

# Child Protection and Safeguarding Policy

## [Mandatory Read]



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<b>Approved By</b>  Clinical Governance and Safeguarding Committee  Board of Trustees	<b>Ratified Date</b>  March 2023  March 2023
<b>Published Date</b>  March 2023	<b>Next Review Date</b>  March 2024

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## **Policy**

### **1 Purpose and Objectives**

The Children's Trust believes that the welfare of the child and adult at risk is paramount and that all children and adults at risk have a right to feel safe and secure and protected from harm and abuse. This policy recognises that children and adults with disabilities are at an increased risk of abuse and neglect.

We fully recognise our statutory responsibility for safeguarding; this includes responding immediately and appropriately where there is a suspicion that any child may be a victim of bullying, harassment, abuse (including physical, sexual, emotional) or neglect; and protecting and responding well when adults with care and support needs are experiencing or are at risk of abuse or neglect.

All staff and volunteers have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a risk of harm either at The Children's Trust or in the community.

The policy also informs parents and carers how we will safeguard their children and adults at risk whilst they are in our care.

#### **The Objectives of the policy are to:**

- Demonstrate The Children's Trust commitment to safeguarding and child protection and the commitment that is required from all staff.
- To achieve a culture across the organisation in which a proactive approach is taken to safeguarding and promoting the rights of all children and adults.
- To provide staff, volunteers, governors, and trustees with the framework they need to keep people safe and secure.
- Provide robust systems and procedures that are followed by all staff and volunteers in cases of suspected abuse (within associated SOPs).
- Establish and assign clear accountability for safeguarding
- Ensure that all colleagues are aware of their individual responsibilities.
- Comply with legislation and regulation.

#### **Relevant laws and regulations include but are not limited to:**

- Children Act 1989 and 2004.
- Education Act 2002.
- Sexual Offences Act 2003.
- Mental Capacity Act 2005: Deprivation of Liberty safeguards.
- Health and Social Care Act 2012.
- Care Act 2014.
- The Children's Homes (England) Regulations 2015.
- Counterterrorism and Security Act 2015 (PREVENT Duty).
- Children and Social Work Act 2019.
- Domestic Abuse Act 2021.
- Working Together to Safeguard Children and Young People

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with statutory guidance: 'Working Together to Safeguard Children' 2018, 'Keeping Children Safe in Education' 2022 (KCSIE), 'What to do if You are Worried a Child is Being Abused' 2015 and Surrey Safeguarding Children Partnership Procedures Manual

## **2 Scope**

This policy applies to:

- All staff and volunteers across The Children's Trust, including Trustees & Governors.
- All contractors and visitors to the Tadworth site

## **3 Definitions**

**(A glossary of terms is given in Appendix 6)**

Child	Those under 18 years old including all those up to their 18 <sup>th</sup> Birthday.
Adult at risk (of harm)	Those over 18 years old, who have need for care and support as a result of physical, mental, sensory, learning, or cognitive disabilities or illnesses, substance misuse or brain injury.
CYP	Child and young person / children and young people
TCT	The Children's Trust
DSL	Designated Safeguarding Lead takes the lead role in safeguarding and child protection within TCT school.
DDSL	Deputy Designated Safeguarding Lead has a shared responsibility for safeguarding and child protection within TCT school.
Surrey C-SPA	Surrey Children's Single point of Access (C-SPA) is the umbrella term for the front door to request support from children's social care.
Surrey ASC MASH	Surrey Adult Social Care Multi Agency Safeguarding Hub
LADO	Local Authority Designated Officer – manages allegations against staff and volunteers who work with children.
IRAR	Incident and Risk Assessment Recording system

## **4 Policy Statement**

- The Children's Trust has zero tolerance to all forms of abuse, neglect, and discrimination of children.
- TCT is committed to taking all necessary steps to stop abuse and discrimination happening, whether perpetrated by staff, family members, members of the public or other children.
- Due to the increased vulnerability of the CYP at TCT, this commitment is required of all staff, who will undertake training and supervision and demonstrate understanding of this policy and associated procedures.

