

# BHASVIC

## **SAFEGUARDING AND CHILD PROTECTION POLICY TO PROMOTE THE WELFARE OF STUDENTS, CHILDREN & YOUNG PEOPLE**

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## **SAFEGUARDING AND CHILD PROTECTION POLICY TO PROMOTE THE WELFARE OF STUDENTS, CHILDREN & YOUNG PEOPLE**

### **1. Policy Statement**

- 1.1. BHASVIC recognises its responsibility to safeguard and promote the welfare of students, children and young people and will ensure that relevant and effective safeguarding practices exist and are actively promoted within the college. All students, children and young people have the right to be safe and protected, both within the college and whilst engaged in college-related activities, and their welfare and wellbeing is of paramount importance. BHASVIC is a community and all those directly connected (staff members, governors, parents, carers, families and students) have an essential role to play in making it safe and secure and promoting child protection and welfare.
- 1.2. This policy has been developed to ensure that the college complies with its statutory duty under Section 175 and 157 of the Education Act 2002, the Counter-Terrorism and Security Act 2015 and the most recent versions of Keeping Children Safe in Education and Working Together to Safeguard Children which lay out the responsibilities of colleges of further education to safeguard and promote the welfare of children and young people.
- 1.3. Safeguarding is a very broad term and is defined by the Department for Education as promoting the welfare of children by:
  - protecting children from maltreatment
  - preventing impairment of children's health or development
  - ensuring children are growing up in circumstances consistent with the provision of safe and effective care
  - taking action to enable all children to have the best outcomes
- 1.3.1 NB. Children includes everyone under the age of 18 years of age. See also 2.2 (Policy Scope) below.
- 1.4. Safeguarding is not just about protecting children from deliberate harm. It also relates to broader aspects of care and education including:
  - Students' health, safety and wellbeing, including their mental health
  - meeting the needs of children with special educational needs and/or disabilities
  - use of reasonable force
  - meeting the needs of children with medical conditions
  - providing first aid
  - educational visits
  - intimate care and emotional wellbeing
  - online safety and associated issues
  - appropriate arrangements to ensure college security, taking into account local context
- 1.5 Safeguarding can involve a range of potential issues such as:
  - Neglect, physical abuse, sexual abuse and emotional abuse
  - Bullying, including online bullying (by text message, on social networking sites, etc.) and prejudice based bullying
  - Racist, disability and homophobic or transphobic abuse
  - Gender based violence/violence against women and girls
  - Extremist behaviour and/or radicalisation
  - Child sexual exploitation and trafficking
  - The impact of new technologies, including 'sexting' and accessing pornography
  - Teenage relationship abuse
  - Substance misuse
  - Issues which may be specific to our local area or population, for example gang activity and youth violence
  - Particular issues affecting children and young people, including domestic violence, female genital mutilation, honour based violence and forced marriage

1.6 Our ethos is that the effective safeguarding of students can only be achieved by putting students at the centre of a system where we listen and hear what they say. Every individual within BHASVIC will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable learners and keep them safe. We will take opportunities to teach students about important safeguarding issues in a way that is age appropriate. Our college therefore, led by senior members of staff/governors, aims to provide a safe environment and vigilant culture where students can learn and be safeguarded. If there are safeguarding concerns we will respond with appropriate action in a timely manner for those students and children who may need help or be suffering, or likely to suffer, significant harm. In doing this we will apply three key principles:

1.6.1 The duty to safeguard our students, children and young people is everyone's responsibility, including all staff, governors and students.

1.6.2 Our students' welfare is paramount. The governing body will ensure that the college promotes the welfare of students and staff together with other agencies to ensure that adequate arrangements are in place to identify, assess and support those children who are suffering or likely to suffer harm.

1.6.3 A student-centred approach will be employed for all child protection matters, where the young person's feelings will be respected, their views will be listened to, requests will be treated with respect and we will support them by providing a confidential and stable professional who will provide advocacy, explanation and understanding.

