



SAFEGUARDING AND PREVENT POLICY STATEMENT

Introduction

This **Safeguarding and Prevent Policy Statement** has been produced as a declaration by the **School of Marketing** to ensure the safeguarding and promotion of welfare of all individuals. The policy outlines the guidelines and practices that should be adhered to at all times to ensure that no individual is at risk of abuse or is harmed in any way at any time.

The **School of Marketing Designated Safeguarding Lead** is Ritchie Mehta, Managing Director can be found in on ritchie@schoolofmarketing.co.uk or 07832229815.

1. Purpose of the Policy

To support the ethos of a respectful, supportive and positive environment and to strive to prevent staff and learners, particularly adults at risk (defined in The [Care Act 2014](#)) who are over 18 but considered to be vulnerable and children (statutory guidance definition as anyone who have not yet reached their 18th birthday) are not abused, exploited, neglected while at work or participating in learning opportunities.

2. Scope of the Policy

To adhere to the six principles of adult safeguarding outlined in the provisions of the **Care Act 2014**. These being empowerment, prevention, proportionality, protection, partnership and accountability.

To adhere to the **Keeping Children Safe in Education (2018)** and **Working Together to Safeguard Children (2018)**.

To recognise **Signs and Symptoms of Abuse and Neglect** (Appendix 1) and the **6 principles of the Care Act 2014** (Appendix 2).

To develop and implement **Safeguarding and Prevent** procedures for identifying and reporting cases, or suspected cases of abuse or neglect, extremism or radicalisation.

To create and maintain accessibility to both support and reporting mechanisms should any safeguarding incidents take place.

To further consider cyber bullying, hate crime, e-safety and forced marriage which are not included in the **Care Act** but also relevant.

3. The Policy Statement

The **School of Marketing** is committed to providing and maintaining a supportive, friendly, safe and positive environment. We accept that everyone has a responsibility to safeguard the welfare of all



learners and staff irrespective of race, religion, gender, disability, sexual orientation or personal circumstances and aim to protect a person's right to live in safety, free from abuse, neglect and exploitation.

We aim to create a culture of vigilance and our staff encourage young people and adults to talk to us about anything that worries them, and we expect everyone who works in our organisation to share this commitment. We will always act in the best interest of our learners and staff. Our learners are taught about **Safeguarding** and the **Prevent Duty** including online through various teaching and learning opportunities to help them recognise when they are at risk and how to get help when they need it.

4. How the School of Marketing will implement the Policy

If safeguarding incidents occur, staff and learners are urged to voice their concern so that incidents can be dealt with promptly and effectively according to the relevant policy and procedures. Staff and learners will be supported and listened to.

Within the business, robust and effective reporting and monitoring systems are in place:

- To ensure all staff are fully trained and kept up to date with all relevant safeguarding practices.
- The **Designated Safeguarding Lead** will undertake the **Level 3 Designated Safeguarding Lead course** every 2 years and monitor training and update staff as appropriate. Contact details are available on the policy, website, staff intranet and in local offices.
- Safeguarding roles and responsibilities are clearly defined. A **Designated Safeguarding Lead** is appointed to deal with all safeguarding issues and if needs be will liaise and co-operate with other appropriate external agencies such as Local Safeguarding Boards and the relevant people within Children & Adult Services and the Police.
- Cause for Concern referrals will identify the location of the learner in order that the **Designated Safeguarding Lead** will know where to refer concerns as our learners are based across the UK.
- Selection and recruitment checks are in place to ensure all applicants are suitable for the environment in which they will be working, and we operate a safer recruitment procedure.
- DBS checks are conducted on all staff working face to face with learners.
- New staff will complete the **Education and Training Foundation e-learning Safeguarding in FE and Prevent for Practitioners** within their induction period and be given the opportunity to read and discuss the safeguarding policy.
- All staff will receive refresher e-learning training annually to include the **Education and Training Foundation e-learning Safeguarding in FE and Prevent for Practitioners**. This is monitored by the **Designated Safeguarding Lead (DSL)**.
- All staff will be given a copy of **Keeping Children Safe in Education** (September 2018)- Part 1 Information for all School and College Staff.
- All staff will sign to state that they have read and understood this policy and are confident in how to manage and refer concerns.