- Disabled young people will be seen as children and adults first and the presence of a disability will not mask or deter an appropriate inquiry where there are child protection concerns.
- Concerns about staff perpetrating abuse or discrimination will be addressed without delay, with full cooperation given to any investigation and information shared with relevant agencies.
- TCT is committed to ensuring that children at risk of abuse, neglect or discrimination are given information, advice, and support in a form that they can understand and have their views included in all forums where decisions are made about their lives.
- The Children's Trust is committed to working in partnership with parents and carers and, whenever possible, that partnership will be with their consent, except where necessary to prevent abuse.
- The Children's Trust will publish online the Safeguarding Children Policy and Procedure, including the duty to contact the home and host Local Authority Children's Social Care Department if there are concerns that a child may be being abused or neglected.
- All allegations, concerns or suspicions of abuse or neglect will be taken seriously and responded to within the steps laid out in the corresponding procedure.
- A failure of any staff to report concerns may be viewed as colluding in the abuse of a young person

## **5 Stakeholder Consultation**

Appendix 1 details the stakeholders who were consulted in the development of this policy and SOPs

## **6 Related Policies and Procedures**

The following policies and procedures stated below support the effective application of this policy and SOP:

- Disciplinary Policy.
- Supervision Guidelines.
- Intimate Care Policy.
- Incident Reporting and investigation including Duty of Candour policy.
- Whistleblowing Policy.
- Data Protection Policy 2021.
- Safer Recruitment & procedures Policy.
- Record Keeping Policy.
- Managing Safeguarding allegations against staff and volunteers SOP
- Low Level Concerns Policy.
- Online Safety Policy.
- Mental Capacity Act, Best Interest and Deprivation of Liberty Safeguards Policy.
- Parental Mental Health and Risk Assessment Policy.
- Behaviours that Challenge Policy and Self Harm Guidance.
- Bruising Policy.
- Electronic Devices Policy

## 7 External References and Guidance

The following external resources and guidance were consulted in drafting this policy and SOP:

- DCSF (2009) Safeguarding disabled children: Practice Guidance.
- HM Government (2015) What do you do if you're worried a child is being abused: Advice for Practitioners.
- DfE 2015 Guide to the Children's Homes Regulations including the quality standards.
- DfE and DoH (2015) Special educational needs and disability code of practice: 0-25 years.
- DfE (2015) Supporting Pupils at School with Medical Conditions.
- NICE Guidance (2017) Child maltreatment: when to suspect maltreatment in under 18s.
- HM Government (2018) Working Together to Safeguard Children: A guide to interagency working to safeguard and promote the welfare of children.
- HM Government (2018) Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers.
- DfE (2022) Keeping Children Safe in Education.
- Surrey Safeguarding Children Partnership Procedures Manual.
- Surrey Safeguarding Adult Board (2021) When to refer an adult safeguarding concern in Surrey.

### Document Change Control

Version	Status	Description (of changes)/ Status	Reviewed by	Reviewed/ Issued Date
0.1	Draft	Removed SOP from policy; moved to new template	C Shiels	
1.0	Final	Section 2 review and update	CG&SGC & Board	March 2022
1.1	Draft	Whole policy review for site wide use. Placed child protection & safeguarding process and procedures in named SOPs.	CG&SGC & Board	March 2023
2.0	Final	Published on The Loop		March 2023

## Appendix 1 – Stakeholder Engagement Checklist

Review and complete the following checklist to indicate which stakeholders were consulted in the development of this policy.

