

# Safeguarding Children and Vulnerable Adults Policy

Last reviewed by the trustees: 05.11.22

1. Purpose
2. Context
3. Principles
4. Safeguarding
5. Responsibilities
6. Recruitment
7. Preventing and responding to abuse
8. Information sharing
9. Taking action
10. Key contacts
11. Useful Information
12. Appendices
  - 12.1 Appendix 1: Definitions of abuse
  - 12.2 Appendix 2: Useful services
  - 12.3 Appendix 3: Allegations about a member of staff, trustee or volunteer

## 1. Purpose

The aim of this policy is to:

- Set out the principles of the charity in regards to safeguarding
- Make clear the responsibilities of each person working with the charity
- Detail the key procedures and information we use to keep children and vulnerable adults safe and manage concerns and disclosures of abuse

## 2. Context

The Courtney Foundation aims to work with children and vulnerable adults through varied projects. This includes children and adults who may:

- Have learning difficulties or physical or intellectual disabilities, and may have decreased capacity
- Be facing financial hardship, and may be particularly vulnerable to exploitation

Our role is to ensure that all people are safe during our activities and that any concerns or disclosures of abuse are managed appropriately; ensuring staff and volunteers are equipped to do so. This involves:

- Ensuring staff and volunteers are appropriately trained
- Completing and implementing risk assessments
- Completing permission forms, detailing contact information and health or other needs
- Always working to create trusting, inclusive spaces that take into account individual needs
- Working with and signposting individuals and families to other services where appropriate
- Informing individuals and families of what they can do if they are worried about or abuse, or need additional support

### 3. Principles

Every person working with the charity should understand and promote the following principles:

- Safeguarding is everyone’s responsibility, not only that of leaders
- Continually developing knowledge and learning around relevant issues through training and other methods is necessary for good safeguarding practice
- Every child or vulnerable adult is an individual with their own vulnerabilities, needs and levels of resilience that make up their context
- Relationships are important to create safe environments that are safe for disclosure and support
- Professional judgement should be exercised when making decisions
- The importance of dignity should be promoted throughout the planning and delivery of projects
- We take a rights-based approach throughout our work. This includes promoting a person’s right to participation and non-discrimination
- Always speak up if you have concerns

### 4. Safeguarding

Safeguarding children is defined as:

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

Child Protection is defined as:

- The activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm.

(Working Together, DfE 2018)

This includes, but is not limited to safeguarding children in specific circumstances below.

Neglect	Physical abuse
Emotional abuse	Sexual abuse
Bullying, including online and prejudice-based bullying	Racist, disability and homophobic or transphobic abuse
Gender-based violence and violence against women and girls	Radicalisation and/or extremist behaviour
Child sexual exploitation and trafficking	The impact of new technologies on sexual behaviour e.g: Youth produced sexual imagery
Teenage domestic abuse	Substance abuse
Gang/youth violence including intimidation/hazing	Domestic abuse/violence
Female genital mutilation	Forced marriage

Fabricated/induced illness	Poor parenting
Online grooming via social networking, online gaming, video messaging	Peer-on-peer abuse
Self-harm	Children with mental health difficulties or illness
Criminal exploitation	Offline grooming

Safeguarding adults is defined as:

- Protecting an adult's right to live in safety, free from abuse and neglect
- Working to prevent and stop both the risks and experience of abuse or neglect
- Making sure that the adult's wellbeing is promoted
- Having regard to their views, wishes, feelings and beliefs

(Care and Support Statutory Guidance, Department of Health, updated February 2017)

## 5. Responsibilities

### 5.1 Staff and volunteers

All staff and volunteers will:

- Be familiar with this safeguarding policy and implement this consistently in the course of their work with children and vulnerable adults.
- Be aware of the role and identity of the Designated Safeguarding Lead and deputies for the charity.
- Be subject to appropriate recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc. DBS checks will be completed prior to starting and renewed every three years.
- Be alert to the contexts and indicators of possible abuse described in Appendix 1, and undertake training to develop current knowledge and learning around different manifestations of abuse.
- Record concerns and give the record to the Designated Safeguarding or Deputy.
- Recognise and respond to concerns about the behaviour of staff, students and volunteers which indicates they may pose a risk of harm to children or vulnerable adults.
- Manage a disclosure of abuse from a child or adult in line with the guidance section 7.
- Complete online Introduction to Safeguarding training at the point of induction, and complete in-person training within three months of starting which will be regularly updated at a minimum of three year intervals.
- In addition to the above, all staff will receive safeguarding updates which may include e-learning, circulation of information and guidance internally, and staff meetings. The subject/topics for training and updates will take into consideration local context, needs of our beneficiaries and identified training needs of staff.

### 5.2 The Designated Safeguarding Lead

Our Designated Safeguarding Lead Melissa Llewellyn, Trustee, will provide support to staff and volunteers to carry out their safeguarding duties and who will liaise with other services such as the

early help hub, children's and adult's social care, health, and police etc. This person has lead responsibility and management oversight for safeguarding and child protection.

The Designated Safeguarding Lead is supported by the following Deputy Safeguarding Lead Sadiqul Choudhury, Trustee. The Deputy Safeguarding Lead will undertake this role operationally with direct oversight and management from the Designated Safeguarding Lead who maintains lead responsibility. The Designated Safeguarding Lead and deputies will undertake higher level training in order to ensure they have appropriate knowledge and skills to undertake the role. This training will be regularly updated at a minimum of two year intervals.