## **2. Policy Scope**

2.1 The college has a legal responsibility to protect all children (people under the age of 18) who study at the college. In addition, the college also has a legal duty to report incidents, disclosures or evidence which may indicate that a child not studying at the college is directly experiencing or is at risk of experiencing abuse (see Appendix 1 – Definitions of Abuse). This policy therefore covers all incidents, disclosures or evidence that any member of the college staff may become aware of.

2.2 The scope of this policy will cover all daytime students and any significant risks, incidents, disclosures or evidence of abuse will be assessed by a Designated Safeguarding Lead or Deputy to determine the right course of action. This means that a student who is over 18 should be responded to by members of staff in the same way as a student who is under 18.

2.3 All staff at the college, including temporary staff and volunteers (for example, students on PGCE placements), have responsibility for safeguarding, child protection and promoting the welfare of students and young people and to follow the college's policies and procedures correctly.

2.4. All students at BHASVIC are encouraged to take responsibility for the safety and wellbeing of all members of the college community.

2.5. Governors and particular members of the college community have specific responsibilities which are laid out in section 4.

### **2.6 Legal Framework:**

2.6.1 Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children. This means that they should comply with it unless exceptional circumstances arise. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.

2.6.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to cooperate with the local authority to improve the wellbeing of children in the local authority area. Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.

### 3. Policy Aims

- 3.1. To create an environment in which students and staff feel safe and protected, in which they are listened to and their views respected.
- 3.2. To ensure, as well as can reasonably be expected, that we:
- Minimise the risk of harm to our students, children and young people and address concerns about their welfare
  - Identify and respond to students, children and young people who may be suffering significant harm and take appropriate actions
- 3.3. To fulfil these obligations by developing, implementing and promoting procedures to:
- Prevent unsuitable people working with our students
  - Promote safe practice, and challenge poor and unsafe practice, including carrying out appropriate risk assessments and actions to mitigate risks
  - Raise awareness of and deal effectively with bullying, harassment and discrimination
  - Identify instances where there are grounds for concern about students' safety or wellbeing (including exposure to extremist ideologies and the risk of radicalisation to values which are not British, as defined in the Prevent Duty<sup>1</sup>, and may lead to criminal activity) and initiate actions to keep them safe
  - Contribute to effective partnership and multi-agency working with all those involved in providing services for children, young people and vulnerable adults, including local and national services
  - Ensure that all staff, governors and relevant students receive appropriate safeguarding training and support
  - Ensure there is effective monitoring and reporting on safeguarding and maintaining a confidential recording system
  - Inform governors of their responsibilities
  - Effectively deal with allegations of abuse against staff members, whilst protecting staff from malicious allegations
- 3.4. In doing the above, we will:
- Work pro-actively with relevant professional agencies which also have responsibility for safeguarding
  - Respect the rights of our students to make decisions about their own safety and wellbeing unless this is in conflict with our statutory duties
  - Share information appropriately
- 3.5. In pursuit of these aims, the Q&C Committee will receive an annual Safeguarding Report from the Designated Safeguarding Lead and will annually review this policy with the aim of:
- Raising awareness of issues relating to the welfare of children and young people and the promotion of a safe environment for children and young people who are learning within the college.
  - Understanding how those responsible for safeguarding and child protection in the college have responded to cases that have occurred, so as to ensure best practice and enable governors to gain insight into any changes that may be needed in policy and/or procedure.
  - Aiding the reporting and dealing with allegations of abuse against any member of staff, including protecting staff from malicious allegations.
  - The safe recruitment of staff.
- 3.6. BHASVIC Child Protection policy and procedures are in line with the Pan Sussex Child Protection and Safeguarding Procedures and Department for Education statutory requirements<sup>2</sup>.
- 3.7. Where evidence or concerns occur which indicate that a child or young person might be experiencing, or be at risk of experiencing significant harm, a Designated Safeguarding Lead or Deputy will contact the relevant local service in the area nearest to the child or young person's home address. Advice and actions will be followed according to the direction of the service to which the case has been referred.