#	Question	Yes/ No	Stakeholder(s) to be consulted
1	Is there a statutory requirement to have in place this particular policy/ does the policy need to comply with detailed legislation?	Y	Audit, Risk and Governance team
2	Is implementation of the policy (or any element of it) dependent on the use of new or existing information technology?	Y	Head of IT
3	Does implementation of the policy (or any element of it) place any demands on/ or affect the activities of the Estates and Facilities teams (e.g. does it impact the provision or maintenance of premises, equipment, vehicles or other TCT assets)?	Y	Head of Estates
4	Does implementation of the policy or any element of it involve/ impact the processing of personal data?	Y	Data Protection Officer
5	Does implementation of the policy require significant unbudgeted operational or capital expenditure?	N	Finance Director
6	Does implementation of the policy (or any element of it) directly or indirectly impact on the delivery of services / activities in other areas of the organisation? E.g. a policy written by a clinical lead in CF&S might impact on the delivery of care for CYP attending the School.	Y	Relevant, impacted OLT members
7	Is there a need to consider Health and Safety or potential environmental impacts in developing and implementing the policy?	Y	Health and Safety Manager
8	Have you consulted with a representative of those who will be directly impacted by the policy?	Y	
9	Is there a need to consider Equity, Diversity and Inclusion in developing and implementing the policy?	Y	EDI Lead
10	Is there a need to consider sustainability and potential environmental impacts in developing and implementing the policy?	N	Lead for Responsible Organisation
11	Please detail any other stakeholder groups consulted, if applicable.		

## Appendix 2: Types of Abuse

The following definitions are taken from *Working Together to Safeguard Children* HM Government (2018). In addition to these definitions, it is be understood that children can also be abused through sexual exploitation, honour-based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to [the Surrey SSCP Levels of Need](#).

**Child abuse and neglect** is a generic term encompassing all ill treatment of children including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development.

Children may be abused or neglected through the infliction of harm or through the failure to act to prevent harm. Abuse can occur in a family, institutional or community setting. The perpetrator may or may not be known to the child.

Working Together to Safeguard Children 2018 sets out definitions and examples of the four broad categories of abuse which are used as a basis for determining that a child should be subject to a Child Protection Plan.

**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 child.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. Examples include:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- 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.
- Interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.
- Serious bullying (including cyber bullying), causing children 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, although it may occur in isolation.



**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

- 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 online).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent/carer, staff and/or volunteer 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 caregivers) ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Appendix 3: Indicators of Abuse

**Neglect** is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. The NSPCC identifies 4 types of neglect:

- **Physical Neglect** – a child's basic needs such as food, clothing shelter are not met, or they aren't properly supervised or kept safe.
- **Educational neglect** – parents/carers not ensuring a child is given an education.
- **Emotional neglect** – a child doesn't get the nurture and stimulation they need. This could be through ignoring, humiliating, intimidating, or isolating them.
- **Medical neglect** – a child isn't given proper health care, including dental care, and refusing medical recommendations.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused* DfE 2015) suggests that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse; any concerns should be discussed with a member of the safeguarding team.

### Emotional abuse

It is sometimes possible to spot emotionally abusive behaviour by parents and carers from the way the adults are speaking to or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later.

- Emotional abuse is difficult to define, identify/recognise and/or prove.
- Emotional abuse is chronic and cumulative and has a long-term impact.
- All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.
- Children can be harmed by witnessing someone harming another person, such as in domestic abuse.
- Most harm is produced in low warmth, high criticism homes, not from single incidents.

### Physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. These accidental injuries normally occur on the *bony prominences*, e.g. knees, shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

TCT **Bruising Policy** outlines the procedures for reporting bruising in CYP who are not independently mobile.

A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries.

Concerns should be increased when:

- the explanation given does not match the injury.
- the explanation uses words or phrases that do not match the vocabulary of the child (adult words).
- no explanation is forthcoming.
- the child (parent or carer) is secretive or evasive.
- the injury is accompanied by allegations of abuse or assault.

#### **Injuries that may be observed:**

- Multiple bruising or bruises and scratches (especially on the head and face).
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped).
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head.
- Bruises on the back, chest, buttocks, or on the inside of the thighs.
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle.
- Bite marks.
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette.
- Scalds with upward splash marks or *tide marks*.
- Untreated injuries.
- Recurrent injuries or burns.
- Bald patches.
- Patterns of bruising seen in children with disabilities

**Sexual abuse** is often perpetrated by people who are known and trusted by the child, e.g., relatives, family friends, neighbours, babysitters, and people working with the child in school, homes, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

#### **Characteristics of child sexual abuse:**

- it is often planned and systematic; people do not sexually abuse children by accident, though sexual abuse can be opportunistic.
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent (this may occur online).
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.
- Most people who sexually abuse children are men, but women and other children can commit sexual abuse too.

