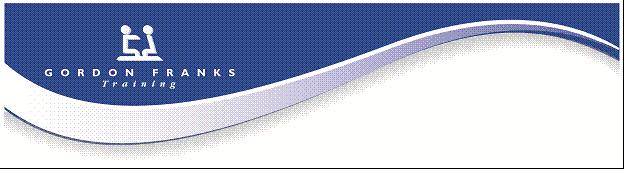
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**SAFEGUARDING POLICY**

**AND**

**PROCEDURES**

**Revised February 2017**

**SAFEGUARDING POLICY AND PROCEDURES**

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## PART ONE: SAFEGUARDING POLICY

Version number: Three (February 2017)

**1. INTRODUCTION**

1.1 Safeguarding is defined as –

* Protecting young people from maltreatment;
* Preventing impairment of young people's health or development;
* Ensuring that young people are growing up in circumstances consistent with the provision of safe and effective care; and
* Taking action to enable all young people to have the best life chances.

1.2 Gordon Franks Training (GFT)is committed to safeguarding and promoting the welfare of all its students/learners. We believe that:

* All young people have the right to be protected from harm;
* Young people need to be safe and to feel safe whilst at Gordon Franks Training
* Young People need support which matches their individual needs, including those who may have experienced abuse;
* All Young People have the right to speak freely and voice their values and beliefs;
* All Young People must be encouraged to respect each other’s values and support each other;
* All Young People have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy healthy sociable young person will achieve better educationally;
* Gordon Franks Training can and docontribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
* All staff and visitors have an important role to play in safeguarding young people and protecting them from abuse.

1.3 Gordon Franks Training will fulfil their local and national responsibilities as laid out in the following documents: -

## [Working Together to Safeguard Children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) (DfE)

* [**Keeping Children Safe in Education**](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)**: Statutory guidance for schools and colleges (DfE)**

## [The Procedures of Birmingham Safeguarding Young people Board](http://www.proceduresonline.com/birmingham/scb/)

## [The Young people Act 1989](http://www.legislation.gov.uk/ukpga/1989/41/contents)

## [The Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/contents) s175 / s157

## Mental Health and Behaviour in Training centres: Departmental Advice (DfE 2014)

* **Equality Act 2010**
* **Counter-Terrorism and Security Act 2015**

## 2. OVERALL AIMS

2.1 This policy will contribute to safeguarding our students/learners and promoting their welfare by:

* Clarifying standards of behaviour for staff and students/learners;
* Contributing to the establishment of a safe, resilient and robust ethos in the training centre, built on mutual respect, and shared values
* Introducing appropriate work within the curriculum;
* Encouraging students/learners and parents to participate;
* Alerting staff to the signs and indicators that all might not be well;
* Developing staff awareness of the causes of abuse;
* Developing staff’s awareness of the risks and vulnerabilities their students/learners face;
* Addressing concerns at the earliest possible stage; and
* Reducing the potential risks students/learners face of being exposed to violence, extremism, exploitation, or victimisation

2.2 This policy will contribute to supporting our students/learners by:

* Identifying and protecting the most vulnerable
* Identifying individual needs where possible; and
* Designing plans to meet those needs.

2.3 This policy will contribute to the protection of our students/learners by:

* Including appropriate work within the curriculum;
* Implementing child protection policies and procedures; and
* Working in partnership with students/learners, parents and agencies

**3. KEY PRINCIPLES**

3.1 These are the key principles of safeguarding, as stated by Birmingham Safeguarding Young People Board:

* Always see the young person first.
* Never do nothing.
* Do with, not to, others.
* Do the simple things better.
* Have conversations, build relationships.
* Outcomes not outputs.

3.2 In addition the Board has identified the following key safeguarding messages for Training Centres

* Every child is entitled to a rich and rounded curriculum.
* Training centres operate with public money: this should be spent wisely, targeting resources on the evidenced needs of young people. Assurance and audit are important aspects of this.
* Governance is corporate and decisions are collective, but senior management can and should take the lead on specific aspects of training centre life such as safeguarding.
* When issues arise, senior management should speak out, addressing them internally where possible and escalating them when this is unsuccessful.

