



HERTFORD REGIONAL COLLEGE

POLICY & PROCEDURE

**SAFEGUARDING CHILDREN & VULNERABLE
ADULTS AND PREVENT**

2018-19

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1.0` Scope and purpose of policy

Hertford Regional College is committed to safeguarding all students, apprentices, staff, and visitors, and there are policies and procedures in place to achieve this. This policy sets out how we will actively promote the safeguarding of children and vulnerable adults including protection against extremist ideology and radicalisation

A **child** is defined in the *Children Acts* 1989 and 2004 as anyone who has not yet reached their 18th birthday; however, the College recognises the risks posed to all students.

A '**vulnerable adult**' is someone aged 18 years and over who is, or may be, affected by a physical or mental impairment or learning difficulty. Details relating to students over 18 are detailed in section 7.3.

1.1 The aims of the policy are to:

- Establish and maintain an environment where students feel safe, are encouraged to talk, and are listened to when they have a worry or concern.
- Ensure students know who they can approach if they are worried.
- Provide protection for the children or vulnerable adults at Hertford Regional College.
- Provide staff and volunteers with training and guidance on the procedures they should adopt in the event that they suspect a student may be experiencing, or be at risk of harm.

In order to protect children and vulnerable adults from harm, abuse or neglect the College will act in accordance with the following legislation and guidance:

- The Children Act 1989 & 2004
- Children and Families Act, 2014
- Education Act 2002 (Section 175/157)
- Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)
- Keeping Children Safe in Education- KCSiE (DfE, May 2018)
- Keeping Children Safe in Education: Part One - information for all school and college staff (DfE, September 2016)
- Working Together to Safeguard Children (DfE 2016)
- Sexual Offences Act (2003)
- The Counter Terrorism and Security Act 2015
- Prevent Duty Guidance 2015
- HM Government Channel Duty Guidance: *"Protecting vulnerable people from being drawn into terrorism"*2015.
- CONTEST The United Kingdom's Strategy for Countering Terrorism June 2018
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (DfE 2017)
- Special Education Needs of Disability (SEND) Code of Practice 0 to 25 years Statutory Guidance (2014)
- Care Act for Adult 2014 (adults)
- 16-19 Funding Guidance Informing ESFE about serious safeguarding incidents (DfE 2017)

Working Together to Safeguard Children (DfE 2016) requires the College to follow the procedures for protecting children from abuse which are established by the Hertfordshire Safeguarding Children Board.

Within the college community there are groups of students who, for one reason or another, may be vulnerable. Students in care, leaving care or those caring for relatives are amongst this group although this is not exclusive and there are other minority groups who are also considered to be more vulnerable.

The College supports all groups of vulnerable students and the lead for Children Looked After (CLA) in the College is the Student Services Manager.

HRC also work closely with the Family First team at Hertfordshire County Council, who offer information on a wide variety of services and activities for children, young people and families.

1.2 Safer Recruitment

Safer recruitment is fully covered within HRC's Resourcing Procedure and within DBS and List 99 staff Procedure. Allegations against staff are dealt with via the Discipline Procedure which can be found on Staffnet.

1.3 Subcontracting

Safeguarding compliance is a mandatory part of the annual due diligence subcontracting procedure used by HRC.

- Subcontracted services are stringently monitored to ensure sufficient and suitable DBS checked, Prevent and Safeguarding trained staff are in place within subcontracted organisations.
- Subcontractors are issued with a safeguarding reporting process (flow chart) to assist them in handling and escalating any safeguarding issues. HRC also provides subcontractors with a dedicated single point of contact.
- Audits are undertaken to ensure that subcontractors are fully compliant with health and safety, equality and diversity, employment, safeguarding and data protection legislation.
- The HRC subcontractor Due Diligence procedure and safeguarding reporting process can be found on the HRC subcontracting team site.

2.0 Keeping Children Safe in Education-(KCSiE) Statutory guidance for schools and colleges Part 1: Information for all school and college staff

The Department for Education has revised the guidance KCSiE which will come into force for schools from 3rd September 2018. The guidance has been strengthened and further clarified throughout.