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<sup>1</sup> The Prevent Duty (2015)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

<sup>2</sup> Keeping Children Safe in Education (DfE, September 2018)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/741314/Keeping\\_Children\\_Safe\\_in\\_Education\\_3\\_September\\_2018\\_14.09.18.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf), and Working Together to Safeguard Children (DfE, July 2018)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard_Children.pdf)

#### 4. Roles and Responsibilities

- 4.1. **The Governing Body** is responsible for ensuring that the college has appropriate policies in place for safeguarding and child protection; safe recruitment of staff; and dealing with allegations of abuse against members of staff and volunteers, and that these are updated regularly. The governing body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the college's ethos and reflected in college practice and should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of the Keeping Children Safe in Education guidance. The case manager for dealing with allegations against the Principal is the Chair of Governors.
- 4.2. **The Designated Safeguarding Governor** will take a leading role within the corporation in ensuring governors carry out their responsibilities outlined above. The Designated Safeguarding Governor will receive statutory training every three years.
- 4.3. **The Principal** has responsibility for ensuring that safeguarding policies and procedures are fully implemented and that sufficient resources are allocated for training. The Principal will receive statutory training every three years. The case manager for dealing with allegations of abuse made against college staff members is the Principal.
- 4.4. **The Designated Safeguarding Lead** (the Assistant Principal, Director of Student Services) is responsible for:
- Promoting positive safeguarding procedures and practice.
  - Overseeing and directly receiving information and offering advice about safeguarding concerns, maintaining secure records and taking appropriate action.
  - Being familiar with the national and local safeguarding guidance and referral procedures.
  - Assessing the development needs of staff and governors and coordinating appropriate training.
  - Keeping staff, volunteers and governors informed of good practice and development in regard to safeguarding.
  - Monitoring safeguarding cases within the college.
  - Including students in safeguarding activities and promoting positive approaches to staying safe in and out of college to students.
  - Updating knowledge and understanding of local and national developments each year and receiving statutory DSL training every two years
  - During term time the designated safeguarding lead (or a deputy) are always available (during college hours) for staff in college to discuss any safeguarding concerns.
- 4.5 **The Deputy Designated Safeguarding Lead** (the Guidance Manager with lead responsibility for safeguarding at an operational level) is responsible for:
- Assisting the Designated Safeguarding Lead at an operational level with duties outlined above and deputising where necessary
  - Updating knowledge and understanding of local and national developments each year and receiving statutory DSL training every two years
- 4.6. **The Safeguarding Strategy Team** will be responsible for assisting the Designated Safeguarding Lead and Deputy in discharging their duties as outlined above and will monitor the safeguarding action plan. Led by the Designated Safeguarding Lead, the Safeguarding Strategy Team comprises:
- the Assistant Principal (Director of Resources)
  - the HR Manager
  - the Student Services Manager
  - the Guidance Manager with a cross-college lead role in safeguarding (the Deputy Designated Safeguarding Lead)
  - The Welfare & EDI Co-ordinator
  - the Guidance Coordinator
  - Student Peer Safeguarding Officers from the Student Union
- All aspects of safeguarding (outlined above, below and in particular in 1.3, 1.4 and 1.5 above) will be considered by the Safeguarding Strategy Team, who will consult with other college areas and teams over safeguarding issues which need to be considered, including Estates, Health and Safety, Disaster Recovery, Student Support and Student Services.
- 4.7. **Frontline Safeguarding Officers** (Guidance Managers, the Welfare & EDI Co-ordinator, the ESOL Guidance co-ordinator and the Student Services Manager are responsible for:
- Overseeing safeguarding cases, disclosures and referrals