## **Appendix 4: Specific Safeguarding issues**

### **Staff need to be aware of specific safeguarding issues and be alert to any risks**

#### **1. Children, young people and adults with SEND, disability, or health issues.**

Disabled children and adults may be more vulnerable to being abused because of a number of factors attributed to their disabilities. These include:

- Significant communication needs.
- Physical vulnerabilities.
- Intimate care needs.
- Need for physical handling.
- Having multiple carers.
- Being socially isolated.

Children, young people and adults with a disability may not have access to someone they can trust to disclose that they have been abused and they may not feel ready or know how to tell someone that they have been abused.

Other factors which increase vulnerability include:

- Individual care needs.
- Challenging behaviours.
- Lack of support/training for parents and carers in understanding and addressing difficult behaviour.
- The child/young person/adult being perceived as being of less importance.
- Parents/carers may accept lesser standards of substitute care as a result of their need for support and respite.
- Behaviour that can be self-harming/injurious which can lead to an abusive injury being missed. An assumption self-harming/injurious behaviour is an integral part of the condition, rather than a response to abusive treatment or a negative reaction to medication. [Refer to Behaviours that Challenge Policy and Self Harm and Suicide Guidance].

Due to the particular needs of disabled children, young people, and adults they may also be at risk of being abused in other ways including:

- Forced feeding or inappropriate feeding.
- Their personal care needs may not be met adequately.
- Physical practices such as physical restraint carried out unnecessarily or not in accordance with available guidelines.
- Rough handling.
- Extreme behaviour modification including the deprivation of clothing, medication, or food, limiting movement, restricting freedoms, locking doors etc.
- Misuse of medication, sedation, heavy tranquillisation.
- Invasive procedures which are unnecessary or are carried out against their will and not in their best interests.
- Being denied access to required medical treatment.
- Misapplication of programmes or regimes.
- Ill-fitting equipment, e.g., callipers, sleep boards, which may cause injury or pain.

- Inappropriate splinting.
- They may be more susceptible to bullying.
- They may be more vulnerable to abuse using Information Communication Technology.

## **2. Bullying/ Cyberbullying**

The policy on anti-bullying is set out in the TCT CS020 Anti-Bullying Policy and Procedures and acknowledges that allowing or condoning bullying may lead to consideration under child protection procedures.

We keep a record of known bullying incidents which is shared with and analysed by the Governing Council. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, child protection procedures will be considered by the safeguarding team.

TCT will not tolerate bullying, or any other form of hostility motivated by prejudice based on disability, race, religion, sexual orientation or other protected characteristics of the Equality Act 2010. Repeated racist incidents or single serious incidents may lead to consideration under child protection procedures.

TCT will keep a record of racist bullying or other hate incidents on the IRAR system.

## **3. Child-on-child abuse**

All staff should be aware that children can abuse other children at any age and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse').
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment.

## **4. Child abduction and community safety incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Other community safety incidents in the vicinity of The Children's Trust can raise concerns amongst children, parents and staff, for example, people loitering nearby or unknown adults engaging children in conversation.

It is important that young people are given practical advice on how to keep themselves safe and provision will focus on building confidence and abilities rather than simply warning them about all strangers.

## **5. Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

We know that 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, money, or new possessions.
- Associate with other children involved in exploitation.
- Suffer from changes in emotional well-being.
- Misuse alcohol and other drugs.
- Go missing for periods of time or regularly come home late.
- Regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

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

- Have older boyfriends or girlfriends.
- Display symptoms of or are diagnosed with sexually transmitted infections.
- Display sexual behaviours beyond expected sexual development or become pregnant.

Criminal exploitation of children is a typical feature of county lines criminal activity. Key identifying features of involvement in county lines are when children are missing, when the victim may have been trafficked for transporting drugs, a referral to the National Referral Mechanism should be considered with Social Care and Police colleagues.