**4. KEY PROCESSES**

4.1 All staff should be aware of the guidance issued by Birmingham Safeguarding Young people Board in [Right Services Right Time](http://www.lscbbirmingham.org.uk/index.php/right-service-right-time-meeting-childrens-needs), and [Early Help](http://www.lscbbirmingham.org.uk/index.php/early-help).

## 5. EXPECTATIONS

## 5.1 All staff and visitors will:

* Be familiar with this safeguarding policy;
* Be subject to Safer Recruitment processes and checks, whether they are new staff, freelance staff, contractors, volunteers etc.
* Be involved in the implementation of individual training programmes, integrated support plans, young person in need plans and interagency child protection plans;
* Be alert to signs and indicators of possible abuse (See Appendix One for current definitions and indicators);
* Record concerns and give the record to the Lead Designated Safeguarding Officer (Sue Fielding)
* Deal with a disclosure of abuse from a young person in line with the guidance in Appendix Two - you must inform the Lead Designated Safeguarding Officer immediately, and provide a written account as soon as possible;

5.2 All staff will receive basic training at least once every year. Safeguarding Officers will undertake level two and level three training as agreed by the Managing Director

## 6. THE LEAD DESIGNATED SAFEGUARDING OFFICER

6.1 The Lead Designated Safeguarding Officer (LDSO) is Sue Fielding. She has lead responsibility and management oversight and accountability for child protection and, with the team of safeguarding officers (Diane Newport and Polly Allen) is responsible for co-ordinating all child protection activity.

6.2 The Lead Designated Safeguarding Officer will lead regular case monitoring reviews of vulnerable young people. These reviews must be evidenced by minutes and recorded in case files.

6.3 When the staff have concerns about a young person, the Lead Designated Safeguarding Officer will decide what steps should be taken.

6.4 Child protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Lead Designated Safeguarding Officer feels their having knowledge of a situation will improve their ability to deal with an individual young person and / or family. A written record will be made of what information has been shared with whom, and when.

6.5 Child protection records will be stored securely in a central place separate from programme records. A log of these files will be kept electronically and only be accessible by the safeguarding team. Individual files will be kept for each young person: the training centre will not keep family files. Files will be kept for at least the period during which the young person is attending the training centre, and beyond that in line with current data legislation and guidance.

6.6 Access to these records by staff other than by the Lead Designated Safeguarding Officer will be restricted, and a written record will be kept of who has had access to them and when.

6.7 Parents will be aware of information held on their young people and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home policies and give due regard to which adults have parental responsibility.

6.8 Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.

6.9 If a student/learner moves from Gordon Franks Training, child protection records will be forwarded on to the Lead Designated Safeguarding Officer at the new training centre, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two training centres may be necessary. We will record where and to whom the records have been passed and the date.

6.10 If sending by post the student/learners records will be sent by “Special/Recorded Delivery”. For audit purposes a note of all student/learners records transferred or received should be kept in either paper or electronic format. This will include the young persons name, date of birth, where and to whom the records have been sent and the date sent and/or received.

6.11 Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student’s wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.

6.12 When a Lead Designated Safeguarding Officer resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

6.13 In exceptional circumstances when a face to face handover is unfeasible, the Managing Director will ensure that the new post holder is fully conversant with all procedures and case files.

7. A SAFER LEARNING CULTURE

Safer Recruitment and Selection

7.1 Gordon Franks Training pays full regard to ‘Keeping Young people Safe in Education’ (DfES 2014). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS).

7.2 All recruitment materials will include reference to the training centre’s commitment to safeguarding and promoting the wellbeing of student/learners.

7.3 The Managing Director has undertaken CWDC/NCSL Safer Recruitment training and will be involved in all staff / volunteer recruitment processes and sits on the recruitment panel.

Staff support

7.4 We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Lead Designated Safeguarding Officer and to seek further support as appropriate.

8. OUR ROLE IN THE PREVENTION OF ABUSE

8.1 We will provide opportunities for students/learners to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

The Curriculum

8.2 Relevant issues will be addressed through the curriculum.

Other areas of work

8.3 All our policies which address issues of power and potential harm, for example bullying, equal opportunities, positive behaviour, will be linked to ensure a whole person approach.