- Coordinating safeguarding actions and support for relevant students and staff
- Acting as a consultant for staff to discuss concerns
- Liaising with other agencies and professionals
- Ensuring that locally established procedures are followed and making referrals as necessary
- Reporting to the Designated Safeguarding Lead or Deputy on all safeguarding cases, for monitoring and consistency and to ensure that procedures are followed
- Advising all staff and students on safeguarding matters
- Supporting the Designated Safeguarding Lead and Deputy in delivering staff training and student education

4.8. **The Designated Teacher for Children in Care and Previously in Care** has additional overall responsibility for promoting the educational achievement and welfare of looked-after young people and previously looked-after young people, including child protection and safeguarding<sup>3</sup>

4.9. **All staff and volunteers** are responsible for safeguarding and promoting the welfare of our students, as appropriate to their job role<sup>4</sup>.

- All staff and volunteers are responsible for correctly following college policies and procedures.
- All college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- Staff members working with children are asked to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a young person, staff members should always act in the interests of the young person
- all staff members will receive child protection and safeguarding updates when required, but at least annually.
- Staff will be expected to familiarise themselves with child protection responsibilities and procedures as outlined in the most recent Keeping Children Safe in Education guidelines.

4.10. **All students** have a responsibility to take a positive and proactive role within the college community and environment (both physical and online) to keep themselves and others safe.

- students are expected and encouraged to report any incidents of concern.
- students are not allowed to increase safety risks to themselves or others *through* unofficial invitations of strangers on site, or through use of the college identity online (or in other media) inappropriately.

## 5. Monitoring and Reporting

5.1. This policy will be reviewed annually, in accordance with relevant documents and legislation from the government, the Local Authority, the Local Safeguarding Children Board and/or the Disclosure & Barring Service.

5.2. Any incident(s) related to the scope of this policy will be reported to the Corporation, whilst maintaining confidentiality of those involved, as appropriate.

## 6. Related Documents

- Acceptable use of IT (Staff) and (Students) Policies
- Children of Staff on the College Site Policy
- Complaints Policy & Procedures
- Data Protection Policy
- Designated Teacher for Looked After and Previously Looked After Children (DfE February 2018)

<sup>3</sup> Explicit responsibilities for this role are described in The Designated Teacher statutory guidance February 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683561/The\\_designated\\_teacher\\_for\\_looked-after\\_and\\_previously\\_looked-after\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf)

<sup>4</sup> Explicit safeguarding responsibilities are described in Keeping Children Safe in Education, included in job descriptions and all staff members are expected to have read Part 1 of Keeping Children Safe in Education. All staff complete the college's statutory induction (which includes safeguarding) as well as attend and take note of regular safeguarding updates and INSET as required.

- Disciplinary (Misconduct & Capability) Policy, Procedures and Guidelines
- Disclosure and Confidentiality Policy
- Educational Visits Policy
- Equality, Diversity & Inclusion Policy
- Grievance Policy and Procedures
- Health & Safety Policy
- Instrument and Articles of Government
- Keeping Children Safe in Education (DfE, September 2018)
- Prevent Duty (June 2015)
- Risk Management Policy
- Social Media Policy
- Staff Code of Conduct and Model of Professional Behaviour
- Staff Recruitment and Selection Policy and Procedures
- Staff Development Policy
- Student Behaviour Policy (including attendance policy, college contract and student code of conduct)
- Whistleblowing Policy and Procedures
- Work Experience Handbook
- Working Together to Safeguard Children (DfE, September 2018)

## Appendix 1 - Definitions of Abuse and other specific safeguarding issues

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

### Specific safeguarding issues

Staff should have an awareness of safeguarding issues, further information on some of which are listed below. Staff should seek further guidance from the Designated Safeguarding Lead or Deputies regarding specific issues and cases:

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- child criminal exploitation
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- homelessness
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

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

**Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g., domestic abuse
- making the child feel worthless and unloved - high criticism and low warmth
- serious bullying
- exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, 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.



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

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g., to take part in sexual activities or to post sexual images of themselves on the internet.

### **Further information on Child Sexual Exploitation**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### **Further Information on Children and Young People Missing from Education**

Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the college's unauthorised absence and the Local Authority's children missing from education procedures.

### **Further Information on Peer on Peer abuse**

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the college's policy and procedures with regards to peer on peer abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. College staff can access government guidance as required on the issues listed via GOV.UK and other government websites <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

### **Further Information on Sexting**

Sexting among young people and children can be a common occurrence, where they often describe these incidents as 'mundane'. Young people involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The Designated Safeguarding Lead should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. In applying judgement to the sexting incident consider the following:

- Significant age difference between the sender/receiver involved
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.

- If this is not the first time children have been involved in a sexting act
- If other knowledge of either the sender or recipient may add cause for concern.

If these characteristics present cause for concern then escalate or refer the incident. If not, manage the situation accordingly, recording details of the incident, action and resolution. See “Sexting in colleges and colleges: Responding to incidents and safeguarding children” (published by UKCCIS) at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Colleges\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Colleges_FINAL_Update_Jan17.pdf)

### **Further information on Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

### **Further Information on Forced Marriage**

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (e.g. shame and coercion) Financial abuse can also be a factor.

### **Further Information on Trafficking**

Child trafficking is a form of child abuse where children are recruited and moved to be exploited, forced to work or sold. Traffickers trick, force or persuade children to leave their homes and then move them to another location. Trafficked children are often controlled with violence and threats and may be kept captive, resulting in long lasting and devastating effects on their mental and physical health. It is not easy to identify trafficked children, but you may notice unusual behaviour or events that just don’t add up. Both boys and girls are victims of trafficking. Trafficked children may be from the UK or have been moved from another country. Poverty, war or discrimination can put children more at risk of trafficking. Traffickers may promise children education or respectable work, or persuade parents that their child can have a better future in another place. It can be very difficult to identify a child who has been trafficked, as they are deliberately hidden and isolated. They may be scared, or they may not realise that they are a victim or are being abused. While there may not be any obvious signs of distress or harm, a trafficked child is at risk and may experience physical abuse, emotional abuse and/or neglect.

### **Further Information on Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The Homelessness Reduction Act 2017 places a new duty to refer service users for support. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children’s social care where a young person has been harmed or is at risk of harm.

It should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or carers, for example through their exclusion from the family home, and will require a different level of intervention and support. Children’s services will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the young person’s circumstances.

### **Further Information on Child Criminal Exploitation**

Criminal exploitation of children and young people is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement

in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Like other forms of abuse and exploitation, county lines exploitation:

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

### **Further Information on Domestic Violence**

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and young people. In some cases, a young person may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting children can also occur within their personal relationships, as well as in the context of their home life.

### **Further Information on Radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. To reduce the risk from terrorism we need not only to stop terrorist attacks but also to prevent people becoming terrorists. This is one objective of the Prevent Duty, part of CONTEST, the Government's strategy for countering international terrorism. All the terrorist groups who pose a threat to us seek to radicalise and recruit people to their cause. The aim of *Prevent* is to stop people becoming or supporting terrorists, by challenging the spread of terrorist ideology, supporting vulnerable individuals, and working in key sectors and institutions. Work to safeguard children and adults, providing early intervention to protect and divert people away from being drawn into terrorist activity, is at the heart of the *Prevent* strategy.

Supporting vulnerable individuals requires clear frameworks – including guidance on how to identify vulnerability and assess risk, where to seek support and measures to ensure that we do not ever confuse prevention and early intervention with law enforcement. Channel is a key element of the *Prevent* strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children's and youth services and offender management services), the police and the local community to identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; and develop the most appropriate support plan for the individuals concerned. Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs. The Government has launched a website <http://educateagainsthate.com/> to support educators in discharging their Prevent Duty.