- It is important to note that the experience of girls who are criminally exploited can be different to that of boys, the indicators may not be the same however staff should be aware that girls are at risk of exploitation too.
- A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. Girls may be particularly at risk of sexual exploitation.
- A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.
- Children can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, poverty or mental health problems.

Concerns that a child is being or is at risk of being exploited will be passed without delay to the appropriate member of the safeguarding team including the relevant local safeguarding team. TCT is aware there is a clear link between regular non-attendance at school and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

A referral to children's social care will be made when any concern of harm to a child as a consequence of gang activity including child criminal exploitation becomes known. If there is concern about a child's immediate safety, the Police will be contacted on 999.

## **6. Children and the court system**

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangement information tool](#) with information on the dispute resolution service. This may be helpful for some parent's and carers.

Care proceedings initiated by Local Authorities via the family courts can also be stress for children and young people. CAFCASS are an independent organisation that advise the family courts about what is safe for children and in their best interest ensuring children's voices are heard. [Young person's guide to care proceedings](#).

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-to-11-year-olds](#) and [12-to-17-year-olds](#).

## **7. Children with family members in prison**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

The National Information Centre on Children of Offenders [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

8. **Children displaying harmful sexual behaviour** can involve one or more children engaging in sexual discussions or acts that are inappropriate for their age or stage of development. These can range from using sexually explicit word and phrases to full penetrative sex with other children or adults.

Stages of sexual development - children pass through different stages of sexual development as they grow and their awareness and curiosity of sexual matters changes with them. Due to children developing sexual awareness at different rates it can be difficult to understand healthy sexual development and distinguish it from harmful behaviour. Further information is available at [NSPCC Guidelines on the 4 stages of Health Sexual Development](#).

When there is suspicion or an allegation of a child having been sexually abusive to another child, it should be referred immediately to Children's Social Care and the Police.

#### 9. **Children Missing Education**

All children are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any SEND they may have to ensure best quality of life.

TCT recognises that children missing education can be a vital warning sign of a range of safeguarding possibilities. They are also at significant risk of underachieving, being victims of abuse and harm, exploitation, radicalisation, and becoming NEET (not in education, employment or training) later in life.

Most children engage positively with school and attend regularly. However, in order to flourish, some children require an alternative education offer or may require a modified timetable to support a return to full time education provision. It is recognised that children accessing on a reduced or modified timetable may have additional vulnerabilities. Ofsted refer to these as Pupils Missing Out On Education (PMOOE), because they are not accessing their education in school in the 'usual way'.

#### 10. **Domestic Abuse**

Domestic abuse is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and coercive control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of 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 who might not be living in the home. 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).

We use the term domestic abuse to reflect that several abusive and coercive controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other coercive controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

TCT School and Surrey Teaching Centre is enrolled onto the **Operation Encompass scheme**, a joint project between Surrey Police, Surrey Domestic Abuse Service and Surrey Schools; where every school day our DSL is notified of all domestic abuse incidents that have occurred and been reported to Police in the previous 24 hours which involved a child at this School (72 hours on a Monday morning). This provides an opportunity for us to ensure the right support is in place at the right time for children who are experiencing domestic abuse.

#### **11. Female Genital Mutilation (FGM)**

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

#### **12. Forced Marriage**

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is recognised in the UK as a form of violence against women and men, domestic abuse, child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in many cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Staff should never attempt to intervene directly or through a third party. Contact should be made with children's social care and/or the Forced Marriage Unit 200 7008 0151.

### **13. Honour-based abuse**

Honour based abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based abuse might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion.
- want to get out of an arranged marriage; become involved with a boyfriend or girlfriend from a different culture or religion.
- want to get out of an arranged marriage.
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

It is considered a violation of human rights and may be a form of domestic and/or sexual abuse.

### **14. One Chance Rule**

All staff should be aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBA. Staff recognise they may only have one chance' to speak to a child who is a potential victim and have just one chance to save a life.

TCT are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBA cases.

### **15. Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Staff should be aware of contact details and referral routes to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

### **16. Looked After Children**

Looked-after' children are those that are given accommodation away from their families at the request of their parent and those in care as the result of a Care Order.