Our safeguarding policy cannot be separated from the general ethos of Gordon Franks Training, which should ensure that students/learners are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

**9. SAFEGUARDING STUDENTS/LEARNERS WHO ARE VULNERABLE TO RADICALISATION**

9.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

9.2 Gordon Franks Training values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society’s values. Both students/learners and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

9.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make young people and young people vulnerable to future manipulation and exploitation. Gordon Franks Training is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting our learners/students from the risk of radicalisation is part of our safeguarding duty.

9.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Four.

9.5 Gordon Franks Training seeks to protect 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.

Risk reduction

9.6 The Lead Designated Safeguarding Officer will assess the level of risk within the training centre and put actions in place to reduce that risk. Risk assessment may include consideration of the training centre’s use of training centre premises by external agencies, integration of student/learners by gender and SEN, anti-bullying policy and other issues specific to the training centre’s profile, community and philosophy.

9.7 Response

With effect from 1st July 2015 all schools and FE institutions are subject to a duty to have “due regard to the need to prevent people being drawn into terrorism” (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

9.8 There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people.

More information on these factors is in Appendix 4.

9.9 Staff of Gordon Franks Training will be alert to changes in a learner/students behaviour or attitude which could indicate that they are in need of help or protection.

9.10 Gordon Franks Training, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: The SPOC at Gordon Franks Training is **Clare Gibbons.** The responsibilities of the SPOC are described in Appendix Five.

9.11 When any member of staff has concerns that a student/learner may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC who will then liaise with the Lead Designated Safeguarding Officer.

9.12 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

**Channel**

9.13 Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

* Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
* Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
* Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

9.14 The Channel programme 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 FE institutions to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s participation in the programme is entirely voluntary at all stages.

9.15 Schools and FE institutions have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Further guidance about duties relating to the risk of radicalisation is available in the Advice for FE Institutions on [The Prevent Duty](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty).

1. **SAFEGUARDING STUDENTS/LEARNERS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING**
   1. Our safeguarding policy above through Gordon Franks Training values, ethos and behaviour policies provides the basic platform to ensure young people and young people are given the support to respect themselves and others, stand up for themselves and protect each other.
   2. Gordon Franks Training keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
   3. Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum,
   4. Gordon Franks Training works with and engages families and communities to talk about such issues,
   5. Our staff are supported to talk to families about sensitive concerns in relation to their young people and to find ways to address them together wherever possible.
   6. The Lead Designated Safeguarding Officer knows where to seek and get advice as necessary.

**Reporting of Female Genital Mutilation (FGM)**

10.7 With effect from October 2015 all schools and FE institutions are subject to a mandatory reporting requirement in respect of Female Genital Mutilation. When a member of staff discovers that an act of FGM appears to have been carried out on a girl aged under 18, that member of staff has a statutory duty to report it to the police. Failure to report such cases will result in disciplinary sanctions.

10.8. When a member of staff at Gordon Franks Training has reasons to suspect that an act of FGM has been carried out on a learner/student, s/he will discuss the situation with the Designated Safeguarding Lead, who may consult children’s social care before a decision is made as to whether the mandatory reporting duty applies.

10.9 Gordon Franks Training will bring in experts and use specialist material to support the work we do.

1. **CHILDREN WHO GO MISSING FROM EDUCATION**

11.1 A student/learner going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. Gordon Franks Training staff will be alert to these safeguarding concerns when a student/learner goes missing for an extended period, or on repeat occasions.

11.2 Gordon Franks Training must notify the local authority of any student/learner who fails to attend Gordon Franks Training regularly, or has been absent without Gordon Franks Training’s permission for a continuous period of 10 days or more. Gordon Franks Training must also notify the local authority of any student/learner who is to be deleted from the admission register because s/he –

* Has ceased to attend Gordon Franks Training
* Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period

**12. WHAT WE DO WHEN WE ARE CONCERNED**

12.1 Where risk factors are present but there is no evidence of a particular risk then our LDSO /SPOC advises staff on preventative work that can be done within the training centre to engage the student/learner into mainstream activities and social groups. The LDSO may well be the person who talks to and has conversations with the student/learner/student’s family, sharing the training centre’s concern about the young person’s vulnerability and how the family and Gordon Franks Training can work together to reduce the risk.