2.1 Main changes to guidance

The guidance adds further information on the management of safeguarding in a schools and colleges:

- where reasonably possible, schools should have more than one emergency contact number for their pupils and students
- at least one of the persons on an interview panel should have completed safer recruitment training
- a revised checklist about checks for contractors

- additional links that signpost volunteers to the DBS workforce guides
- clarity on the minimum information that must be recorded on a Single Central Record (SCR)
- Looked after children and previously looked after children remain vulnerable.

2.2 The guidance includes new or more detailed information on safeguarding issues including:

- child criminal exploitation: children being used to carry drugs or money from urban to rural areas
- homelessness
- domestic abuse
- child sexual exploitation
- children missing from education.

Link to Keeping Children Safe in Education (2018):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707688/Keeping_Children_Safe_in_Education_-_Part_1_-_September_2018.pdf

2.3 A child centred and coordinated approach to safeguarding:

Schools and colleges and their staff form part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

3.0 Equality and Diversity Statement

HRC is committed to the promotion and development of equality and diversity. This policy and procedure is designed to ensure consistent, effective and fair treatment for all and has been impact assessed to ensure that it does not adversely affect users on the grounds of age, disability, race, gender, sexual orientation, gender reassignment, religion and belief or pregnancy and maternity.

This policy and procedure will be implemented in accordance with our Single Equality Scheme and any safeguarding issue will not be influenced by the student's background or situation. (See Appendix 1 for Equality Impact Assessment)

4.0 General Data Protection Regulations (GDPR) Statement

When dealing with Safeguarding and Prevent referrals and concerns, the College processes personal and sensitive data collected in accordance with its data protection policy. Data collected by the College as part of the operation of the safeguarding process is held securely and accessed by, and disclosed to, individuals only for the purposes of managing safeguarding and Prevent concerns. Inappropriate access or disclosure of personal and sensitive data constitutes a data breach and should be reported in accordance with the organisation's data protection policy immediately.

5.0 Designated Senior Persons (DSP)

The Designated Senior Person with lead responsibility for safeguarding and child protection at HRC is the Director of Quality and Learner Experience. The senior designated lead also has the responsibility to inform ESFA of serious safeguarding incidents under the guidelines stated in the table in section 2.

5.1 Deputy DSP

The College currently has four deputy DSPs for Safeguarding who carry out the same level of responsibility as DSP:

- Head of Student Services
- Student Services Manager
- ALS Manager

The Deputy DSP role is to: -

- Ensure that the College operates within the legislative framework and recommended guidance
- Ensure that appropriate promotion, training and support is provided to all staff
- Develop effective working relationships with other agencies and services
- Decide whether to take further action about specific concerns (e.g. refer to Local Authority Children's Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel programme (where there is a radicalisation concern)
- Liaise with the Principal to inform him of issues - especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations (DSP lead)
- Ensure that accurate records relating to individual students are kept separate from the academic files in a secure place and marked 'Strictly Confidential'
- Submit reports to, and ensure the College attendance at, child protection conferences if appropriate
- Ensure that the College effectively monitors students about whom there are concerns
- Provide guidance to parents, students and staff about obtaining suitable support
- Produce an annual report to the Board of the Corporation and annual returns to HCC
- Ensure information is shared with appropriate staff in relation to a child looked after (CLA) legal status and contact arrangements with birth parents or those with parental responsibility
- Ensure that details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child are held

Safeguarding officers

The Welfare Advisors follow up safeguarding cases and where appropriate seek guidance from a DSP or refer case to DSP.

6.0 The Governing Body

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard children and vulnerable adults in their establishment.