TCT provides residential care services for children with profound and multiple learning difficulties and complex medical needs, most of our children and young people will be Looked after Children and come from a range of different backgrounds and have varied experiences of care.

Children may enter care for all sorts of reason and abuse, or neglect experiences can increase vulnerability.

#### Section 20 of the Children Act 1989 – Voluntary Care

Under Section 20, the local authority has a duty to provide accommodation for 'children in need'. This accommodation– either in foster care, residential care or a kinship placement – can be long- or short-term and does not involve the courts. The parent retains full parental responsibility.

#### Section 31 of the Children Act 1989 – Care Order

The court can create a care order under Section 31 placing a child in the care of a designated local authority, with parental responsibility being shared between the parents and the local authority. It can only be made if the court is satisfied that 'the harm, or likelihood of harm, is attributable to ... the care given to the child, or likely to be given ... if the order were not made, not being what it would be reasonable to expect a parent to give ... or the child being beyond parental control'. The court may make an interim care order (for up to eight weeks in the first instance) to investigate a child's home circumstances.

TCT will ensure that staff have the necessary skills and understanding to keep looked after children safe. Staff working with looked after children should have an understanding of their legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

### **17. Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the [Modern Slavery Statutory Guidance](#)

### **18. Online Safety/ Cybercrime**

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective approach to online safety empowers TCT to protect and educate children and adults and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

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

- Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

TCT recognises that children and young people with special educational needs and disabilities or physical health issues are particularly vulnerable to online abuse and can face additional safeguarding challenges.

- They may be at risk of without knowing, for example images of them being taken and used inappropriately.
- They may lack knowledge about abuse and their right to protection, and their vocabulary may not have been developed to enable them to seek help on matters that concern them.
- They may have low self –confidence, seeing themselves as an outsider
- They may lack strong peer networks and be less likely to tell a friend when they experience upsetting things online.
- They may have more unsupervised time online with fewer structures and boundaries.

Remote Learning/virtual therapy - It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be managed as per the safeguarding and child protection policy and, where appropriate, referrals will be made to children's social care and the police as required.

TCT will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements, including filters and monitoring (IT Policy). This includes ensuring that as an organisation we are not over blocking which leads to unreasonable restrictions that limits experiences and access to learning resources.

Delivery of virtual sessions may be with one child/learner or a group of learners with a familiar adult supporting the facilitation of the session.

- Staff and children must wear suitable clothing.
- The location of the virtual session will be risk assessed and any computers used will be in appropriate areas with the background blurred or hidden.

- Any live classes should be recorded so that if any concerns were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time
- Language must be professional and appropriate
- Staff must only use platforms agreed with senior leaders
- Staff should record the length, time, date and attendance of any sessions held.

#### 19. Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.

Looked After Children by the local authority or those who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures and children may be privately fostered at any age.

TCT recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care immediately. However, where a member of staff becomes aware that a child may be in a private fostering arrangement a referral will be made to children's social care.

#### 19. Radicalisation, extremism and terrorism

[The Prevent Duty for England and Wales \(2015\)](#) under section 26 of the Counterterrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as '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'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious violence to a person/people; causes serious damage to property; or seriously interferes with an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.

TCT is clear that that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools

and childcare providers on preventing children and young people from being drawn into terrorism.

TCT seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the [DfE advice Promoting Fundamental British Values as part of SMSC \(spiritual, moral, social and cultural education\) in Schools \(2014\)](#).

When any member of staff has concerns that a child or young person is at risk of radicalisation or involvement in terrorism, they should speak with the appropriate members of the safeguarding team in the first instance.

Refer cases by e-mail to [preventreferrals@surrey.pnn.police.uk](mailto:preventreferrals@surrey.pnn.police.uk). If the matter is urgent then Police must be contacted by dialling 999. In cases where further advice from the Police is sought dial 101 or 01483 632982 and ask to speak to the Prevent Supervisor for Surrey.