12.2 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) –

* The LDSO/SPOC can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
* The training centre will review the situation after taking appropriate action to address the concerns.

12.3 The LDSO/SPOC will also offer and seek advice about undertaking an early help assessment such as the family [Common Assessment Framework](http://trixresources.proceduresonline.com/nat_key/keywords/common_assess_frame.html) (CAF) and/or making a referral to young people's social care. The local family support and safeguarding hub can assist us.

* 1. If the concerns about the learner/student are significant and meet the

additional needs/complex need criteria, they will be referred to the MASH. This includes concerns about a young person who is affected by the behaviour of a parent or other adult in their household,

**PART TWO – THE KEY PROCEDURES**

**RESPONDING TO CONCERNS ABOUT A CHILD**

Cause for concern

Record the reasons for concern.

Speak to Safeguarding Officer /Lead Designated Safeguarding Officer

###### Discussion

Concerned party/Safeguarding Officer

Lead Designated Safeguarding Officer

###### Discuss with young person and with parents unless to do so would put the child at risk.

###### Consider need in relation to Right Services and Right Time.

**Seek advice**.

(universal plus) talk to the local Family Support and Safeguarding Hub about attending a TAF.

### **Referral (complex needs)**

to MASH Lead Designated Safeguarding Officer.

**Seek advice (additional needs)**

Multi-Agency Safeguarding Hub (MASH)

Tel: 0121 303 1888.

LADO Team

Tel: 0121 675 1669

Lead Designated Safeguarding Officer confirm plan, agree and monitor and review as necessary.

### **Assessment**

by Young people’s Social Care.

No further action.

Reasons given to Lead Designated Safeguarding Officer.

Enquiries under child protection procedures.

Young person leaves the training centre – information passed on to next Lead Designated Safeguarding Officer.

**Further concerns** identified

Decision about TAF or GFT plan, action and monitoring agreed.

13. INVOLVING PARENTS / CARERS

13.1 In general, we will discuss any child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Lead Designated Safeguarding Officer. However, there may be occasions when the training centre will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the young person.

13.2 Parents / carers will be informed about our safeguarding policy through our web site.

14. MULTI-AGENCY WORK

14.1 We work in partnership with other agencies in the best interests of the young people. Gordon Franks Training will make referrals to young people’s social care. Referrals should be made by the Lead Designated Safeguarding Officer to the Multi-Agency Safeguarding Hub (0121 303 1888). Where the young person already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence, to their team manager.

14.2 We will co-operate with any child protection enquiries conducted by young people’s social care: Gordon Franks Training will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.

14.3 We will provide reports as required for these meetings. If Gordon Franks Training is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.

14.4 Where a student/learner is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, Gordon Franks Training will contribute to the preparation, implementation and review of the plan as appropriate.

15. OUR ROLE IN SUPPORTING YOUNG PEOPLE

15.1 We will offer appropriate support to individual young people who have experienced abuse or who have abused others.

15.2 An individual support plan will be devised, implemented and reviewed regularly for these young people. This plan will detail areas of support, who will be involved, and the young person’s wishes and feelings. A written outline of the individual support plan will be kept in the young person’s child protection record.

15.3 Young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the training centre community through a multi-agency risk assessment. We will ensure that the needs of young people who abuse others will be considered separately from the needs of their victims.

15.4 We will ensure the training centre works in partnership with parents / carers and other agencies as appropriate.

16. RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF

*See also Birmingham Safeguarding Young people Board Procedures on* [*Allegations against Staff and Volunteers*](http://www.proceduresonline.com/birmingham/scb/chapters/p_alleg_against_staff.html)*.*

16.1 This procedure should be used in any case in which it is alleged that a member of staff, visiting professional or volunteer has:

* Behaved in a way that has harmed a young person;
* Possibly committed a criminal offence against or related to a young person; or
* Behaved in a way that indicates s/he is unsuitable to work with young people.