- The **Safeguarding Policy** will be reviewed annually or sooner in the event of legislative changes or revised policies and best practice.
- **Safeguarding** and the **Prevent Duty** are embedded into the curriculum, session and assessment plans and reviews.

5. Related School of Marketing Documents

This policy should be read in conjunction with the following documents:

- Complaints Policy
- Equality and Diversity Policy
- Whistle Blowing Policy
- Grievance Procedures
- Selection and Recruitment Procedures
- Safeguarding Procedure
- Prevent Procedure
- Prevent Risk Assessment

6. Relevant Initiatives and Legislation

This policy supports UK legislation related to safeguarding which includes, but not exhaustively, the following, along with any subsequent amendments and additions:

[Working Together to Safeguard Children 2018](#)

[Keeping Children Safe in Education 2018](#)

[Local Safeguarding Procedures](#)

[The Care Act 2014](#)

[Counter Terrorism and Security Act 2015](#)

[Prevent Strategy](#)

[Equality Act 2010](#)

[Sexual Violence and Sexual Harassment between Children \(May 2018\)](#)

[Care Act 2014](#)

[Child Sexual Exploitation: Definition and a Guide for Practitioners \(DfE 2017\)](#)

[The Serious Crime Act 201](#)

[Safer Recruitment & Safeguarding Learners in Further Education Sector' Training handbook.](#)

[The Data Protection Act 1998](#)

[The Human Rights Act 1998](#)

[Sexual Offences Act 2003](#)

[Mental Capacity Act 2005](#)

[The Safeguarding Vulnerable Groups Act 2006](#)

[The Protection of Freedoms Act 2012](#)

[Domestic Violence, Crime and Victims \(Amendment\) Act 2012](#)

[UKCCIS Guidance: Sexting in Schools and Colleges- Responding to Incidents and Safeguarding Young People 2017](#)



7. Thresholds for Intervention - child/young person (who has not reached their 18th birthday):

Early Help Assessment (EHA)

If you are concerned about a young person, a multi-agency **EHA** is completed:

- e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing including disability, additional learning needs, at risk of exploitation, challenging home circumstances.
- or a young person, or their parent/carer, raises a concern with a member of staff.
- or a young person's needs are unclear, or broader than we can address.

The member of staff should liaise with the **Designated Safeguarding Lead (DSL)** for support as this is a request for services rather than a referral and is a request for additional services for needs not currently being met.

The process is entirely voluntary and informed consent is mandatory. They do not have to engage and if they do they can choose what information they want to share.

The **EHA** is not a risk assessment and if a young person reveals they are at risk of suffering actual or likely significant harm, staff should follow the safeguarding process immediately.

EHA documentation is available from the local safeguarding team in the area the learner is resident

S17 of the Children Act 1989: A 'Child in Need' referral

This should be considered where the needs of the young person are unlikely to be met under an **EHA**, such as a young person with complex disabilities or when a social work led assessment is required

Section 17 of the **Children Act** says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- the young person is failing to achieve or maintain a reasonable standard of health or development without the provision of services by a local authority.
- their health or development is likely to be impaired, or further impaired without the provision of such services.
- and they are disabled.

If the **Designated Safeguarding Lead (DSL)** considers that the welfare concerns indicate that a '**Child in Need**' referral is appropriate, they will speak with the parents / young person and obtain their consent for referral to their local Children's Services to request an assessment.

If parents refuse to give consent, but the young person's needs are not being met, the **Designated Safeguarding Lead (DSL)** will discuss the issues with the local safeguarding team.



Appropriate staff should be invited to participate in **Child in Need (CIN)** meetings convened by Children's Services when children are deemed to require **section 17** services. Some young people in 'acute need' require Child in Need Section 17 support. This could include young people who self-harm or disclose an intent to commit suicide.

Section 47 of the Children Act 1989: significant harm
The Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a young person is suffering, or is likely to suffer, significant harm due to the actions or inactions of others.

Our staff do not investigate whether a child has been abused. This is the duty of social workers from the safeguarding team and the police. We refer to reasonable concerns which indicate that a young person may be at risk of significant harm. It is the 'significant harm' threshold that justifies statutory intervention into family life.

A professional making a child protection referral under **section 47** must therefore state it is the 'significant harm' threshold that justifies statutory intervention into family life.