In particular, the Governing Body is responsible for ensuring that:

- A nominated governor for child protection is appointed to take lead responsibility
- The College has a safeguarding policy and procedures in place, which includes safe recruitment and dealing with allegations of abuse against members of staff
- The safeguarding policy and procedure is published on the staff intranet and on the website

- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Principal or Designated Post Holders
- Staff induction is in place with regards to child protection and safeguarding
- Appointment of an appropriate senior member of staff to act as the Lead Designated Senior Person. It is a matter for individual schools and colleges as to whether they choose to have one or more Deputy Designated Senior Person/People
- Designated Senior Persons (including deputies) undergo formal child protection training every two years (in line with LCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments)
- They receive an annual report on the management of safeguarding

7.0 Responsibilities of all staff

The primary responsibility of staff is to refer safeguarding incidents immediately and within 24 hours. Referrals should be made via CPOMS (see appendix 2 for referral process).

Any member of staff may raise concerns directly with Children's Social Care services, as detailed in the KCSiE Information for Staff".

If a member of staff has safeguarding concerns about the behaviour of staff in the college, these should be raised directly with the DSP (Director of Quality and Learner Experience).

In addition to the mandatory three yearly safeguarding training and annual update, all staff must read KCSiE (2018) Part 1; and for everyone working directly with children, they also need to read Annex A.

Annex A now includes four key topics that were not included previously:

- Children and the court system, when children are appearing as witnesses;
- Children will family members in prison;
- Criminal Exploitation of children (County Lines);
- Homelessness.

7.1 What college staff should look out for?

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;

- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

8.0 Concerns

All staff and volunteers should be concerned about a child or vulnerable adult if he or she:

- Has any injury which is not typical of the bumps and scrapes normally associated with accidental injury
- Frequently has unexplained injuries (even when apparently reasonable explanations are given)
- Gives confused or conflicting explanations about how injuries were sustained
- Exhibits significant changes in behaviour, performance or attitude
- Discloses an experience in which he or she may have been abused or harmed

8.1 Early Help

All college staff should be prepared to identify children who may benefit from early help. Early help means 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. In the first instance staff should discuss early help requirements with the Safeguarding Team'.

8.2 Indicators and definitions of abuse and neglect

See Appendix 3 for full list of definitions and indicators as outlined in the recent Keeping Children Safe in Education.

9.0 Dealing with a disclosure

If a student discloses that he or she has been abused in some way, the member of staff should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the student to talk freely
- Reassure the student, but do not make promises which you might not be possible to keep
- Never promise a student that they will not tell anyone - as this may ultimately not be in the best interests of the student
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a referral via CPOMS
- Pass the information to the Safeguarding team (Appendix 2 – referral process)

Dealing with a disclosure from a student, and safeguarding issues, can be stressful. The member of staff should, therefore, consider seeking support for him/herself and discuss this with a member of the safeguarding team.

9.1 Concerns in relation to 14-16 year olds

In the event that a Pre 16 school pupil discloses abuse, or a college staff member has concern for the pupil's wellbeing or a suspicion that they are being abused, they must contact the safeguarding team on via CMPOS

9.2 Duties of the Safeguarding Team in regards to Pre 16 students

The member of the Safeguarding Team who receives the referral must inform the Student Services Manager who is the DSP for 14-16. Where a student is linked to a school, the DSP will contact the Designated Safeguarding staff member at the school. All action taken including the actions the School intends to take must be logged on CPOMS.

9.3 Concerns in relation to students over 18 years

The same procedure for students under 18 as detailed on the previous page, section 7.0 'Dealing with a disclosure' should be followed. A student over 18 may wish to involve the police. If a student decides to inform the police, the College's role is to support the student through the process and direct the student, if appropriate, to other supporting agencies e.g. counselling.

9.4 Concerns in relation to students with special educational needs and disabilities

There is a concern sometimes, for children and young people with special educational needs (SEN) and disabilities, that their SEN or disability needs are seen first, and the potential for abuse second. If young people are behaving in particular ways or are looking distressed, or if their behaviour or demeanour is different from in the past, (maybe) staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

The College has a duty of care towards students with SEN and disabilities. If abuse is suspected or reported to a member of staff, he/she should follow the normal safeguarding procedures and make a referral via CPOMS.

The member of staff to whom the abuse is revealed should explain the above to the student so that the student is aware that it may not be possible to maintain confidentiality

10.0 Confidentiality

Safeguarding raises issues of confidentiality that must be clearly understood by all staff.

