

# Safeguarding 16 -18 year old Policy

## General Policy Statement

In England, safeguarding practice refers to children, including unborn babies and young people up to the age of 18 years, who live in the UK or who are temporarily resident here.

The fact that a child has become sixteen years of age, does not change their status, or their entitlement to services, or their protection under the Children Act 1989, 2004.

Quest Training is committed to ensuring the rights of the young person and the rights of adults, while also seeking to protect both groups in their association and work, with each other. In promoting the development of our apprentices/learners, we have a responsibility to ensure that they have sufficient knowledge and confidence, to reject any behaviour from their peers, or from adults, which may threaten them in any way.

Quest Training fully recognises its responsibilities for the protection of all staff and apprentices/learners.

Our Policy covers the following:

- Ensuring we practice safe recruitment in checking the suitability of staff – all staff are subject to an Enhanced Disclosure Barring Service check.
- Raising awareness of safeguarding issues to all apprentices/learners, employers and staff and equipping both employees and learners with the skills needed to keep them safe.
- Developing and implementing procedures for identifying and reporting any cases, or suspected cases of abuse.
- Establishing a safe environment in which vulnerable groups can develop.

## Commitment Statement

We recognise that, because of the regular contact with apprentices/learners, Quest Training staff are well placed to observe any outward signs of abuse and have regular reviews with individual apprentices/learners, which provides a platform for them to discuss any possible issues they may have.

Quest Training will therefore: -

- Establish and maintain an environment where apprentices/learners feel secure, are encouraged to talk and are listened to.
- Ensure that all apprentices/learners know that there are designated staff, within Quest Training, to whom they can approach if they are worried.
- Include opportunities within the programme for apprentices/learners to develop the skills they need to recognise and stay safe from abuse or harm.

Quest Training recognise and adhere to the statutory requirements within the following important and relevant pieces of safeguarding legislation:

- Working Together to Safeguard Children (2018 updated 2020)
- Children's Act (1989, 2004)
- Safeguarding Children and Safer Recruitment in Education (2007 amended 2012)
- Safeguarding Vulnerable Groups Act SVGA (2006 amended 2012)
- Protection of Freedoms Act (2012)
- Disclosure and Barring Service Code of Practice (2012)

- Sexual Offences Act (2003)
- Every Child Matters (2004)
- Equality Act (2010)
- The Care Act (2014)

To support our commitment to the safeguarding and well-being of all our apprentices/learners, and with regard to the above legislation, we will:

- Ensure we have a designated senior person for safeguarding and ensure that every member of staff knows the name of the designated senior person and their role and responsibility for safeguarding.
- Ensure that all staff and apprentices/learners are aware of our Designated Persons for Safeguarding.
- Ensure that all staff are aware, and understand their responsibilities, in relation to Safeguarding and in being alert to the signs and indicators of abuse and for referring any concerns directly to the Designated Person for Safeguarding.
- Ensure that effective Safeguarding procedures are developed, implemented, and monitored to ensure their effectiveness. These procedures are based on the 5R's approach of Recognition, Response, Record, Report, and Refer. Also, the 6 principles of Safeguarding which include empowerment, prevention, protection, proportionality, partnership, and accountability.
- Ensure that Quest Training develop links with relevant external agencies, local safeguarding boards and co-operate with any requirements relating to safeguarding referral matters.
- Keep written records of any concerns about apprentices/learners, even where there is no need to refer the matter immediately. These concerns will be kept confidential, in the appropriate file, by the Designated Person.

Quest Training recognises its responsibility with regard to the safeguarding of young and vulnerable apprentices/learners from abuse and from inappropriate and inadequate care and is committed to responding in all cases where there is concern.

Due to the nature of our work, Quest Training may be in the frontline of work with some children, young apprentices/learners, vulnerable learners, and vulnerable adults. This may mean that we are the first to know that a child, young or vulnerable learner, or adult, is being abused, or that we are concerned about a person's well-being. Everyone has an equal responsibility to ensure that the individual needs and welfare of the person are put first and to safeguard any person with whom we may come into contact.