If we make a child protection referral under **section 47** it must therefore provide information which clearly outlines that a child/young person is suffering or likely to suffer significant harm. Consideration of the severity of ill treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child/young person's physical, psychological and social development.

In order to both understand and evidence 'significant harm', it is necessary to consider the family context, together with the young person's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the young person's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the young person's health and development and the adequacy of care provided.

If staff have significant concerns about any young person, they must make them known to a **Designated Safeguarding Lead (DSL)** or manager without delay in accordance with reporting and recording procedures.

8. Talking to and listening to young people/vulnerable adults

If a learner chooses to disclose, you **SHOULD**:

- be accessible and receptive



- listen carefully and uncritically at their pace
- take what is said seriously
- reassure them that they are right to tell
- tell the child/young person/vulnerable adult that you must pass this information on
- write a careful record of what was said using their language if possible
- complete the **Cause for Concern Form** and pass securely to your **Designated Safeguarding Lead (DSL)**.

You should **NEVER**:

- take photographs of injuries
- examine marks/injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe or ask leading questions - this could compromise further investigations
- make promises to learners about confidentiality
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult/young person/learner) allegedly involved
- offer opinions about what is being said or about people allegedly involved
- forget to record what you have been told
- fail to pass the information onto the correct person
- ask them to sign a written copy of the disclosure or a 'statement'
- not complete a Cause for Concern Form and not pass to your **Designated Safeguarding Lead (DSL)**

The **School of Marketing** recognises that it has a duty to act on reports, or suspicions of abuse or neglect. It also acknowledges that taking action in cases of adult and young people abuse is never easy.

If staff witness abuse or abuse that has just taken place the priorities will be:

- To call an ambulance if required
- To call the police if a crime has been committed
- To preserve evidence
- To keep yourself, staff and other learners safe
- To inform the **Designated Safeguarding Lead (DSL)** and a senior manager
- To record what happened in the Cause for Concern Form

All situations of abuse or alleged abuse will be discussed with the **Designated Safeguarding Lead (DSL)**. If a member of staff feels unable to raise the concern with the **Designated Safeguarding Lead (DSL)**,



concerns can be raised directly with a manager within the business or direct with Adult or Children's Services for their local area. The alleged victim will be told that this will happen.

If it is appropriate and there is consent from the individual, or there is a good reason to override consent, such as risk to others, a referral will be made to the local safeguarding team.

If the individual experiencing abuse does not have the capacity to consent a referral will be made without that person's consent, in their best interests.

9. Referral Process

Staff should always discuss any safeguarding issues with a **Designated Safeguarding Lead (DSL)** to help make the decision as to whether a referral is necessary and to which agency. If the **Designated Safeguarding Lead** is unavailable, discuss with a manager within the business.

Follow the appropriate process: **(Safeguarding)** or **(Prevent)**

A written record of concerns will be maintained within the internal safeguarding recording system. If a referral is deemed as required, the process will be implemented. The **Cause for Concern Form** is completed and sent by password protected email to the **Designated Safeguarding Lead (DSL)**.

If it is deemed that a referral needs to be made to the local Children/Adult Services, the member of staff completes the Cause for Concern Form and consults with the **Designated Safeguarding Lead (DSL)**.

The **Designated Safeguarding Lead (DSL)** will send this to the identified safeguarding team within 24 hours and conduct follow up and monitoring using the **Cause for Concern Form**.

A **Cause for Concern Form** must always be completed for our internal safeguarding recording and given to the **Designated Safeguarding Lead (DSL)**. This can be sent as recorded delivery or with a password protected email and will be kept securely.

For concerns about a young person who is in immediate danger call 999.

10. Record keeping

Well-kept records are essential in situations where it is suspected or believed that a learner may be at risk from harm. The mechanism for recording is to complete the **Cause for Concern Form**.

Records should:

- state who was present, time, date and place
- use the actual words wherever possible
- be factual/state exactly what was said
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation.



11. Confidentiality - child or young person

Is there is a clear and legitimate purpose for sharing information? GDPR does not prevent or limit the sharing of information for purposes of keeping children/young people and vulnerable adults safe. Legal and secure sharing of information between agencies and children and adults' services is essential for keeping children/young people and vulnerable adults safe so that they get the support they need.

Information can be shared without consent if gaining consent would put a child/young person or vulnerable adult at risk. As with all data sharing, appropriate organisational and technical safeguards must be in place. Never promise that you will not disclose.