- All staff in schools and colleges, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a student confides in a member of staff and requests that the information is kept in confidence, the staff member must inform the student that they cannot promise complete confidentiality. They must explain that if the information is a safeguarding concern they must inform the College's safeguarding team to help keep the student or other students safe.
- Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional on a "need to know" basis.

11.0 Allegations involving College Staff

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child/vulnerable adult
- Possibly committed a criminal offence against/related to a child/vulnerable adult
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children/vulnerable adults

This applies to any child the member of staff/volunteer has contact with within their personal, professional or community life.

If an allegation of abuse is made against a member of staff/volunteer, the person receiving the allegation must report this immediately to the Principal or, in his absence, the College Designated Senior Person (DSP), or any member of the Senior Leadership Team.

This will be dealt with through consultation with the Local Authority.

The Local Authority Designated Officer (LADO) may be contacted on 07580 744515.

11.1 Allegations against a member of the Senior Leadership Team or one of the Designated Senior Persons in relation to a child or vulnerable adult:

If the allegation involves the DSP or a member of the Senior Leadership Team, it should be referred to the Principal. If the allegation involves the Principal, it should be referred to the Chair of the Board of the Corporation.

11.2 Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff code of conduct ***Guidance for safer working practice for those working with children and young people in education settings (September 2015)*** available at

http://www.thegrid.org.uk/info/welfare/child_protection/allegations/safe.shtml

12.0 Guidelines on informing Education and Skills Funding Agency (ESFA) on serious safeguarding incidents

ESFA has a safeguarding clauses in the funding agreements and contracts for 2017 to 2018. Whilst the local authority and the colleges have primary duties in respect of safeguarding, the Secretary of State (SoS) has a general duty to promote the wellbeing of children in England under section 7 of the Children and Young Persons Act 2008. ESFA's role, therefore, is to provide assurance to the SoS, in meeting her general duty, that the right organisations are taking action to keep all pupils and students safe.

12.1 Informing ESFA about serious safeguarding concerns

Serious safeguarding concerns inc PREVENT	Who should inform ESFA	Information to be sent to ESFA
If HRC is the subject of an investigation by the local authority or the police	One of following three: Chair of Governor Principal Senior designated safeguarding lead	Name of the institution, Nature of the incident Confirmation that incident is, or is scheduled to be investigated by the local authority and/or the police
Safeguarding case involving funded student which result in a police investigations	Senior designated safeguarding lead	Email: Enquiries.EFA@education.gov.uk
HRC or one of its subcontractors, is the subject to investigation by the local authority or the police in connection with a Prevent issue	One of three: Chair of Governor Principal Senior designated safeguarding lead	

ESFA will not ask for, or require any information that could be used to identify individuals or any information that will impact on your data protection duties. They also will not require colleges to routinely inform them about Prevent referrals to channel panels.

Once ESFA has been alerted that a serious safeguarding incident has taken place they will ensure the SoS is made aware. ESFA will then liaise with the organisations that have the primary duty. ESFA will take the action they deem necessary in accordance with the funding agreement.

Colleges will only need to notify ESFA that a referral has been made, no other information is required.

12.2 Providing ESFA with quality improvement activity in advance of an Ofsted inspection, and informing us about provisional and interim inspection grades

ESFA has an additional clause to enable them to request this information which will be requested in very exceptional cases.

ESFA will ask for interim and provisional inspection grades again only for exceptional cases where they reserve the right consider it necessary to take action in advance of publication. This might be, for example, where ESFA deem it appropriate to take interim actions to protect the health, safety and wellbeing of students.

13.0 Staff Training and Induction

We aim to equip all staff involved in contact with vulnerable learners to be able to complete their work effectively. All staff who work at the college must receive safeguarding training whether delivered internally or externally e.g. sub contracted services such as security, catering etc.