This responsibility not only rests with the Directors, Managers and Designated Person for Safeguarding, but also with every individual member of staff employed within our organisation whilst at work, at an employer's premises or place of work.

We will ensure that our Safeguarding Policy and Procedures are reviewed at least annually to ensure that they are still relevant and effective.

## Understanding Safeguarding

### **What is safeguarding?**

Safeguarding is a proactive process of protecting and ensuring the safety and well-being of young and vulnerable apprentices/learners. Safeguarding may involve instances in which a young, or vulnerable apprentice/learner is suffering, or likely to suffer, from harm. Safeguarding involves adopting safer recruitment practices to assist in identifying persons who are unsuitable to work with young, or vulnerable apprentices/learners.

### **What are the benefits of effective Safeguarding?**

- When apprentices/learners feel safe and secure they can concentrate on learning.
- Apprentices/learners can rely on those people in positions of trust.
- Staff are protected from malicious and misplaced allegations.
- Staff are clear about individual responsibilities, roles, and boundaries.
- Apprentices/learners are appropriately protected, and all issues are dealt with effectively.

### **How do we define Young / Vulnerable apprentices/learners?**

Young apprentices/learners are defined as any apprentice/learner who has not yet reached their 18th birthday (Children's Act 1989, 2004).

The definition of regulated activity, as explained within the Protection of Freedoms Act 2012, identifies the activities provided to any adult which, if any adult requires them, will mean that the adult will be considered 'vulnerable' at that particular time.

Safeguarding and promoting the welfare of children is defined as:

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

### **New definition of regulated activity relating to young apprentices/learners**

There are six categories within the new definition of regulated activity.

1. Health care
2. Personal Care
3. Providing Social Work
4. Assistance with General Household Matters
5. Assistance in the Conduct of a Person's own Affairs
6. Conveying

## **Safer Recruitment**

### **Interview process**

Quest Training Ltd will take all possible steps to prevent unsuitable persons working with young, or vulnerable apprentices/learners, and in doing so will follow the good practice contained within the legislative document, Safeguarding Children and Safer Recruitment in Education (2007) and the Safer Practice, Safer Learning document, produced by NIACE.

When interviewing potential staff we will ensure that:

- There is an open recruitment process.
- There is a rigorous interview with specific questions relating to Safeguarding.
- Applicant's identity and claims to academic, or vocational qualifications will be verified.
- References will be taken up by direct contact with referees.
- Evidence of the date of birth and address of the applicant will be obtained.
- Where appropriate, an Enhanced Disclosure and Barring Service Check will be conducted.

Where a position requires an Enhanced DBS check, this will be made clear on the job advert and application form and a statement explaining Quest Training's commitment to safeguarding will be documented. All applicants will complete an application form, enabling each of them to have the same opportunity to provide information about themselves and assist in identifying any gaps in their employment history.

During interviews, the interviewer(s) will explore:

- The applicant's attitude and demeanour towards young, or vulnerable, apprentices/learners.
- The applicant's ability to support our commitment to safeguarding and promoting the welfare of young, or vulnerable, apprentices/learners.
- Any gaps in the applicant's employment history.
- Any concerns, or discrepancies, arising from the information obtained.

A Single DBS Central Record will be held for all staff employed by Quest Training and this will be updated on an ongoing basis.

### **Post appointment**

All staff will take part in an induction programme, which will vary dependent on the nature of the role. The purpose of this will be to:

- Provide awareness and explanations of relevant policies and procedures.
- Provide support for the role in which they have been engaged.
- Provide opportunities for a new member of staff to ask questions, or discuss concerns, relating to their role or responsibilities.
- Enable individual line managers and colleagues to recognise any concerns about the person's ability, or suitability, from the outset and address them if deemed appropriate.
- Ensure that individuals are aware of reporting concerns and who the Designated Persons for Safeguarding are.
- Ensure that individuals are aware of other relevant policies and procedures; i.e. disciplinary procedure, EDI Policy.