16.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in the training centre to abuse young people.

16.3 All staff working within our organisation must report any potential safeguarding concerns about an individual’s behaviour towards young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Managing Director. If the concern relates to the Managing Director, it must be reported immediately to the CEO who will decide on any action required.

17. YOUNG PEOPLE WITH ADDITIONAL NEEDS

17.1 Gordon Franks Training recognises that while all young people have a right to be safe, some young peoplemay be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc.

17.2 When Gordon Franks Training is considering dismissing a vulnerable student/learner and / or a student/learner who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting with the Managing Director

18. YOUNG PEOPLE IN SPECIFIC CIRCUMSTANCES

18.1 Guidance on young people in specific circumstances is in Birmingham Safeguarding Young people Board’s procedures as listed below

[Abuse Linked to Spiritual Belief](http://www.proceduresonline.com/birmingham/scb/chapters/p_faith_belief.html)

[Bullying](http://www.proceduresonline.com/birmingham/scb/chapters/p_bullying.html)

[Child Sexual Exploitation](http://www.proceduresonline.com/birmingham/scb/chapters/p_ch_sexual_exploit.html)

[Young people Affected by Gang Activity](http://www.proceduresonline.com/birmingham/scb/chapters/p_ch_affected_gang_act.html)

[Young people and Families that Go Missing](http://www.proceduresonline.com/birmingham/scb/chapters/p_ch_fam_go_missing.html)

[Young people Living away from Home](http://www.proceduresonline.com/birmingham/scb/chapters/p_ch_living_away.html)

[Young people Missing from Education](http://www.proceduresonline.com/birmingham/scb/chapters/p_ch_missing_educ.html)

[Young people of Parents who Misuse Substances](http://www.proceduresonline.com/birmingham/scb/chapters/p_ch_par_misuse_subs.html)

[Young people of Parents with Learning Difficulties](http://www.proceduresonline.com/birmingham/scb/chapters/p_ch_par_learning_diff.html)

[Young people of Parents with Mental Health Problems](http://www.proceduresonline.com/birmingham/scb/chapters/p_ch_par_mental_health.html)

[Disabled Young people](http://www.proceduresonline.com/birmingham/scb/chapters/p_disabled_ch.html)

[Domestic Violence and Abuse](http://www.proceduresonline.com/birmingham/scb/chapters/p_dom_viol_abuse.html)

[E-Safety – Young people Exposed to Abuse through the Digital Media](http://www.proceduresonline.com/birmingham/scb/chapters/p_esafety_abuse_dig_media.html)

[Fabricated or Induced Illness](http://www.proceduresonline.com/birmingham/scb/chapters/p_fab_ind_illness.html)

[Female Genital Mutilation](http://www.proceduresonline.com/birmingham/scb/chapters/p_fem_gen_mutil.html)

[Forced Marriage](http://www.proceduresonline.com/birmingham/scb/chapters/p_force_marriage.html)

[Honour Based Violence](http://www.proceduresonline.com/birmingham/scb/chapters/p_honor_based_viol.html)

[Peer Abuse – Young people and Young People who Abuse Others](http://www.proceduresonline.com/birmingham/scb/chapters/p_peer_abuse.html)

[Sexually Harmful Behaviour](http://www.proceduresonline.com/birmingham/scb/chapters/p_sexually_harm_behav.html)

[Trafficked Young people](http://www.proceduresonline.com/birmingham/scb/chapters/p_trafficked_ch.html)

[Underage Sexual Activity](http://www.proceduresonline.com/birmingham/scb/chapters/p_underage_sexual_act.html)

APPENDICES

APPENDIX ONE

DEFINITIONS AND INDICATORS OF ABUSE

# 1. NEGLECT

Neglect is the persistent failure to meet a young person’s basic physical and/or psychological needs, likely to result in the serious impairment of the young person’s health or development. Neglect may occur during pregnancy as a result 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.