Staff	Managers	Safeguarding Team	SLT Lead	Governors
Safeguarding Children and Vulnerable Adults	Same as staff plus Safer Recruitment	Same as staff plus DSP training via Hertfordshire Safeguarding Children Board	As managers plus DSP training via Hertfordshire Safeguarding Children Board	Governor safeguarding and Prevent induction Refresher training every 3 years
Workshop Raising Awareness of Prevent	Same as staff	Same as staff, plus external conferences	Managing allegations against staff (HSBC)	Annual update at Governor Development Day

PREVENT

1.0 Introduction

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting from other forms of harm and abuse, protecting children from this risk should be a part of a colleges' safeguarding approach.

DfE definition of Extremism and Radicalisation

- Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

2.0 Awareness of the Prevent Agenda

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard¹⁷ to the need to prevent people from being drawn into terrorism”.¹⁸ This is known as the Prevent Duty.

Prevent is one of the four elements of ‘CONTEST’, the government’s counter terrorism strategy. The 4 elements are: Pursue, Protect, Prepare and Prevent. It aims to safeguard people from becoming terrorists or supporting terrorism.

The recent Contest 3.0 strategy states “Protecting pupils and students from radicalisation is part of the wider safeguarding duties of teachers, tutors and academics. The Prevent duty requires education providers to have clear policies in place to safeguard students and build their resilience to radicalisation in schools, further and higher education institutions.”

The Prevent strategy has 3 key objectives:

- Tackle the causes of radicalisation and respond to the ideological challenge of terrorism.
- Safeguard and support those most at risk of radicalisation through early intervention, identifying them and offering support.
- Enable those who have already engaged in terrorism to disengage and rehabilitate.

3.0 HRC practice which contributes to Prevent

- **Information Technology**

The College has in place an IT Acceptable Use Policy which applies to all use of all IT facilities. We set out in that policy a range of activities that would be of concern to us including issues that arise from the FE statutory duty under the Counter Terrorism and Security Act 2015.

- **Partnership Working**

The College places a priority on working with partners to ensure we provide a safe environment. We work in collaboration with our local HE and FE Prevent Coordinator and local police and key external agencies to share information, intelligence and best practice.

- **External Speakers and Events**

Existing procedures for the management of external speakers and events are outlined in the Guest Speaker Protocol.

- **Staff training**

All staff receive Prevent awareness training as part of their induction

- **Space for prayer and reflection**

The College is a secular organisation which seeks to ensure an inclusive approach to students and staff of all faiths and none. There are rooms available on both campus that

provide space for prayer and reflection. A Quiet Room protocol is in place for appropriate use of this space

- **Student Awareness**

Mandatory components of our tutorial programme includes British Values, e-Safety, Run Hide Tell etc. Posters have been distributed around the College to raise students' awareness of what to do if they have any concerns as well as posters on the ways British values are embedded in different aspect of the student experience at the college

- **Equality and Diversity**

Our work on Equality and Diversity within the curriculum and Enrichment contribute to good community relations and reduces the risk of radicalisation.

- **Prevent Duty Risk Assessment and Action Plan**

In order to effectively support the implementation of the Prevent agenda the College has developed a Prevent Action plan which is reviewed and updated termly by the Safeguarding Advisory Group and shared with SLT.

4.0 Understanding and recognising risks and vulnerabilities and radicalisation

Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead making a referral to the Channel programme.

There is no single way of identifying whether a student is likely to be susceptible to an extremist ideology or radicalisation

The ways in which young people can be influenced include:

- via family members or friends
- direct contact with extremist groups
- contact via the internet

Examples of extremist causes that have used violence to achieve their ends include:

- animal rights
- the far right
- internal terrorism
- international terrorist organisations

Additional indicators for vulnerability to radicalisation:

- family tensions
- sense of isolation
- migration
- distance from cultural heritage
- experience of racism or discrimination
- feeling of failure.

Other behaviours to be aware of:

- involved with a new group of friends

- searching for answers to questions about identity, faith and belonging,
- possessing extremist literature
- advocating violent actions
- changing behaviour and language
- seeking to recruit others to an extremist ideology

It is important to note that children and young people experiencing these situations or displaying these behaviours are not necessarily showing signs of being radicalised. There could be many other reasons for the behaviour and it is important to be cautious in assessing these factors to avoid inappropriately labelling or stigmatising individuals because they possess a characteristic or fit a specific profile.