## Reporting Apprentice/Learner Abuse and Neglect

### **Procedure to undertake following a young or vulnerable apprentice/learner confiding about, or suspecting, a case of abuse or neglect:**

Where a young or vulnerable apprentice/learner seeks out a member of staff to confide in and share information about abuse, or neglect, or talks spontaneously individually, or in groups, our staff will:

- Listen carefully to the apprentice/learner, and not directly question him/her.
- Give the apprentice/learner time and attention.
- Allow the apprentice/learner to give a spontaneous account; and not stop the apprentice/learner freely recalling significant events.
- Make an accurate record of the information given, taking care to record the timing, setting and people present, the apprentice/learner's presentation, as well as what was said. Quest staff will not discard this as it may be needed later as evidence.
- Use the apprentice/learner's own words where possible.
- Explain that they cannot promise not to speak to others about the information they have shared.

Reassure the apprentice/learner that:

- You are glad that he/she has spoken to you.
- That he/she has not done anything wrong.
- What you are going to do next.
- Explain that help will need to be sought to keep them safe.

The apprentice/learner should be asked NOT to repeat his / her accounts to anyone. **The Designated Person for Safeguarding must be informed immediately**, who will investigate the concern and take appropriate action. All records of the investigation, will be kept strictly confidential and stored in a secure place. Outside agencies and Resources on Child Protection can, and will, be used to assist the company.

## Allegations against Staff

This applies should anyone have concerns regarding inappropriate behaviour by a member of staff where they have:

- Behaved inappropriately in a way that has harmed, or may have harmed, an apprentice/learner.
- Possibly committed a criminal offence against, or related to, an apprentice/learner.
- Behaved towards an apprentice/learner in a way that indicates he/she is unsuitable to work with them.

The Designated Person for Safeguarding should be informed of the matter immediately. (Where the Designated Person nominated for safeguarding is involved in the allegation, the most senior member of staff should be informed).

An investigation will take place which:

- Will determine if the police need to be involved immediately to protect the apprentice/learner further.
- Will record all details received and secure them safely.
- Will ensure the alleged member of staff is fully conversant of the allegation, is supported where relevant and free from victimisation.
- Will determine whether suspension is appropriate whilst undertaking the investigation.

All allegations will be acted upon, however, due to the variance in the risk levels, all allegations will be treated individually and the appropriate actions assigned on a case by case basis.

## Anonymous Allegations

Concerns raised anonymously tend to be far less effective, and depending on the level of information, the matter may not be investigated at all.

The decision taken to investigate the matter further will depend upon:

- The seriousness of the matter.
- Whether the concern is believable.
- Whether an investigation can be carried out on the information provided.

## Staff Code of Conduct

This Code of Conduct will act as a guide for all actions taken by staff and anyone else working on behalf of Quest Training. If it is necessary to act contrary to it (for example visiting an apprentice/ learner in their home), staff should only do so after discussion and approval with their line manager.

The Code of Conduct states that, all Quest staff must:

- Place the safety and well-being of apprentices/learners first – before any organisational, or personal, goals and before any loyalty to colleagues and friends.
- Help and assist in developing a culture in which any member of staff can feel comfortable about pointing out, to another member of staff, that his/her behaviour is, or may have been, inappropriate.
- Be committed to actively preventing the exploitation and abuse of young or vulnerable apprentices/learners.
- Respect all individual apprentices/learners, regardless of any protected characteristic (as defined within the Equality Act 2010), ability and treat each individual apprentice/learner with respect and dignity.
- Respect each apprentice/learner's boundaries and help them to develop their own sense of rights, as well as helping them to know what they can do, if they feel there is a problem.

The focus of your relationship with an apprentice/learner you have met through the course of your work should always remain professional and you should always act in a professional manner. You should never develop a personal relationship, and you should avoid socialising with apprentices/learners, on occasions where it does not constitute part of your normal duties and avoid establishing relationships through the use of social media, such as Facebook, or Twitter.