Consent has been given:

- You should identify how much information to share.
- Ensure you are giving the right information to the right individual.
- Ensure you are sharing the information securely.
- Inform the young person that the information has been shared if they were not aware of this as long as it would not create or increase their risk of harm.

Consent has **not** been given:

Is there a lawful reason to share information?

... **NO:**

- Do not share and seek advice from the **Designated Safeguarding Lead (DSL)**

... **YES:**

- You should identify how much information to share.
- Distinguish fact from fiction.
- Ensure you are giving the right information to the right individual.
- Ensure you are sharing the information securely.
- Inform the young person that the information has been shared if they were not aware of this as long as it would not create or increase their risk of harm.

If there are concerns that the young person is in need, suffering or likely to suffer harm, follow the safeguarding procedures without delay. Seek advice if unsure what to do at any stage and ensure that the outcome of the discussion is recorded. Under **section 47** of the **Children Act 1989** statutory agencies have a duty to co-operate. Therefore, if the Police or Social Care/Services are conducting a **section 47** investigation under the **1989 Children Act**, staff must share requested information relevant to the investigation. Raise this immediately if a request is received with the **Designated Safeguarding Lead (DSL)**.

12. Confidentiality - vulnerable adults



Protection of adults at risk also raises issues of confidentiality. The following guidelines should be adopted when concerns around adult protection arise to ensure that the referral procedure complies with the **Data Protection Act (1998)** and the **Freedom of Information Act (2000)**, although not at the risk of safeguarding adults at risk.

Staff have a professional responsibility to share relevant information about the protection of adults at risk with other professionals, particularly investigative agencies and adult services.

All personal information regarding an adult at risk will be kept confidential. All written records are kept in a secure area by the **Designated Safeguarding Lead (DSL)**. Records will only record details required in the **Cause for Concern Form** depending on whether a referral has been made.

If an adult confides in a member of staff and requests that the information is kept secret, it is important that the adult is told sensitively that we have a responsibility to refer cases of alleged abuse to the appropriate agencies. Within that context, the adult must be assured that the matter will be disclosed only to people who need to know about it.

Where possible, consent should be obtained from the adult before sharing personal information with Adult Services. However, in some circumstances obtaining consent may be neither possible nor desirable as the safety and welfare of the adult at risk is the priority.

The **Designated Safeguarding Lead (DSL)** must assure the adult that they will always be informed of any action to be taken and why. The adult's involvement in the process of sharing information must be fully considered and their wishes and feelings considered.

Issues surrounding abuse or potential abuse are highly sensitive and to be treated as confidential.

13. Our responsibilities regarding confidentiality

Staff should respect the person's right to confidentiality and refrain from disclosing any information about the case to anyone who does not 'need to know'.

Disclosure of information includes verbal discussions as well as disclosure of personal or confidential information relating to the situation over email or social media sites, such as Facebook or Twitter.

Failure to maintain and respect confidentiality and or the terms of this policy may result in disciplinary action for staff.

Record your decision and reasons to share or not share information on the **Cause for Concern Form** following discussion with the **Designated Safeguarding Lead (DSL)**.

Ensure all information shared is accurate, up-to-date, and necessary and share it with only those who need to have it and the **Designated Safeguarding Lead (DSL)**.



14. Managing allegations made against member of staff

The **School of Marketing** will ensure that any allegations made against members or member of staff will be dealt with swiftly.

Where a member of staff is thought to have committed a criminal offence the police will be informed. If a crime has been witnessed the police should be contacted immediately.

The safety of the learners and other staff concerned is foremost. A risk assessment must be undertaken immediately to assess the level of risk to all service users posed by the alleged perpetrator. This will include whether it is safe for them to continue in their role or any other role within the business whilst the investigation is undertaken.

The **Designated Named Person** will liaise with the **Local Area Designated Officer** to discuss the best course of action and to ensure that the **School of Marketing** disciplinary procedures are coordinated with any other enquiries taking place as part of the ongoing management of the allegation.

Under the **Sexual Offences Act 2003** it is a criminal offence for anyone working in an education/training setting to have a sexual relationship with a learner even when the student is over the age of consent but under 18 years of age.

The **School of Marketing** has a whistle blowing policy and staff are aware of this policy. Staff will be supported to use this policy.

Newly appointed staff will have a robust induction into safeguarding procedures when they join the business as part of the induction programme and be given a copy of the **Safeguarding Policy**. Any reason for staff to be having personal, social contact with learners must be explained with the rationale and any safeguarding actions required will be recorded.

Staff will also complete the **e-learning Safeguarding in FE and Prevent for Practitioners** within 1 month of joining the business and completion is recorded. All staff complete this e-learning every 12 months.

Any staff member who becomes the subject of a police investigation in relation to physical or sexual offences against adults or children, or are charged with a criminal offence, must inform the director. Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children and vulnerable adults whether received before, or during their employment at the **School of Marketing**. The director will discuss any potential safeguarding matters with the **Local Area Designated Officer (local safeguarding team)** and any required action will be agreed.

15. Protecting yourself against allegations of abuse



Keeping Children Safe in Education 2018 says that all staff members should be aware of systems within their workplace which supports safeguarding, and these should be explained to them as part of staff induction. You should seek to keep your personal contact with learners under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with learners:

- work in a room where there is a glass panel in the door or leave the door open
- make sure that other adults visit the room occasionally
- avoid working in isolation with learners unless thought has been given to safeguarding
- never give out personal mobile phone numbers or private email addresses
- do not give learners lifts home in your car (unless this has been specifically agreed by senior management)
- do not arrange to meet learners in their own homes
- do not arrange to meet learners outside of work activities
- never 'befriend' or chat to students on social network sites
- ensure that your outlook diary is always up to date with details of where you are and what you are doing and travel time between appointments is identified

16. Recruitment, supervision and training for staff

When recruiting new members of staff the **School of Marketing** follows the government guidance, **Keeping Children Safe in Education' (2018)** and **Safer Recruitment Principles** and has due regard to Safeguarding **Vulnerable Groups Act 2006** and the **Protection of Freedoms Act 2012**. The **School of Marketing** ensures that enhanced DBS checks are undertaken in line with government guidance, that appropriate references are obtained and that qualifications are verified. All staff are subject to a probationary period.

17. Radicalisation and Extremism

The **Prevent Duty** requires that all staff are aware of the signs that a child, young person or adult may be vulnerable to radicalisation which is known as the **Prevent Duty**. The risks will need to be considered for political; environmental; animal rights; or faith- based extremism that may lead to an individual becoming radicalised.

Indicators of vulnerability include:

- Identity Crisis: the individual is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis: they may be experiencing: family tensions/ a sense of isolation/ low self-esteem. They may have dissociated from their existing friendship group/ become involved with a new and different group of friends/ may be searching for answers to questions about identity, faith and belonging;



- Personal Circumstances: migration/local community tensions/ events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism/ discrimination/ aspects of Government policy;
- Unmet Aspiration: the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality: which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational or Additional Needs: individuals may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others
- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Channel:

Channel is a partnership approach to support individuals vulnerable to recruitment by violent extremists.

Channel Panels usually meet bi-monthly. Attendees sign a Confidentiality Agreement and share case information. Discussion covers the vulnerabilities of individuals and their families, current support, and risks for the individual and community. Attendees agree if the case is appropriate for **Channel** and the support plan which is needed.

For those already open to Panel support plans are tailored, building on existing support, and may consist of help with family problems, mental health support, religious education, mentoring etc.

For those who are not Channel appropriate: a safe exit from **Channel** or a referral elsewhere is discussed.

18. British Values

As part of the **Prevent strategy**, at the **School of Marketing** we promote four fundamental values that reflect modern Britain today:

1. Democracy - A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.



2. Rule of Law - The need for rules to make a happy, safe and secure environment to live, learn and work.
3. Respect and Tolerance - Understanding that we don't all share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own on others.
4. Individual Liberty - Protection of your rights and the rights of others you work with.

The **School of Marketing** values the ethnic differences and backgrounds of all its learners; we believe cultural differences should be celebrated, while also valuing being part of Britain. The Government outlines that British Values must be promoted in learning environments, which covers: democracy; the rule of law; individual liberty; and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. We enforce tolerance and respect in all areas of what we do, in respect of SMSC (spiritual, moral, social and cultural) development, and support learners in exploring controversial issues in a safe learning environment.