4.0 Referral and intervention process

Any member of staff at HRC who have any concerns about students who may be at risk of radicalisation or involvement with violent extremism should make referrals to the safeguarding team in the usual way via CPOMS.

5.1 Channel Process

Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour and forms a key part of the Prevent strategy. Members of a Channel panel include the police, social workers, local authorities, community groups etc. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people.

See appendix 5 for Channel referral process

The College will follow the recommended Channel guidance to assess vulnerability based around three criteria:

- Engagement with a group, cause or ideology
- Intent to cause harm
- Capability to cause harm

In all cases we would liaise with the police and other agencies for further advice and guidance. Further guidance can be found in the statutory guidance for Channel panel members and partners of local panels:

HM Government Channel Duty Guidance: “Protecting vulnerable people from being drawn into terrorism”2015.

Date of document establishment and initial approval	June 2011
Version number	7.0
Approving body	Senior Leadership Team Board of Corporation
Designated owner	Vice Principal Curriculum and Quality

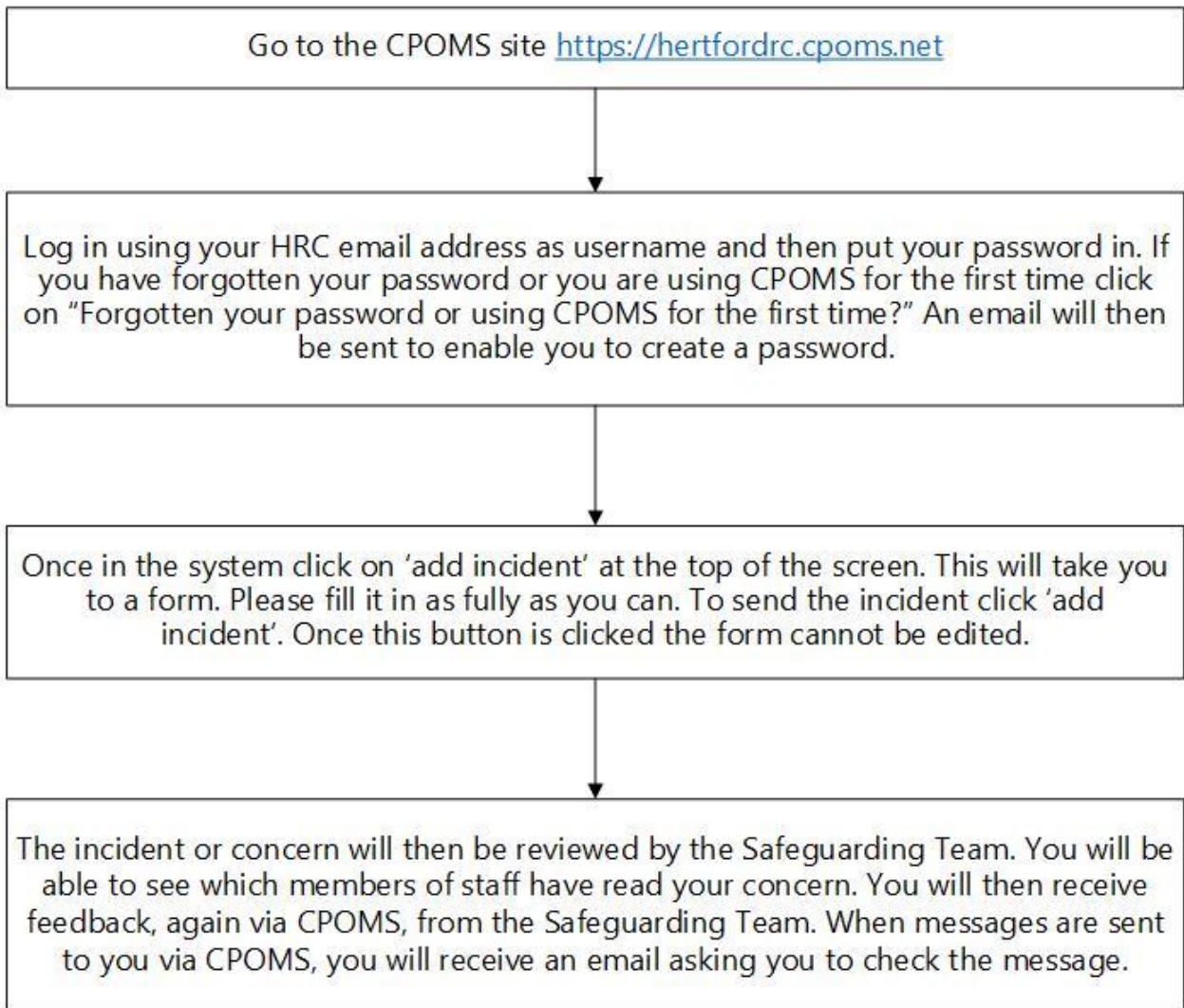
Linked policies and procedures	Health and Safety Policy Confidentiality Policy Single Equality Scheme Student Disciplinary Policy and Procedure Maintaining Professional Relationships Procedure Statement of procedures for dealing with allegations of abuse against staff Fitness to Study Procedure IT Policy Visiting Speakers Protocol Multi- Faith/ Quite Room Protocol
Date of last review	July 2018
Date of next review	July 2019