- Do not take illegal drugs whilst at work, do not drink alcohol prior to, or during, contact with learners and do not smoke with, or in front of apprentices/learners.
- Do not give apprentices/learners alcohol, tobacco products, or any form of drug or medication. You should not assist apprentices/learners in anyway, in obtaining these items.
- Do not engage in, or tolerate, the bullying, or harassment of any person.
- Never engage in, or tolerate, inappropriate physical activity such as 'horse play'.
- Ensure all lone working with young or vulnerable learners is undertaken with caution and awareness in mind.

It is essential to have guidelines to follow in order to minimise the possibility for abuse, misunderstanding and misinterpretation. False and malicious allegations are rare, but general good practice will help prevent them. The following examples will help to create a positive, transparent culture and climate.

In order to maintain a safe and appropriate emotional and physical distance from young or vulnerable apprentices/learners, do not:

- Make sexual or discriminatory comments of any kind.
- Engage in rough or sexually provocative games.
- Make sexual comments / innuendos.
- Lend or borrow money or property.
- Have exclusive, or secretive relationships.
- Invite apprentices/learners into your home.
- Use inappropriate reading materials / internet use.
- Use unacceptable forms of restraint.

All employees should be aware of the potential for misunderstanding when touching, or coming into contact with, young or vulnerable apprentices/learners. If it is an accepted part of a course, touching should be appropriate to the situation and, if applicable, all relevant guidelines should be followed. Consoling a young

or vulnerable apprentice/learner who is upset, or administering first-aid are examples of necessary and acceptable behaviour.

Employees should, however, endeavour to minimise any possible misunderstanding of their actions.

## Definitions and Types of Abuse or Neglect

This section closely reflects the procedures and guidance in the Home Office document “Working Together to Safeguard Children” 2018.

‘Child abuse and neglect’ is a generic term encompassing all ill treatment of young and vulnerable apprentices/learners, including serious physical and sexual assaults, as well as cases where the standard of care does not adequately support the persons health, or development’.

Abuse and neglect are forms of maltreatment of a young or vulnerable apprentice/learner. Somebody may abuse a young or vulnerable apprentice/learner by inflicting harm, or by failing to prevent harm.

Young or vulnerable apprentices/learners may be abused in the family, or an institutional or community setting by those known to them or, more rarely, by a stranger. An adult or adults, or another child or children, may abuse them.

Working Together to Safeguard Children (2018) sets out definitions and examples of the four broad categories of abuse:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

### **Physical abuse**

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

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a person, such as to cause severe and persistent adverse effects on their development. It may involve conveying to the person that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may feature age, or developmentally inappropriate expectations, being imposed in them. These may include interactions that are beyond the person’s developmental capacity, as well as over-protection and limitation of exploration and learning, or preventing them participating in normal social interactions. It may involve serious bullying, causing the person frequently to feel frightened or in danger, or the exploitation, or corruption, of persons. Some level of emotional abuse is involved in all types of maltreatment of a person, though it may occur alone.

### **Sexual Abuse**

Sexual abuse involves forcing, or enticing, a person to take part in sexual activities, including prostitution, whether or not the person is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving

them in looking at, or in the production of, pornographic material, or watching sexual activities, or encouraging sexually inappropriate behaviour.

## **Neglect**

Neglect involves the persistent failure to meet a person's basic, or physical and/or psychological needs, likely to result in the serious impairment of the person's health and 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 and clothing, shelter, including exclusion from home or abandonment, failing to protect a person from physical harm or danger, failure to ensure adequate supervision, including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care, or treatment. It may also include neglect of, or unresponsive to, a person's basic emotional needs.