19. Appendix 1 - Signs and Symptoms of Abuse and Neglect

(Keeping Children Safe in Education (September 2018))

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children/young person

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

Emotional abuse: the persistent emotional maltreatment of a child/young person such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child/young person that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children/young person. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child/young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children/young person 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, although it may occur alone.



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/young person is aware of what is happening. The activities may involve physical contact and/or 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/young people.

Neglect: 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.

Peer to Peer: this can include bullying including cyberbullying, gender-based violence, sexting, initiation style violence and physical abuse. In the event of peer on peer bullying (including sexting) and a concern being raised, the lead would be taken by the **Designated Safeguarding Lead (DSL)** about how the learner would be supported, who would need to be informed and what action to take. Other internal policies would be taken into consideration e.g. behaviour/conduct and e-safety policies.

Special Educational Needs and Disabilities: young people can face additional safeguarding challenges and can be affected disproportionately by bullying and not necessarily showing outward signs.

Child Sexual Exploitation: is a form of child abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity a) in exchange for something the victim wants or needs and/or b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity was consensual. CSE does not always involve physical contact; it can also occur through the use of technology.

Female Genital Mutilation: FGM refers to procedures that alter or cause injury for non-medical reasons. The Serious Crime Act 2015 sets out a duty on professionals to notify the police when they discover FGM appears to have been carried out on a girl under the age of 18.

20. Appendix 1 - Signs and symptoms of abuse and neglect - vulnerable adults



1. **Physical abuse:** including hitting, slapping, scratching, pushing, rough handling, kicking, misuse of medication, restraint without justifiable reasons, inappropriate sanctions including deprivation of food, warmth, clothing and health care needs.
2. **Sexual abuse:** including rape, indecent exposure, sexual harassment, inappropriate looking or touching, unwanted sexual text messages, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into and sexual coercion.
3. **Emotional or Psychological abuse:** including threats of harm or abandonment, deprivation of contact, humiliation, ridicule, blaming, controlling, intimidation, coercion, unwanted communication, stalking, harassment, inappropriate messaging with kisses attached, verbal abuse and cyberbullying, isolation or unreasonable and unjustified withdrawal from services or supportive networks. Deliberate denial of religious or cultural needs and failure to provide access to appropriate skills and educational development.
4. **Domestic violence:** including psychological, physical, sexual, financial, emotional abuse; so-called 'honour' based violence. Domestic violence can affect those it is not aimed at within the home.
5. **Financial or material abuse:** including misuse or theft of money, fraud, extortion of material assets or inappropriate requests for money, pressure in connection with wills, property or inheritance of financial transactions, or the misuse or misappropriation of property, possessions or benefits.
6. **Neglect and acts of omission:** including ignoring medical or physical care needs, failure to provide access to appropriate health, social care and support or educational services or equipment for functional independence, the withholding of the necessities of life, such as medication, adequate nutrition, heating and lighting. Failure to give privacy and dignity.
7. **Modern slavery:** encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.
8. **Forced marriage:** entered into without the full and free consent of one or both parties and where violence, threats or other forms of coercion is used to cause a person to enter into marriage.
9. **Discriminatory abuse:** including forms of harassment, slurs or similar treatment; because of race, colour, language, gender and gender identity, age, disability, sexual orientation or religion.
10. **Organisational abuse:** including neglect and poor care practice within an institution or specific care setting or in relation to care provided in one's own home. This may range from one off incidents



to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

11. Self-Neglect: this covers a wide range of behaviour, neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding.

12. Use of Social Media in an abusive way: abuse can also occur through social media and this is often harder to detect. It is important to remember that the type of abuse that can occur through social media does not always include emotional and psychological abuse and can include sexual and financial abuse. Social media includes (but is not limited to): networking sites such as Facebook, Twitter and LinkedIn, email, text messages, Skype and instant messaging services.

22. Appendix 2 - 6 Principles - Care Act 2014

Empowerment: People being supported and encouraged to make their own decisions and give informed consent.

Prevention: It is better to take action before harm occurs. Learners receive clear and simple information about what abuse is, how to recognise the signs and what they can do to seek help.

Proportionality: The least intrusive response appropriate to the risk presented. Staff work in learners' interest and will only get involved as much as needed.

Protection: Support and representation for those in need.

Partnership: Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.

Accountability: Accountability and transparency in delivering safeguarding. Learners understand staff roles in safeguarding