The Department for Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

**Channel** is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. See KCSIE Annex B for more information.

The DfE provides guidance and additional support (see KCSIE Annex B “Additional Support”) including guidance on [the use of social media for online radicalisation](#). The Home Office has developed three e-learning modules on the Prevent Duty and Channel, links can be found in KCSIE Annex B.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means 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; or Foster hatred which might lead to inter-community violence in the UK.

Indicators of vulnerability include:

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

- Personal Circumstances – migration; local community tensions; and events affecting the child’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the child may have perceptions of injustice or a feeling of failure,
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.
- Special Educational Needs and Disability (SEND) – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. The Department for Education guidance [The Prevent Duty](#) should be referred to.

## **20. Restrictive Physical Intervention**

Staff must only ever use physical intervention as a last resort, when a child is at immediate risk of harming themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained.

Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures.

We recognise that sometimes touch is appropriate in the context of working with children, and all staff have been given safe practice guidance to ensure they are clear about their professional boundaries.

TCT staff should be aware of the guidance set out in CG01- Clinical & Therapeutic Holding guideline, which recognises that the majority of children in our care depend on staff to prioritise attention to their safety, needs and protection.

Surrey County Council also have guidance for children with SEND in school [Touch and the use of restrictive Physical Intervention When Working with Children and Young People](#).

## **21. Sexual violence and sexual harassment between children**

Sexual violence and sexual harassment can occur between children of any age and sex. It can occur through a single child or a group of children sexually assaulting or sexually harassing a child or group of children (and may occur inside or outside school, or online). It is more likely that girls will be victims and boys’ perpetrators. All peer-on-peer abuse is unacceptable and will be taken seriously.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to

ensure their education is not disrupted. It is also important that other children, adults, and staff are supported and protected as appropriate.

While a clear focus of peer on peer/child on child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from children to children can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, it will be reported to the Police.

## **22. Sharing nudes and semi-nudes: Guidance for staff responding to incidents**

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is unlawful.

Sharing Nudes/Semi-Nudes refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to.

If a member of staff becomes aware of an incident involving making or sharing nudes/semi-nudes, they should follow the safeguarding and child protection policy and procedures and refer to the appropriate member of the safeguarding team immediately.

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy, or print the images. Community Rehabilitation Services should involve the local safeguarding team/police.

The safeguarding team will hold an initial review meeting with appropriate staff and refer to children's social care.

Parents and carers should be informed at an early stage in the process unless there is reason to believe that involving parents would put the child at risk of harm.

Immediate concerns that a child or young person has been harmed or is at risk of harm will be referred to children's social care and/or the Police if:

- The incident involves an adult
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (SEND).



- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's developmental or are violent.
- The imagery involves sexual acts.
- The imagery involves anyone aged 12 or under.
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

**23. Upskirting**

Upskirting is the act of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without consent, with the intention of viewing their genitals or buttocks to obtain sexual gratification or to cause the victim humiliation, distress or alarm.

Upskirting is a criminal offence under the Voyeurism (Offences) Act 2019.

**24. Children who are lesbian, gay, bi, or trans (LGBTQIA2+)**

The fact that a child or a young person may be LGBTQIA2+ is not in itself an inherent risk factor for harm. However, children who are LGBTQIA2+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQIA2+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQIA2+. Risks can be compounded where children lack a trusted adult with whom they can be open.

- It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns.
- LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

## **Appendix 5: Additional Support and advice**

### **Abuse**

- [What to do if you're worried a child is being abused](#) – DfE advice
- [Domestic abuse: Various Information/Guidance](#) - Home Office (HO)
- [Faith based abuse: National Action Plan](#) - DfE advice
- [Relationship abuse: disrespect nobody](#) - Home Office website

### **Bullying**

- Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
- [Preventing and Tackling Bullying](#) - DfE advice
- [Cyber bullying: advice for headteachers and school staff](#) - DfE advice

### **Children missing from education, home or care**

- [Children missing education](#) - DfE statutory guidance
- [Child missing from home or care](#) - DfE statutory guidance
- [Children and adults missing strategy](#) - Home Office strategy

### **Children with family members in prison**

- [National Information Centre on Children of Offenders](#) - Barnardo's in partnership with HM Prison and Probation Service

