.pdf>)

<sup>ii</sup> Child Matters – Educating to prevent Child Abuse (<https://www.childmatters.org.nz/insights/abuse-indicators/>)

<sup>iii</sup> Thurrock Safeguarding Adults – (<https://www.thurrocksab.org.uk/preventing-abuse/abuse-types-care-act/discriminatory-abuse/>)

<sup>iv</sup> NSPCC – (<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/female-genital-mutilation-fgm/>)

<sup>v</sup> Safeguarding Network (<https://safeguarding.network/content/safeguarding-resources/peer-peer-abuse/>)