Appendix 1 Equality Impact Assessment

Impact Assessment for the 4 strands of Equality, Safeguarding, Health and Safety and Sustainability	
Initial Form to be completed with Risk Assessments or as part of a proposal or change to a policy, plan or new way of working	
Title of Activity: Safeguarding Children and Vulnerable Adults and Prevent Policy and Procedure	New <input type="checkbox"/> Revised <input checked="" type="checkbox"/> Expected Implementation Date: September 2018 What is the review date: July 2019
Equality and Diversity. Which of the characteristics maybe impacted upon? And, if yes, how has this been considered? What are the risks? What are the benefits?	Age, Disability, Race, Religion <p>Age- as there is a legal distinction between an adult and child, this may lead to different responses to an issue depending on the age of a student who is referred. No matter what the age though the safety of the individual is paramount although the right to confidentiality is always also considered and the college's confidentiality procedure is adhered. Any referral will always be discussed by two members (Safeguarding officer and DSP) of the team before it is made.</p> <p>Disability- having a disability may make an adult a vulnerable adult but particularly in the case of individuals with learning disabilities their rights to confidentiality need also to be considered. Any referral will always be discussed by two members of the team, a safeguarding officer and DSP before a decision it is made.</p> <p>Race and religion- Prevent is viewed by some groups and individuals as being disproportionately aimed at them. In all training and awareness around Prevent it is made clear that it is about extremism and radicalisation not any particular race or religion. Also the process by which any referral will pass through safeguarding team, DSP then director of Quality means we are sure that issues passed on are serious concerns.</p>
Safeguarding: Are there any aspects of this proposal which could cause a student/member of staff/visitor to feel unsafe? If yes, how has this been considered? What are the risks? What are the benefits?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Health and Safety: Have any risks been identified? If yes, how has this been considered? What are the risks? What are the benefits?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

<p>Sustainability:</p> <p>Are there expected impacts on sustainability issues? If yes, how have these been considered?</p>	<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
<p>Evidence:</p> <p>What evidence do you have for your conclusions and expectations for these conclusions?</p> <p>How will this impact be monitored for all these considerations?</p>	<p>We have a safeguarding team and procedures in place that mean decisions are never made in isolation. All staff receive safeguarding and Prevent training as do students.</p> <p>Termly safeguarding reports are produced and presented to Governors, half termly safeguarding team meetings and fortnightly supervision of safeguarding officers are in place</p> <p>This policy is reviewed and updated on an annual basis by the Safeguarding Advisory group</p>
<p>Is this policy of a high/medium or low risk? :</p>	<p>High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input checked="" type="checkbox"/></p>

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Appendix 2 – Referral Process



Appendix 3 – Definitions, Signs and Indicators of Abuse

Definition of abuse updated in [KCSiE, May 2108](#), to reflect updated departmental guidance.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

Physical abuse:

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

Emotional abuse:

This is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyberbullying), causing 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 alone.