Additional types of abuse and unsafe activities, which we recognise, and which have become more prevalent in recent times, are:

- Bullying and Harassment
- Discriminatory Abuse
- Financial Abuse
- Domestic Violence
- Alcohol and Drugs
- Hate Crime
- Cyber-bullying
- Child Trafficking
- FGM
- Psychological/emotional
- Organisational
- Radicalisation, including County Lines
- Breast Ironing

For further information please refer to Appendix 1

## **Signs and indicators of possible abuse**

When considering whether there is enough information and evidence to suggest a young or vulnerable apprentice/learner has been abused, there are a number of possible indicators. However, there may also be a perfectly reasonable explanation, so it is important to remain vigilant, but not be over zealous, nor jump to conclusions. There may also be no signs or indicators of abuse, however this does not necessarily mean that a report of abuse is false.

### **Signs suggesting physical abuse**

- Any injuries not consistent with the explanation given for them.
- Injuries that have occurred on parts of the body which are unusual and not indicative of a fall, or because of playing a contact / rough sport etc.
- Injuries that have not received medical attention.
- Neglect – under nourishment, failure to grow, constant hunger, stealing or gorging food.
- Untreated illnesses, unkempt appearance, dirty clothes etc.
- Changes in routine.

### **Signs suggesting emotional abuse**

- Changes or regressions in mood or behaviour

- Nervousness
- Obsessions or phobias
- Sudden under-achievement, or lack of concentration
- Attention seeking behaviour
- Persistent tiredness
- Running away

### **Signs suggesting sexual abuse**

- Any allegation made by an individual
- Individuals with an excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour
- Sexual activity through words, play or drawing
- Individuals who are sexually provocative, or seductive
- Severe sleeping disorders
- Eating disorders

### **Signs suggesting neglect**

- Poor appearance and hygiene, being smelly or dirty, being hungry or not given money for food
- Health and development problems, anaemia
- Housing and family issues, living in an unsuitable home environment, such as having no heating
- Change in behaviour, becoming clingy

## **Monitoring**

The Managing Director and Lead QAs are responsible for monitoring equality, diversity and inclusion within their own area and for ensuring that the business is conducted in accordance with our Safeguarding Policies.

Overall responsibility for the monitoring, implementation and enforcement of our Safeguarding Policy lies with the Managing Director.

Safeguarding is a fixed agenda item on the Management meeting agenda.

## **General**

This Policy should not be read in isolation, but is designed to be read in conjunction with Quest Training's Equality Diversity and Inclusion Policy, Prevent and British Values Policy, Health and Safety Policy, Whistleblowing Policy, E-Safety Policy and Covid 19 Policy.

This Policy will be reviewed as part of Quest Training's quality assurance cycle.

## Appendix 1 - Useful Information

### **Safeguarding Children and Safer Recruitment in Education**

<https://www.education.gov.uk/publications/eOrderingDownload/Final%206836-SafeGuard.Chd%20bkmk.pdf>

### **Working together to Safeguard Children**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/942454/Working\\_together\\_to\\_safeguard\\_children\\_inter\\_agency\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf)

### **Kent Safeguarding Children Board (LCSB)**

<https://www.kscmp.org.uk/guidance/worried-about-a-child>

### **Safeguarding Vulnerable Groups Act**

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

### **Protection of Freedoms Act 2012**

<http://legislation.gov.uk/ukpga/2012/9/contents/enacted>

### **Kent and Medway Safeguarding Adults Board**

<https://www.kmsab.org.uk/>

### **Safer Practice, Safer Learning**

[https://repository.excellencegateway.org.uk/7aef319e-9SaferPractice\\_1.pdf](https://repository.excellencegateway.org.uk/7aef319e-9SaferPractice_1.pdf)

### **OFSTED – FAQs on Safeguarding**

<https://www.gov.uk/government/collections/ofsted-inspections-of-further-education-and-skills-providers>

## Helpline Contact numbers

Care Quality Commission	03000 616161
CEOP	0808 800 5000
Ofsted	0300 123 4666
NSPCC	0808 800 5000
Police	101, or 999 in an emergency
NHS Direct	111, or 999 in an emergency
Crime Stoppers	0800 555111
Central Referral Unit (CRU)	03000 411111