The following may be indicators of neglect (this is not designed to be used as a checklist):

* Constant hunger;
* Stealing, scavenging and/or hoarding food;
* Frequent tiredness or listlessness;
* Frequently dirty or unkempt;
* Often poorly or inappropriately clad for the weather;
* Poor training centre attendance or often late for training centre;
* Poor concentration;
* Affection or attention seeking behaviour;
* Illnesses or injuries that are left untreated;
* Failure to achieve developmental milestones, for example growth, weight;
* Failure to develop intellectually or socially;
* Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
* The child is regularly not collected or received from training centre; or
* The child is left at home alone or with inappropriate carers

# 2. PHYSICAL ABUSE

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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

* Multiple bruises in clusters, or of uniform shape;
* Bruises that carry an imprint, such as a hand or a belt;
* Bite marks;
* Round burn marks;
* Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
* An injury that is not consistent with the account given;
* Changing or different accounts of how an injury occurred;
* Bald patches;
* Symptoms of drug or alcohol intoxication or poisoning;
* Unaccountable covering of limbs, even in hot weather;
* Fear of going home or parents being contacted;
* Fear of medical help;
* Fear of changing for PE;
* Inexplicable fear of adults or over-compliance;
* Violence or aggression towards others including bullying; or
* Isolation from peers.

3. 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, 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 young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging young people to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit act of sexual abuse, as can other young people.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

* Sexually explicit play or behaviour or age-inappropriate knowledge;
* Anal or vaginal discharge, soreness or scratching;
* Reluctance to go home;
* Inability to concentrate, tiredness;
* Refusal to communicate;
* Thrush, persistent complaints of stomach disorders or pains;
* Eating disorders, for example anorexia nervosa and bulimia;
* Attention seeking behaviour, self-mutilation, substance abuse;
* Aggressive behaviour including sexual harassment or molestation;
* Unusual compliance;
* Regressive behaviour, enuresis, soiling;
* Frequent or open masturbation, touching others inappropriately;
* Depression, withdrawal, isolation from peer group;
* Reluctance to undress for PE or swimming; or
* Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

**Statutory definition of 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.

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to young people’s social care. The significant indicators are:

* Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
* Entering and/or leaving vehicles driven by unknown adults;
* Possessing unexplained amounts of money, expensive clothes or other items;
* Frequenting areas known for risky activities;
* Being groomed or abused via the Internet and mobile technology; and
* Having unexplained contact with hotels, taxi companies or fast food outlets.

5. 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 young people 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 young people. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying)*,* causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of maltreatment

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

* The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
* Over-reaction to mistakes;
* Delayed physical, mental or emotional development;
* Sudden speech or sensory disorders;
* Inappropriate emotional responses, fantasies;
* Neurotic behaviour: rocking, banging head, regression, tics and twitches;
* Self harming, drug or solvent abuse;

## Fear of parents being contacted;

## Running away;

## Compulsive stealing;

### Appetite disorders - anorexia nervosa, bulimia; or

* Soiling, smearing faeces, enuresis.

N.B.: Some situations where young people stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

* Delay in seeking treatment that is obviously needed;
* Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
* Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
* Reluctance to give information or failure to mention other known relevant injuries;
* Frequent presentation of minor injuries;
* A persistently negative attitude towards the child;
* Unrealistic expectations or constant complaints about the child;
* Alcohol misuse or other drug/substance misuse;
* Parents request removal of the child from home; or
* Violence between adults in the household.

7. DISABLED YOUNG PEOPLE

When working with young people with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

* A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
* Not getting enough help with feeding leading to malnourishment;
* Poor toileting arrangements;
* Lack of stimulation;
* Unjustified and/or excessive use of restraint;
* Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
* Unwillingness to try to learn a child’s means of communication;
* Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
* Misappropriation of a child’s finances; or
* Inappropriate invasive procedures.

APPENDIX TWO

DEALING WITH A DISCLOSURE OF ABUSE

**When a young person tells me about abuse s/he has suffered, what must I remember?**

* Stay calm.
* Do not communicate shock, anger or embarrassment.
* Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
* Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
* Tell her/him that you believe them. Young people very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
* Tell the child that it is not her/his fault.
* Encourage the child to talk but do not ask "leading questions" or press for information.
* Listen and remember.
* Check that you have understood correctly what the child is trying to tell you.
* Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
* Do not tell the child that what s/he experienced is dirty, naughty or bad.
* It is inappropriate to make any comments about the alleged offender.
* Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
* At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
* As soon as you can afterwards, make a detailed record of the conversation using the child’s own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB: It is not a member of staff’s role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

### **Immediately afterwards**

**You must not deal with this yourself**. Clear indications or disclosure of abuse must be reported to young people’s social care without delay, by the Lead Designated Safeguarding Officer.