Sexual abuse:

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

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

Neglect:

This 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Additional Abuse/Safeguarding Issue

Children and the court system

Children are sometime 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 5-11-year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. 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 arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;

- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse

- is typified by some form of power imbalance in favour of those perpetrating the abuse.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years; 12 national crime agency human-trafficking
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;

- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to:

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

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC- UK domestic abuse signs symptoms effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[Safe young lives: young people and domestic abuse](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

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

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.

The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis.

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

The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: [here](#).

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

FGM

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

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges.

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Preventing Radicalisation

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare).

The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Additional support

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

<https://educateagainsthate.com/>

College staff should be aware of signs of radicalisation and have the confidence to report their concerns to the Safeguarding Team.

The College will also promote the ethos of the '**Prevent**' agenda by encouraging free and open debate but challenging extreme views. It will encourage through its classroom practice, theme

weeks and induction activities, a belief in Equality of Opportunity and the celebration of Diversity.

The College will not host or allow its premises to be used by extreme groups and will seek to prevent the distribution of extreme literature.

The college has a legal responsibility to forbid the promotion of partisan political views in the teaching of any subject in the college and must take such steps as are reasonably practicable to secure that where political issues are brought to the attention of students they are offered a balanced presentation of opposing views. Promotion of any organisations linked to violent extremism is contrary to the values of the college and could constitute misconduct.

The College will provide appropriate support through its own staff or by referral to external agencies, for any student in danger of radicalisation.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools and colleges to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness. The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

Sexual violence and sexual harassment between children in schools and colleges

Context Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape:

A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration:

A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault:

A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment.

Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

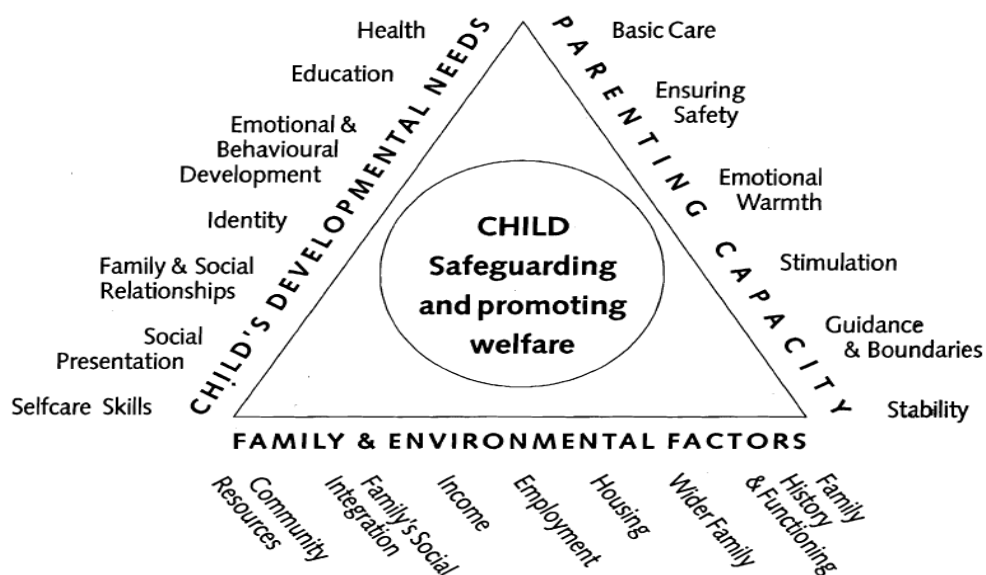
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

- sexual “jokes” or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

Appendix 4 – The framework for understanding children’s needs:



Working Together to Safeguard Children (DFE, 2015)

Physical abuse	
<i>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</i>	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

Emotional abuse
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. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).

Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect	
<i>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.</i>	
Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of

	physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.

Child

Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

Appendix 5: CHANNEL Referral Process