## Appendix 1a - Useful Information

### **Bullying and Harassment**

'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

The four key characteristics of bullying are that it is:

- Repetitive and persistent
- Intentionally harmful
- Involving an imbalance of power
- Causing feelings of distress, fear, loneliness, or lack of confidence

### **Discriminatory Abuse**

- Unequal treatment based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation (known as 'protected characteristics' under the Equality Act 2010)
- Verbal abuse, derogatory remarks, or inappropriate use of language, related to a protected characteristic
- Denying access to communication aids, not allowing access to an interpreter, signer or lip-reader
- Harassment, or deliberate exclusion, on the grounds of a protected characteristic
- Denying basic rights to healthcare, education, employment and criminal justice, relating to a protected characteristic
- Substandard service provision relating to a protected characteristic

### **Financial Abuse**

- Theft of money or possessions
- Fraud, scamming
- Preventing a person from accessing their own money, benefits, or assets
- Employees taking a loan from a person using the service
- Undue pressure, duress, threat, or undue influence, put on the person in connection with loans, wills, property, inheritance, or financial transactions
- Arranging less care than is needed to save money to maximise inheritance
- Denying assistance to manage/monitor financial affairs
- Denying assistance to access benefits
- Misuse of personal allowance in a care home
- Misuse of benefits or direct payments in a family home
- Someone moving into a person's home and living rent free without agreement, or under duress
- False representation, using another person's bank account, cards, or documents
- Exploitation of a person's money or assets, e.g., unauthorised use of a car
- Misuse of a power of attorney, deputy, appointee ship or other legal authority
- Rogue trading – e.g., unnecessary, or overpriced property repairs and failure to carry out agreed repairs, or poor workmanship

## **Domestic Violence**

Domestic violence, or abuse, can be characterised by any of the indicators of abuse outlined in this document, relating to:

- psychological
- physical
- sexual
- financial
- emotional

## **Alcohol and Drugs**

- Use and abuse of drugs and alcohol by teens is very common and can have serious consequences. In the 15–24-year age range, 50% of deaths (from accidents, homicides, suicides) involve alcohol or drug abuse
- Drugs and alcohol also contribute to physical and sexual aggression, such as assault, or rape. Possible stages of teenage experience with alcohol and drugs include abstinence (non-use), experimentation, regular use (both recreational and compensatory for other problems), abuse, and dependency
- Repeated and regular recreational use can lead to other problems like anxiety and depression. Some teenagers regularly use drugs, or alcohol, to compensate for anxiety, depression, or a lack of positive social skills
- Teen use of tobacco and alcohol should not be minimized because they can be "gateway drugs" for other drugs (marijuana, cocaine, hallucinogens, inhalants, and heroin). The combination of teenagers' curiosity, risk taking behaviour, and social pressure make it very difficult to say no

## **Hate Crime**

- In most crimes it is something the victim has in their possession, or control, that motivates the offender to commit the crime. With hate crime it is 'who' the victim is, or 'what' the victim appears to be, that motivates the offender to commit the crime
- A hate crime is defined as 'Any criminal offence which is perceived by the victim, or any other person, to be motivated by hostility, or prejudice, based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility, or prejudice, against a person who is transgender, or perceived to be transgender'
- A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability, or because they are transgender

## **Cyber-bullying**

- Cyberbullying, or cyber-harassment, is a form of bullying or harassment using electronic means. Cyberbullying and cyber-harassment are also known as online bullying. It has become increasingly common, especially among teenagers, as the digital sphere has expanded, and technology has advanced

## **Child Trafficking**

- Human trafficking
- Forced labour
- Domestic servitude

- Sexual exploitation, such as escort work, prostitution, and pornography
- Debt bondage – being forced to work to pay off debts that realistically they never will be able to
- Trafficking is where children and young people tricked, forced, or persuaded to leave their homes and are moved, or transported and then exploited, forced to work, or sold.