Young people making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Lead Designated Safeguarding Officer

**APPENDIX THREE**

##### ALLEGATIONS ABOUT A MEMBER OF STAFF, VISITOR OR VOLUNTEER

1. Inappropriate behaviour by staff/visitors or volunteers could take the following forms:

* **Physical**

For example: the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.

* **Emotional**

For example: intimidation, belittling, scapegoating, sarcasm, lack of respect for young people’s rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

* **Sexual**

For example: sexualised behaviour towards student/learners, sexual harassment, sexual assault and rape.

* **Neglect**

For example: failing to act to protect a child or young people, failing to seek medical attention or failure to carry out an appropriate risk assessment.

2. If a young person makes an allegation about a member of staff, visitor or volunteer the Managing Director should be informed immediately. The Managing Director should carry out an urgent initial consultation in order to establish whether there is substance to the allegation. The Managing Director should not carry out the investigation herself or interview student/learners.

3. The Managing Director must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

* If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Managing Director will notify the Local Authority Designated Officer (LADO) Team (Tel: 0121 675 1669). The LADO Team will advise about action to be taken and may initiate internal referrals within young people’s social care to address the needs of young people likely to have been affected.
* If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student/learner(s), these should be addressed through the training centre’s own internal procedures.
* If the Managing Director decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

4. Where an allegation has been made against the Managing Director then the CEO will take on the role of liaising with the LADO team in determining the appropriate way forward. For details of this specific procedure see the Section on [Allegations against Staff and Volunteers](http://www.proceduresonline.com/birmingham/scb/chapters/p_alleg_against_staff.html) in the procedures of Birmingham Safeguarding Young people Board.

**APPENDIX FOUR**

**INDICATORS OF VULNERABILITY TO RADICALISATION**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy 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.

3. 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.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Student/learners may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

* Identity Crisis – the student/learner is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
* Personal Crisis – the student/learner 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 student/learner’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 student/learner may have perceptions of injustice; a feeling of failure; rejection of civic life;
* Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
* Special Educational Need – student/learners may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. 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.

8. More critical risk factors could include:

* Being in contact with extremist recruiters;
* Accessing violent extremist websites, especially those with a social networking element;
* Possessing or accessing violent extremist literature;
* Using extremist narratives and a global ideology to explain personal disadvantage;
* Justifying the use of violence to solve societal issues;
* Joining or seeking to join extremist organisations; and
* Significant changes to appearance and / or behaviour;
* Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

**APPENDIX FIVE**

**PREVENTING VIOLENT EXTREMISM**

**ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)**

The SPOC for Gordon Franks Training is: **Clare Gibbons** who is responsible for:

* Ensuring that staff are aware that you are the SPOC in relation to protecting student/learners from radicalisation and involvement in terrorism;
* Maintaining and applying a good understanding of the relevant guidance in relation to preventing student/learners from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
* Raising awareness about the role and responsibilities of Gordon Franks Training in relation to protecting student/learners from radicalisation and involvement in terrorism;
* Monitoring the effect in practice of curriculum policy to ensure it is used to promote community cohesion and tolerance of different faiths and beliefs;
* Raising staff awareness about the safeguarding processes relating to protecting student/learners from radicalisation and involvement in terrorism;
* Acting as the first point of contact for staff, for case discussions relating to student/learners who may be at risk of radicalisation or involved in terrorism;
* Collating relevant information from in relation to referrals of vulnerable student/learners into the Channel\* process;
* Attending Channel\* meetings as necessary and carrying out any actions as agreed;
* Reporting progress on actions to the Channel\* Co-ordinator; and
* Sharing any relevant additional information in a timely manner.

\* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to

* Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
* Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
* Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.