### **Child Exploitation**

- [Trafficking: safeguarding children](#) - DfE and HO guidance

### **Drugs**

- [Drugs: advice for schools](#) – DfE and ACPO advice
- [Drug strategy 2017](#) - Home Office strategy
- [Information and advice on drugs](#) - Talk to Frank website
- [ADEPIS platform sharing information and resources for schools: covering drug \(& alcohol\) prevention](#) - Website by Mentor UK

### **“Honour Based Abuse” (so called)**

- [Female genital mutilation: information and resources](#)- Home Office guidance
- [Female genital mutilation: multi agency statutory guidance](#) - DfE, DH, and HO statutory guidance

## **Health and Well-being**

- [Fabricated or induced illness: safeguarding children](#) - DfE, DH, HO
- [Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England
- [Medical-conditions: supporting pupils at school](#) - DfE statutory guidance
- [Mental health and behaviour](#) - DfE advice

## **Homelessness**

[Homelessness: How local authorities should exercise their functions](#) - Ministry of Housing, Communities & Local Government guidance

## **Private fostering**

- [Private fostering: local authorities](#) - DfE statutory guidance

## **Radicalisation**

- [Prevent duty guidance](#)- Home Office guidance
- [Prevent duty: additional advice for schools](#) and childcare providers - DfE advice
- [Educate Against Hate website](#) - DfE and Home Office advice
- [Prevent for FE and Training](#) - Education and Training Foundation (ETF)

## **Upskirting**

- [Upskirting know your rights](#) – UK Government

## **Violence**

- [Gangs and youth violence: for schools and colleges](#) - Home Office advice
- [Ending violence against women and girls 2016-2020 strategy](#) - Home Office strategy
- [Violence against women and girls: national statement of expectations for victims](#) - Home Office guidance
- [Sexual violence and sexual harassment between children in schools and colleges](#) - DfE advice
- [Serious violence strategy](#) - Home Office Strategy

## **Advice for governing bodies/proprietors and senior leaders**

- [Childnet](#) provide guidance for schools on cyberbullying
- [Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalisation

- [London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [NSPCC](#) provides advice on all aspects of a school or college's online safety arrangements
- [Safer recruitment consortium](#) "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective
- [Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones
- [South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- UK Council for Internet Safety have provided advice on [Sharing nudes and semi nudes](#) and [using-external-visitors-to-support-online-safety-education](#)

### **Remote education, virtual lessons and live streaming**

- [Case studies](#) on remote education practice are available for schools to learn from each other
- [Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely
- [London Grid for Learning](#) guidance, including platform specific advice
- [National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing
- [National cyber security centre](#) guidance on how to set up and use video conferencing
- [UK Safer Internet Centre](#) guidance on safe remote learning

### **Support for children**

- [Childline](#) for free and confidential advice
- [UK Safer Internet Centre](#) to report and remove harmful online content
- [CEOP](#) for advice on making a report about online abuse

### **Parental support**

- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents
- [Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying

- [Government advice](#) about security and privacy settings, blocking unsuitable content, and parental controls
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation
- [London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Lucy Faithfull Foundation StopItNow](#) resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- [National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online
- [Net-aware](#) provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- [Parentzone](#) provides help for parents and carers on how to keep their children safe online
- [Parent info](#) from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online

## **Appendix 6**

### **Glossary of Terms**

#### **Child Protection**

Procedures and support given to those children and young people who have experienced abuse in their lives.

#### **Child Protection Plan**

A multi-agency Child Protection Plan (CP Plan) is produced to protect a child when it is determined that there is a continuing risk of significant harm. This sets out how social services will check on a child's welfare, what changes are needed to reduce the risk and what support will be offered to the family.

#### **Child in Need**

Under Section 17 (10) of the Children Act 1989, a child is a Child in Need if:

He/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority;

His/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or

He/she has a disability

#### **Contextual Safeguarding**

An approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their communities, schools and online can feature violence and abuse.

#### **Safeguarding and promoting the welfare of children**

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children grow up and receive services in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes

#### **Early Help**

Providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising