



Purpose

The Inspire Education Group (IEG) is committed to a whole organisation approach to safeguarding and promoting the welfare of all its students, staff, volunteers, visitors, contractors and partners. Any reference in the policy to a child applies to all those aged under 18. The Group's legal duty includes the education and training of adults at risk. Any reference in the policy to an adult at risk applies to anyone over the age of 18 who may, for a variety of reasons, require community services and / or be unable to protect him or herself from significant harm or exploitation.

Scope

This policy applies to all students and particularly children, young people and vulnerable adults who may need support and all staff, volunteers, partners and families living and working across the Group; Peterborough College and Stamford College, University Centre Peterborough (UCP), other external facilities, in the workplace or distance learning. The Nursery is subject to separate policies and procedures. To help ensure that children and adults at risk are protected from abuse, all complaints, allegations or suspicions will be taken seriously, following this policy detailed herein.

The Policy Statement

The Group fully recognises its responsibility for safeguarding under the Education Act 2002, Care Act 2014 and the Education and Training (Welfare of Children) Act 2021. The Group acknowledges its responsibility to adhere to other statutory guidance and bodies including:

- [Keeping Children Safe in Education \(2021\)](#)
- [Working together to Safeguard Children \(2018\)](#)
- [Sexual Violence and Sexual Harassment between Children in Schools and Colleges 2018, 2021](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(2020\)](#)
- [NPCC When to Call the Police \(2020\)](#)
- [Preventing and Tackling Bullying, DfE \(2017\)](#)
- [Prevent Duty guidance for further education revised \(2021\)](#)
- [Prevent Duty guidance higher education revised \(2021\)](#)
- [Peterborough and Cambridge Safeguarding Board 'Inter-Agency Procedures'](#)
- [Lincolnshire Safeguarding Board](#)

Parents and carers are informed about our responsibilities via the IEG, UCP and college website and prospectus. A copy of this policy can be obtained on all websites.

Policy Name: Safeguarding for All

Policy Author: Executive Director of Student Services

Issue: B September 2021 Page 1 of 23

Approved by: Policy Approvals Group

Review Date: 1 September 2022

Site: Staff Intranet, IEG, Peterborough, Stamford



Responsibilities

Whilst overall responsibility for safeguarding children, young people and vulnerable adults is vested in the Principal and Chief Executive; the Group has named Designated Safeguarding Lead (DSL) and deputies (DDSL) who are responsible for ensuring compliance to this policy and its procedures. The Nursery Manager is the DSL for the Nursery. The role, responsibilities and contact details of the DSL's can be found in Appendix 1. There is a member of the Governing Body with specific responsibility for safeguarding issues.

Every member of staff has a responsibility to:

- Know where this policy is located, have read and understood all associated procedures and appendices including those on the local safeguarding boards website
- Read and understand Part 1 and relevant Annex of the DfE 'Keeping Children Safe in Education' 2021 statutory guidance for schools and colleges
- Attend training from the point of induction and undertake annual refreshers, keeping up to date with all mandatory safeguarding and Prevent training
- Know the name of the DSL / DDSL / Safeguarding Team members and their role
- Follow the recording and referral process for any concerns to the Safeguarding Team, recognising responsibility in the Early Help process and referrals to social care to maximize the opportunity for timely intervention
- Ensure students know that there are members of staff whom they can approach if they are worried about a safeguarding issue and that their concerns will be taken seriously and acted upon as appropriate
- Never agree with a student to maintain confidentiality where there is a safeguarding concern
- Have an awareness of behaviours and associated dangers linked to issues such as drug and alcohol misuse, frequently going missing from home / care, family circumstances and domestic abuse, and online / social media activity
- Identify concerns early to prevent them from escalating; being alert to the signs and indicators of abuse and neglect, suspicions or disclosures of harm, extra-familial harm, risk of radicalisation, modern slavery, trafficking or exploitation, grooming, anti-social or criminal behaviour, serious youth violence
- Be aware that students can abuse other students referred to as 'peer on peer abuse' and can manifest itself in many ways. All forms of peer on peer abuse including sexual violence and sexual harassment is unacceptable and will not be tolerated
- Understand that some groups can be more vulnerable to risk such as those with Special Educational Needs and Disabilities (SEND), females, LGBT+, care leavers, children in care and previously in care
- Recognise that mental health problems can, in some cases be an indicator that a student has suffered or is at risk of suffering abuse, neglect or exploitation

Policy Name: Safeguarding for All

Policy Author: Executive Director of Student Services

Issue: B September 2021 Page 2 of 23

Approved by: Policy Approvals Group

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Site: Staff Intranet, IEG, Peterborough, Stamford



- Contribute to the culture of safety which promotes a positive, supportive and secure environment including online, which provides all with a sense of respect and value
- Know the safeguarding response to children who go missing in education
- Raise any concerns about poor, unsafe or safeguarding practices to the DSL. If for any reason they are not able to do so, to raise them to the Principal, Chief Executive Officer (CEO), Deputy Principal, through the Whistle Blowing Policy or the NSPCC whistleblowing helpline

Related Documentation

- Appendix 1 – Safeguarding Contacts
- Appendix 2 – Safeguarding Procedures
- Appendix 3 – Supporting Vulnerable Students
- Appendix 4 – Safeguarding Concerns
- UCP Policies
- Student Behaviour and Disciplinary Policy
- HR policies including Recruitment and Selection, Employee Professional Standards, Disclosure and Barring Service
- Bullying and Harassment Policy
- Single Equality Scheme
- IT and Online Safety Policies
- Fitness to Study Policy
- Visitors and Contractors Policies
- Lone Workers Policy
- Whistle Blowing Policy
- ALS and SEND Policy
- Educational Visits and External Speakers Policy
- Employer Placement Policy
- Visitors Policy
- Personal / Intimate Care Policy

An Equal Opportunities Impact Assessment was carried out by the Policy Approvals Group on 16th September 2021.



Appendix 1 – Safeguarding Contacts

KEY CONTACT WITHIN INSPIRE EDUCATION GROUP
Janet Meenaghan – CEO IEG & Principal of Stamford College Tel: 01780 484300 ext. 305 email: linda.westwood@stamford.ac.uk
Rachel Nicholls - Deputy CEO IEG & Principal of Peterborough College Tel: 01733 762162 email: liz.nixon@peterborough.ac.uk
Designated Safeguarding Lead (DSL) - Stamford Campus
Sarah Young - Vice Principal – Student & Staff Experience Tel: 01780 484300 ext. 657, email: sarah.young@stamford.ac.uk
Designated Safeguarding Lead (DSL) - Peterborough Campus
Laila Bentley – Executive Director of Student Services Tel:01733 762278, email: laila.bentley@peterborough.ac.uk
Inspire Education Group - Safeguarding Governor Rod Allerton

SAFEGUARDING TEAM - STAMFORD CAMPUS

Role	Name	Contact number Email
Deputy Designated Safeguarding Lead (DDSL) Designated Welfare-CiC	Lauren Barker	07810 161010 lauren.barker@stamford.ac.uk
Deputy Designated Safeguarding Lead (DDSL) Head of Student Services	Phil Smith	07825 392707 phil.smith@stamford.ac.uk
Student Welfare and Safeguarding Officer	Hayley Cooper	07810 161010 Hayley.cooper@stamford.ac.uk
Safeguarding Officer (Inclusive Learning)	Beverley Peasgood	beverley.peasgood@stamford.ac.uk

**SAFEGUARDING TEAM - PETERBOROUGH CAMPUS**

Role	Name	Contact number Email
Deputy Designated Safeguarding Lead (DDSL) Wellbeing and Engagement Manager	Melissa Gauntlett	07784 362515 Melissa.gauntlett@peterborough.ac.uk
Safeguarding Team member (Job Smart)	Marc Stewart	Marc.stewart@peterborough.ac.uk
Safeguarding Team member (Student Attendance and Tutorial Manager)	Claire Higgins	07935 013510 Claire.higgins@peterborough.ac.uk
Safeguarding Team member (Health and Wellbeing Advisor)	Charlotte Judge	07515 188343 Charlotte.judge@peterborough.ac.uk
Safeguarding Team member (Inclusive Learning)	Emily Quinn	07935 013508 Emily.quinn@peterborough.ac.uk
Designated Safeguarding Lead Nursery Manager	Brogan Rainey	07837 588261 brogan.rainey@peterborough.ac.uk
Designated Welfare CiC Welfare Advisor	Kelly Mee	07925 035884 Kelly.mee@peterborough.ac.uk
Deputy Designated Safeguarding Lead (DDSL) Safeguarding Advisor	Sam Cullum	07542 226302 Sam.cullum@peterborough.ac.uk



Local Safeguarding Boards

Lincolnshire Safeguarding Children Board

To report a concern, call the Children Services Customer Service Centre (CSC) on 01522 782111. Outside of office hours contact the Emergency Duty Team (EDT) on 01522 782333

Cambridgeshire and Peterborough Safeguarding Partnership Board

To report a concern, contact MASH on:

Cambridgeshire

Children's Services: 0345 045 5203

Adult Services: 0345 045 5202

Emergency Duty Team (Out of Hours) 01733 234724

Early Help: 01480 376 666 early.help@cambridgeshire.gov.uk

PETERBOROUGH

Children's Services: 01733 864180

Adult Services: 01733 747474

Emergency Duty Team (Out of Hours) 01733 234724.

Early Help: 01733 863649, earlyhelp@peterborough.gov.uk

Local Authority Designated Officer (LADO)

Lincolnshire

LADO

Tel: 01522 554 674

Cambridgeshire

LADO LADO@cambridgeshire.gov.uk Tel: 01223 727967

Named Senior Officer for allegations:

Senior Education Adviser – Diane Stygal Tel: 01223 507115

Peterborough

LADO LADO@peterborough.ac.uk

Gisela Jarman Tel: 01733 864038

Jane Bellamy Tel: 01733 864790

Channel Contact Details

Lincolnshire

prevent@lincs.pnn.police.uk

Cambridgeshire

prevent@cambs.pnn.police.uk

Policy Name: Safeguarding for All

Policy Author: Executive Director of Student Services

Issue: B September 2021 Page 6 of 23

Approved by: Policy Approvals Group

Review Date: 1 September 2022

Site: Staff Intranet, IEG, Peterborough, Stamford



Appendix 2 – Procedures

Procedures

The Inspire Education Group (IEG) has developed procedures in line with and taking account of, guidance issued by the Department for Education (DfE), the Association of Colleges (AoC) and other relevant bodies. These procedures are consistent with the requirements of the Local Safeguarding Children and Adults Boards.

Compliance with statutory recommendations is reflected in the following commitments:

- Providing a training programme of mandatory key areas including Safeguarding, Prevent, Female Genital Mutilation (FGM), Keeping Children Safe in Education (KCSiE) via annual, refresher and inductions alongside additional staff development opportunities to update on legal and national themes
- Appointing a nominated Governor whose role is to ensure that the Group has an effective policy, locally agreed procedures are in place and that the policy and structures supporting safeguarding are reviewed annually
- Implementing a robust Prevent risk assessment and safeguarding action plan which are reviewed annually and monitored through the IEG Safeguarding and Prevent committee
- Ensuring a senior member of staff from the leadership team has the role of the Designated Safeguarding Lead (DSL), taking the lead responsibility for safeguarding. The responsibility is explicit in the DSL and any deputy job description with time, training, funding, resources and support to undertake their duties
- Ensuring that the DSL and all deputies (DDSLs) undertake the two-day training provided by the Education Safeguarding Team and that this is updated every two years. In addition, that knowledge and skills are refreshed at regular intervals throughout the year
- Operating safe recruitment practices for its employees and visitors including ensuring appropriate Disclosure and Barring Service (DBS), self-declaration, identity, right to work, health and reference checks are undertaken according to Part 3 of KCSiE
- Ensuring any recruits who do not have a valid DBS are not unsupervised until this has been received. Undertaking a risk assessment, approved by the Principal before the member of staff can commence employment
- Ensuring the upkeep of a Single Central Record (SCR) of all staff, supply staff¹, volunteers, Governors and frequent visitors (visiting associates) following government guidance and the DBS
- Ensuring existing staff complete and sign an annual self-declaration, including spent and unspent convictions advising if any information has been held locally by police forces considered relevant

¹ supply in this context is taken to mean all non-directly employed workers



- Keeping the Principal informed of any issues and ongoing investigations and staff allegations. In the cases of staff allegations that meet the threshold, liaising with the local authority designated officer (LADO) and or adult services if required. Where the Principal is the subject of the allegation the report will be made to the Chair of Governors
- Ensuring investigation and disciplinary proceedings against staff, supply staff¹, volunteers, Governors and frequent visitors relating to safeguarding allegations are managed fairly, quickly and consistently, keeping the individual informed of the progress and concluded in full, even when no longer employed. Notification of any concerns and outcomes are made to the relevant authorities, DBS and professional bodies and included in references where applicable
- Informing the Education Skills Funding Agency (ESFA) directly if the Group itself, or one of its subcontractors, is the subject of an investigation by the Local Authority or the police in connection with a Prevent issue or safeguarding related concern
- Including opportunities in study and personal development programmes for students which encourages confidence, self-esteem and motivation to develop the skills they need to recognise abuse including from their peers and online and stay safe
- Promoting educational outcomes by sharing information about the welfare, safeguarding issues that students (including students with a social worker) are experiencing / have experienced with appropriate college staff
- Liaising with the three safeguarding partners (Local Authority, Clinical Commissioning Group and Police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2018
- Ensuring training and processes are in place for case referral to the Channel programme where there is a radicalisation concern. Where appropriate having representation at the Chanel panel to help with this assessment
- Deciding upon the appropriate level of response to specific concerns e.g. discuss with parents, offer an Early Help Assessment or referral to social care or support agencies
- Providing alternative support and education arrangements to address COVID implications for vulnerable and at-risk students to maintain access to the learning experience
- Ensuring that External events and visiting speakers' risk assessments are completed for all events in a timely fashion so that they can be approved before the event taking place
- Implementing, coordinating and maintaining the vetting of all employer premises for all Industry and Work placements in line with policy and procedures to ensure that a safe and secure environment is established in all aspects of the work placement

During term time and college hours, a deputy or Safeguarding Team member will always be available, During the non-term time there is a safeguarding and Duty Manager / Principal rota in place and those in immediate danger will be signposted to emergency services or social care. If in exceptional circumstances the DSL, DDSL or

Policy Name: Safeguarding for All

Policy Author: Executive Director of Student Services

Issue: B September 2021 Page 8 of 23

Approved by: Policy Approvals Group

Review Date: 1 September 2022

Site: Staff Intranet, IEG, Peterborough, Stamford



Safeguarding Team member is not available, a member of the Senior Leadership Team or Deputy Principal should be contacted. See Appendix 1 for key contacts and detail.

Record Keeping and Information Sharing

Information about students and their families is defined as special category data, and all collection, storage and sharing of personal information will be carried out in line with the General Data Protection Regulations 2018 (GDPR).

All records will be kept electronically under restricted permissions using the Group management information system separate from any academic records. Any hard copy files from previous education provisions will be stored securely. Where appropriate information will be shared with a new provision in advance of the student leaving.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- Details of any action taken, decisions reached and the outcome
- When decisions are made to share or withhold information, who the information has been shared with and why
- Discussions that have taken place with parents or if a decision has been made not to discuss it with parents, the rationale must be recorded

All actions and decisions are led by what is considered to be in the best interests of the student. Parents are made aware that such records exist except where to do so would place the student at risk of harm.

The Safeguarding Team have a professional responsibility to share information with other agencies to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

Information sharing:

- Any Subject Access Request under GDPR, from a student or parent, must be referred to the DSL
- All information shared is based on a 'need to know' basis
- Consent to share information will always be gained unless doing so would place the student at risk of harm or prejudice prevention or detection of crime. Where this is the case a discussion with social care will take place. Information may only be shared without consent where there is a good reason to do so, and that the sharing of information enhance the safeguarding of a student in a timely manner
- Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence

Policy Name: Safeguarding for All

Policy Author: Executive Director of Student Services

Issue: B September 2021 Page 9 of 23

Approved by: Policy Approvals Group

Review Date: 1 September 2022

Site: Staff Intranet, IEG, Peterborough, Stamford



- Staff should never view or forward any suspected consensual or non-consensual nude or semi-nude images / videos. It may be appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection

Dealing with Concerns

Member of staff identifies a concern, receives disclosure or suspects a safeguarding issue

RECEIVE – actively listen to the student or adult at risk, do not ask leading questions

RESPOND – reassure the student or adult at risk that they will be helped and supported. Do not promise confidentiality

REACT – inform a designated person immediately of your concerns.

Use the **Safeguarding and Mental Health Reporting Form** on the staff intranet.

Alternatively, contact a member of the College Safeguarding Team email:

safeguarding@stamford.ac.uk or safeguarding@peterborough.ac.uk

Urgent or immediate action call the designated safeguarding mobile: Stamford **07810-161010** or Peterborough **07740-456720**

A member of the Safeguarding Team will discuss the concern and provide advice and support to staff and ensure the student is supported

A member of the **Safeguarding Team** will act accordingly, investigate and make appropriate interventions. Any external referral e.g. Early Help, Social Services, Police, Channel will be via the **Safeguarding Team**. Further external advice may be sought by the **Safeguarding Team** from the Local Children's Safeguarding Board. During non-term time/evenings Safeguarding Team/Duty Principal/Manager Rotas in place. Those in immediate danger are signposted to emergency services

The **Safeguarding Team** will record events, actions and details of reports made and ensure safe and confidential storage of information

The **Safeguarding Team** will liaise with Social Care/Police and other agencies. Relevant staff will be informed of any developments on a 'need to know' basis

The **Designated Safeguarding Lead** will inform the Governor with safeguarding responsibilities of referrals, issues and outcomes via Corporation reports. The Principal will be kept up to date with issues and investigations

Policy Name: Safeguarding for All

Policy Author: Executive Director of Student Services

Issue: B September 2021 Page **10** of **23**

Approved by: Policy Approvals Group

Review Date: 1 September 2022

Site: Staff Intranet, IEG, Peterborough, Stamford



Appendix 3 – Supporting Vulnerable Students

Vulnerable Children and Adults Definitions

Within the context of this policy, a 'child' is defined as anyone under the age of 18. Vulnerable children include those:

- With a social worker including children who have a Child Protection Plan and those who are looked after by the local authority
- Assessed as being in need, or otherwise meet the definition in section 17 of the Children's Act 1989.
- With additional needs, special educational needs and or disabilities (SEND), emotional and behavioural difficulties and mental health difficulties and may have an Education Health and Care Plan (EHCP)
- Assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include those who are:
 - On the edge of receiving support from children's social care services
 - Privately fostered (under the age of 16 (under 18 if has a disability) and adopted children
 - At risk of becoming 'not in employment, education or training' need
 - Living in temporary accommodation
 - Young carers
 - Have family members are in prison
 - Showing signs of abuse and neglect
 - Living with: domestic abuse, substance misuse, poverty, homelessness, adult mental health
 - Showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime Groups
 - Misusing drugs or alcohol
 - At risk of modern slavery, trafficking or exploitation
 - At risk of radicalisation or exploitation
 - Frequently going missing from care or from home
 - Unaccompanied Asylum Seeking Children (UASC)

Vulnerable adults (defined by Section 59, Safeguarding Vulnerable Groups Act 2006) are at the age of 18 or over to whom one of the following applies:

- Has a reduced capacity to give consent to a disclosure of abuse allegations or suspicion.
- Has additional needs, SEND, emotional and behavioural difficulties and mental health difficulties and may have EHCP up to the age of 25
- Detained in custody or under the supervision of the probation services
- Leaving care services, seeking asylum or refuge

Policy Name: Safeguarding for All

Policy Author: Executive Director of Student Services

Issue: B September 2021 Page 11 of 23

Approved by: Policy Approvals Group

Review Date: 1 September 2022

Site: Staff Intranet, IEG, Peterborough, Stamford



- In need of community care services because of mental or other disability, age or illness and who is or may be unable to take care of him/herself, or unable to protect him/herself against significant harm or exploitation. This may include:
 - Receiving personal care, or nursing, or support to live independently in their own home or a care home
 - Receiving any health or social services support

Students (children and adults) with SEND can face specific challenges including:

- Being more prone to peer group isolation or bullying (including prejudice-based bullying)
- Difficulties with communication making disclosures and investigations difficult
- Assumptions that behaviour, mood or injury interpreted as relating to their SEND rather than any abuse

Identifying Vulnerable Children and Adults

Across the Group students at risk are identified through a variety of ways through:

- Application and enrolment screening
- School liaison and references
- EHCP consultations and review process
- Induction process
- Student finance application screening
- Additional Learning Support screening
- Disciplinary referrals
- Academic and support staff reporting and monitoring
- Welfare and mentoring staff reporting and monitoring
- Attendance/absence monitoring
- Regular 'At Risk meetings'
- Self-referral

Supporting Vulnerable Children and Adults

Support arrangements for vulnerable students is underpinned by:

- Strong links with external partners as well as local and national agencies to ensure a multi-disciplinary approach to support students
- Consistent implementation of student codes of conduct and behavioural policies ensures that students know what behaviour is unacceptable
- Continuing support and activities of additional learning, student engagement, welfare, mental health and wellbeing and external signposting whether onsite or remote in the case of alternative arrangements due to COVID
- Development of a responsive and knowledgeable staff trained to respond appropriately in safeguarding situations

Policy Name: Safeguarding for All

Policy Author: Executive Director of Student Services

Issue: B September 2021 Page 12 of 23

Approved by: Policy Approvals Group

Review Date: 1 September 2022

Site: Staff Intranet, IEG, Peterborough, Stamford



- Effective absence reporting and attendance monitoring
- Encouraging students to feedback on how 'safe' they feel via student voice opportunities and the personal development programme.
- Embedding throughout the student journey opportunities to raise awareness and educate about safe and responsible practices
- Regular 'At Risk meetings' held where key members of the Student Services team collaboratively coordinate action and support for priority cases
- Collecting two emergency contact details at the point of enrolment
- A comprehensive Fitness to Study Policy which gives a framework to support students and a Bullying and Harassment Policy to respond to allegations
- Commitment to provide alternative working and support arrangements in response to COVID including telephone welfare checks, virtual hosted Electronic Personal Education Plan (EPEP) and EHCP reviews, remote support for e-learning/google classrooms, risk assessments and care plans

Working in Partnership

The Groups Safeguarding Team's will assist the Local Authority, Police and Clinical Commissioning Groups to exercise their statutory functions contributing to multi-agency working including:

- Attending case conferences, Core Group meetings/Children in Need meetings in liaison with key agencies
- Gathering information from all relevant sources to contribute to an assessment and coordinating the implementation for any aspects of the Child Protection Plan/Child in Need Plan
- Notifying Children's Services when there is an unexplained absence or exclusion for a child who is the subject of a Child Protection Plan, a child/student/vulnerable adult is missing from education
- Following the mandatory duty to inform the local authority of any 'Private Fostering' arrangements
- Vigilantly monitoring the welfare of children living in domestic abuse households, offering support and contributing to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required
- Working in partnership with Cambridgeshire Police and Cambridgeshire County Council / Peterborough City Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass
- Working with the Local Authority Virtual College Head (VSH) for looked-after and previously looked-after children
- Completing the Safeguarding Children Partnership Board's Exploitation Risk Assessment and Management Tool and referring to Social Care if there is a concern that a student may be at risk of Child Sexual Exploitation
- Proactive engagement and representation with safeguarding boards, committees for groups such as Hate Crime, Missing and Criminal and Sexual Exploitation and those related to mental health

Policy Name: Safeguarding for All

Policy Author: Executive Director of Student Services

Issue: B September 2021 Page 13 of 23

Approved by: Policy Approvals Group

Review Date: 1 September 2022

Site: Staff Intranet, IEG, Peterborough, Stamford



- Working with Channel, a voluntary, confidential support programme that focuses on providing support at an early stage to those who are vulnerable to being drawn into terrorism.

Early Help

Early Help means providing support as soon as a problem emerges. The Early Help Assessment (EHA) is a single assessment that is created with the family. It should reflect their views, wishes and feelings and what they want to change. It is shared when appropriate (and where there is consent) with other professionals who are working in a coordinated way to support the family. EHA's are completed by any professional or partner agency that comes into direct contact with families, and who has identified more than one unmet need that would benefit from a multi-agency support approach. In the first instance, staff should discuss early help requirements with a member of the Safeguarding Team. Staff may be required to share information to support other agencies and professionals in an Early Help Assessment.

Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views.
- **Contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. For those at risk reports can be made to The Anti-Phishing Working Group at <https://apwg.org/>

Guidance is available to staff around safe teaching and learning when working remotely. The Group has online safety and acceptable use policies for staff and students which should be considered in line with this policy. Filters and monitoring are in place to limit access to inappropriate sites.



Appendix 4 – Safeguarding Concerns

Children in Need

Children and young people who are defined as being “in need” under Section 17 of the Children Act 1989 are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of service(s). A child with a disability is a Child in Need.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child’s welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse and neglect, female genital mutilation, or other so-called ‘honour’-based abuse, forced marriage and extra-familial harms like radicalisation and sexual exploitation.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and / or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- Appear with unexplained gifts or new possessions
- Associate with other young people involved in exploitation
- Suffer from changes in emotional well-being
- Misuse drugs and alcohol
- Go missing for periods or regularly come home late
- Regularly miss school or education or do not take part in education

Policy Name: Safeguarding for All

Policy Author: Executive Director of Student Services

Issue: B September 2021 Page 15 of 23

Approved by: Policy Approvals Group

Review Date: 1 September 2022

Site: Staff Intranet, IEG, Peterborough, Stamford



Some additional specific indicators that may be present in CSE are children who:

- Have older boyfriends or girlfriends
- Suffer from sexually transmitted infections
- Display sexual behaviours beyond expected sexual development or become pregnant

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- Go missing and are subsequently found in areas away from their home
- Have been the victim or perpetrator of serious violence (e.g. knife crime)
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- Are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- Are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity
- Owe a ‘debt bond’ to their exploiters
- Have their bank accounts used to facilitate drug dealing

Extremism

Extremism is defined by the Crown Prosecution System (CPS) as: “The demonstration of unacceptable behaviour by using any mean or medium to express views, which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts
- Foster hatred which might lead to inter-community violence in the UK”

Policy Name: Safeguarding for All

Policy Author: Executive Director of Student Services

Issue: B September 2021 Page 16 of 23

Approved by: Policy Approvals Group

Review Date: 1 September 2022

Site: Staff Intranet, IEG, Peterborough, Stamford



Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning difficulties, for example). In addition, some communities use religion and culture as a way to coerce a person into marriage.

Honour-Based Abuse

So-called ‘honour-based abuse (HBA) encompasses crimes that have been committed to protect or defend the honour of the family and / or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of HBA are abuse (regardless of motivation) and should be handled as such. If in any doubt, staff should speak to the students.

Radicalisation

Students can be vulnerable to extremist ideology and radicalisation.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- Terrorism is an action that endangers or causes serious violence to a person / people; causes serious property damage, or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made to advance a political, religious or ideological cause

Policy Name: Safeguarding for All

Policy Author: Executive Director of Student Services

Issue: B September 2021 Page 17 of 23

Approved by: Policy Approvals Group

Review Date: 1 September 2022

Site: Staff Intranet, IEG, Peterborough, Stamford



Significant Harm

The concept of significant harm is the threshold that justifies compulsory intervention into family life in the best interests of the child or student and gives local authorities a duty to make enquiries as to whether to take action (Section 47, Children Act 1989) to safeguard or promote the welfare of a student who is suffering, or likely to suffer significant harm. The Act also gives powers to the Police to take emergency action to protect a student from significant harm.

Serious Violence

Indicators, which may signal that a student is at risk from, or are involved with serious violent crime. These may include:

- Increased absence
- A change in friendships or relationships with older individuals or groups
- A significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate being approached by, or involved with, individuals associated with criminal networks or gangs

Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first-ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include:

- Intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse
- Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.



Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support

Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a vulnerable person

Possible Signs

- Bruises and scratches to face and head
- Pinch bruises or bite bruises
- Bruising around both eyes simultaneously
- Torn frenulum (skin linking upper jaw and lip)
- Fingertip bruising on front and back of chest (gripping)
- Finger or hand marks on any part of the body
- Ligature marks on either neck, arms or legs
- Cigarette burns
- Linear or shaped burns or bruises (e.g. iron / radiator)
- 'Non-cascade' scalds
- Head injury, there may be no outward sign of injury
- Poisoning
- Bald patches
- Recurrent unexplained / untreated injuries or lingering illness

Possible Behaviour

- Explanation inconsistent with injury
- Refusal to discuss injuries
- Fear of going home or parents being contacted
- Arms and legs kept covered in hot weather or fear undressing
- Frozen watchfulness / cowering / flinching at sudden movements
- Withdrawal from physical contact
- Fear of medical help
- Admission of excessive punishment
- Running away
- Self-destructive tendencies



Emotional Abuse

Is the persistent emotional maltreatment such as to cause severe and persistent adverse effects on the individuals' emotional development? It may involve conveying that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying) causing frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Possible Signs

- Speech delay, poor verbal ability, lack of communication skills
- Bedwetting, soiling (without physical cause)
- Lack of concentration, learning problems
- Unreasonable fear of new situations
- Eating disorders (over-eating and under-eating)
- Inappropriate emotional responses to stressful situations
- Low self-esteem
- Self-mutilation
- Alcohol, drugs, solvent misuse

Possible Behaviour

- Over-reaction to mistakes
- Obsessive behaviour (e.g. rocking, twisting hair, sucking thumb)
- Withdrawal from relationships with other children
- Fear of parents being contacted
- Extremes of passivity or aggression
- Attention seeking
- Chronic running away
- Compulsive stealing, scavenging for food or clothes
- Impaired capacity to enjoy life

Neglect

Is the persistent failure to meet an individual's basic physical and / or psychological needs, likely to result in a serious impairment of 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:

Policy Name: Safeguarding for All

Policy Author: Executive Director of Student Services

Issue: B September 2021 Page **20** of **23**

Approved by: Policy Approvals Group

Review Date: 1 September 2022

Site: Staff Intranet, IEG, Peterborough, Stamford



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

Possible Signs

- Unkempt appearance, poor personal hygiene
- Poor skin/hair condition
- Drop through height/weight centiles
- Small stature (not a family characteristic)
- Constant tiredness
- Repeated accidents
- Untreated medical conditions
- Inappropriate clothing
- Constant hunger
- Frequent lateness, or non-attendance at school
- Accidental self-poisoning

Possible Behaviour

- Chronic running away
- Compulsive stealing
- Scavenging of food and clothes
- Low self-esteem
- Neurotic behaviour (e.g. rocking, thumb sucking, hair twisting)
- Inability to make social relationships
- Tendency to destroy things

Sexual Abuse

Involves forcing or enticing a child 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.

Possible Signs

- Wetting and soiling themselves
- Sudden drop in College performance / poor concentration
- Obsessed with sexual matters as opposed to normal exploration

Policy Name: Safeguarding for All

Policy Author: Executive Director of Student Services

Issue: B September 2021 Page **21** of **23**

Approved by: Policy Approvals Group

Review Date: 1 September 2022

Site: Staff Intranet, IEG, Peterborough, Stamford



- Changes from being happy and active to being fearful and withdrawn
- Unexplained sources of money / gifts
- Urinary infections, bleeding or soreness in the genital/anal areas
- Vaginal discharge – vaginal warts
- Soreness and bleeding to the throat
- Chronic ailments e.g. stomach pains, headaches without an obvious cause
- Eating disorders
- Becomes severely depressed
- Has a poor self-image
- Uses drugs / alcohol to excess
- Not allowed to have friends around or to go out on dates
- Fearful of undressing for physical education
- Venereal infection
- Pregnancy

Possible Behaviour

- Overly compliant behaviour
- Behaves in a sexually inappropriate way in relation to their age
- Withdrawn and unhappy, insecure and “clingy”
- Plays out sexual acts in too knowledgeable a way for their age
- Regresses to behavioural patterns of much younger children
- Say of themselves that they are bad or wicked
- Arriving early at school/College and leaving late with few, if any, absences
- Excessive masturbation – exposing themselves
- Drawings of sexually explicit nature
- Attempts to sexually abuse another child
- Recurring nightmares and / or fear of the dark
- Had a “friend who has a problem” and then tells about the abuse of “a friend”
- Self-mutilates / attempted suicide
- Running away
- Prostitution

Peer on Peer Abuse

The different forms peer on peer abuse can take, such as:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate partner relationships
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Consensual and non-consensual sharing of nudes and semi-nude images and / or videos
- 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

Policy Name: Safeguarding for All

Policy Author: Executive Director of Student Services

Issue: B September 2021 Page **22** of **23**

Approved by: Policy Approvals Group

Review Date: 1 September 2022

Site: Staff Intranet, IEG, Peterborough, Stamford



Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.