Children are trafficked for:

- sexual exploitation
- benefit fraud
- forced marriage
- domestic slavery like cleaning, cooking, and childcare
- forced labour in factories or agriculture.
- committing crimes, like begging, theft, working on cannabis farms, or moving drugs

### **Psychological/Emotional**

- Enforced social isolation – preventing someone accessing services, educational and social opportunities and seeing friends
- Removing mobility, or communication aids, or intentionally leaving someone unattended when they need assistance
- Preventing someone from meeting their religious and cultural needs
- Preventing the expression of choice and opinion; failure to respect privacy
- Preventing stimulation, meaningful occupation, or activities
- Intimidation, coercion, harassment, use of threats, humiliation, bullying, swearing or verbal abuse
- Addressing a person in a patronising, or infantilising way
- Threats of harm, or abandonment
- Cyber bullying

### **Organisational**

- Discouraging visits, or the involvement of relatives or friends
- Run-down, or overcrowded establishment
- Authoritarian management, or rigid regimes
- Lack of leadership and supervision
- Insufficient staff, or high turnover resulting in poor quality care
- Abusive and disrespectful attitudes towards people using the service
- Inappropriate use of restraints
- Lack of respect for dignity and privacy
- Failure to manage residents with abusive behaviour
- Not providing adequate food and drink, or assistance with eating
- Not offering choice, or promoting independence
- Misuse of medication
- Failure to provide care with dentures, spectacles, or hearing aids
- Not taking account of individuals' cultural, religious, or ethnic needs
- Failure to respond to abuse appropriately
- Interference with personal correspondence, or communication
- Failure to respond to complaints.

### **Radicalisation, including county lines**

Radicalisation is the process through which a person comes to support, or be involved in, extremist ideologies. It can result in a person becoming drawn into terrorism and is in itself a form of harm.

Extremism is vocal, or active, opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

The process of radicalisation may involve:

- being groomed online, or in person
- exploitation, including sexual exploitation
- psychological manipulation
- exposure to violent material and other inappropriate information
- the risk of physical harm, or death through extremist acts
- it happening gradually so children and young people, who are affected, may not realise what it is that they are being drawn into
- County Lines is where illegal drugs are transported from one area to another, often across police and local authority boundaries (although not exclusively), usually by children, or vulnerable people who are coerced into it by gangs.
- The 'County Line' is the mobile phone line used to take the orders of drugs.

### **FGM, including witchcraft abuse**

- FGM is not an issue that can be decided on by personal preference – it is an illegal, extremely harmful practice and a form of child abuse and violence against women and girls
- As FGM is a form of child abuse, professionals have a statutory obligation under national safeguarding protocols (e.g., Working Together to Safeguard Children 2018 – revised 2020) to protect girls and women at risk of FGM
- Since October 2015 registered professionals in health, social care and teaching also have a statutory duty (known as the Mandatory Reporting duty) to report cases of FGM to the police non-emergency number 101 in cases where a girl under 18 either discloses that she has had FGM, or the professional observes physical signs of FGM
- Abuse linked to faith or belief is where concerns for a child's welfare have been identified, and could be caused by, a belief in witchcraft, spirit or demonic possession, ritual or satanic abuse features; or when practices linked to faith, or belief, are harmful to a child
- Any abuse that takes place against those who are branded (or labelled) either as a witch, or as having been possessed by an evil spirit, is unacceptable. Significant harm (including murder) can occur because of concerted efforts to 'excise' or 'deliver' evil from a child (or vulnerable adult)
- **Breast Ironing**
  - Breast ironing, also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing, or disappear
  - The practice involves ironing a girl's chest with hot objects to delay breasts from growing, so she does not attract male attention
  - It's typically carried out when the girls are aged between 11 and 15, as they enter puberty, and is often done by the victim's own family under the "misguided intention" of protecting her from rape and sexual harassment, according to the United Nations

## Appendix 2



HM Government

### **The seven golden rules to sharing information:**

(Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents, and carers)

1. Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.