When the charity has concerns about a child or adult, the Designated Safeguarding Lead or Deputy will:

- Decide what steps should be taken.
- Refer cases to the Police where a crime may have been committed.
- Liaise with the Trustees to ensure where necessary referrals have been made to the Disclosure and Barring Service when a person is dismissed or resigned due to risk/harm to a child or vulnerable adult.
- Ensure safeguarding and child and vulnerable adult protection information will be dealt with in a confidential manner and in accordance with current information sharing guidance. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child, adult, and/or family. A written record will be made of what information has been shared with whom, and when.
- Ensure safeguarding and child and adult protection records will be stored securely in a central place.
- Ensure parents are usually (subject to the point below) aware of information held on their children and are kept up to date regarding any concerns or developments by the appropriate members of staff.
- Not disclose to a parent any information held on a child if this would put the child at risk of significant harm. In such circumstances advice will be sought from Children's Social Care.
- When a Designated Safeguarding Lead resigns from 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.
- In exceptional circumstances when a face to face handover is unfeasible, the Trustees will ensure that the new post holder is fully aware of all procedures and case files.

### 5.3 The Trustees

The Trustees will ensure that:

- They comply with their duties under legislation to ensure that the policies, procedures and training within the charity are effective and comply with the law at all times.
- Where possible, the charity contributes to inter-agency working to provide a co-ordinated offer of early help when additional needs of children and vulnerable adults are identified.
- The charity has procedures for managing allegations and concerns about adults that work or volunteer with children or vulnerable adults and that these include the procedures for making referrals to the Disclosure and Barring Service.
- The charity operates appropriate recruitment procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers.

- Any Deputy Safeguarding Lead has the appropriate training skills and knowledge to undertake the operational function of the Designated Safeguarding Lead.
- There are processes in place which enables children and adults to express their wishes and feelings and provide feedback.
- Policies and procedures are reviewed annually.

## 6. Recruitment

Our recruitment process for staff and volunteers including sessional workers and contractors includes:

- Carrying out an enhanced DBS check where working with children or vulnerable adults before any work has begun.
- Securing at least two references, at least one of which must be professional before any work has begun.
- Allowing for applicants to challenge incorrect information if applications are rejected on the basis of any information that has been disclosed.

## 7. Preventing and responding to abuse

Children have said they need the following from an effective safeguarding environment (Working Together to Safeguard Children, DfE 2018):

- Vigilance: to have adults notice when things are troubling them.
- Understanding and action: to understand what is happening; to be heard and understood and to have that understanding acted upon.
- Stability: to be able to develop an ongoing stable relationship of trust with those helping them.
- Respect: to be treated with the expectation that they are competent rather than not.
- Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans.
- Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response.
- Support: to be provided with support in their own right as well as a member of their family.
- Advocacy: to be provided with advocacy to assist them in putting forward their views.
- Protection: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee.

### 7.1 Disclosures

Examples of disclosures include:

- A child or adult telling you that they were physically abused.
- A child telling you that they are in an intimate 'relationship' with someone that shows signs of child sexual exploitation.
- A parent telling you their child disclosed to them that they were sexually abused.
- A youth worker telling you that they hit a child or adult.
- A complaint of online or offline bullying.

If a child or adult makes a disclosure of abuse or risk of harm to a child or adult, whether outright or implied, remember that the protection is paramount in what happens next.

Do:

- Remain calm and give them your full attention
- Listen actively to what they say before asking questions
- Believe what they are saying
- Reassure them that they have done the right thing in talking to you
- Ask enough questions to clarify whether there is risk of harm
- Make notes immediately after the conversation to gather essential information, and record what is being said verbatim as much as possible
- Inform them of what will happen next, tell them what you will do and who you will share this information with
- Maintain contact if possible as they have trusted you enough to talk to you and may find it easier to talk to you again

Do not:

- Show shock at what is said; this may discourage them from sharing
- Promise secrecy, and be open about what you will do with the information
- Ask unnecessary or leading questions
- Interrogate or investigate what is being said
- Share information internally or externally without reason

All disclosures must be immediately recorded on the charity's Safeguarding Form and shared immediately with the Designated Safeguarding Lead or Deputy in their absence. The Designated Safeguarding Lead will take further action as set out in section 9.

## **8. Information sharing**

It is necessary for different organisations and services to share information and collaborate effectively in order to effectively safeguard children and vulnerable adults from harm.

We will not share personal information internally or externally without significant reason. Significant reasons include to protect children or vulnerable adults or to seek advice regarding the protection of children or vulnerable adults. Any information that is shared should not be more than what is required for its purpose.

Information, including personal data, can be shared without consent if 'safeguarding of children and individuals is at risk.' (Data Protection Act 2018). If it is not expected to be reasonably possible to gain consent, or if gaining consent could put a person at risk, information can be shared legally without consent.

We always advise individuals or families to report crimes or suspected crimes to the police, which can be done anonymously through Crimestoppers. We take care to consider that this may not always be the perceived best option to some individuals or families due to the nature of the crime or the relation to the perpetrator. We will encourage them to report themselves, but be clear of our limitations of confidentiality when a child or vulnerable adult is at risk of harm.

## 9. Taking action

Who	Circumstance	Action
All staff and volunteers	Immediate risk of harm	<p>Call the Police on 999 and report the information you have.</p> <p>Record this action on a Safeguarding Form.</p>
All staff and volunteers	Where there is a concern or disclosure of abuse	<p>Discuss the issue with the Designated/Safeguarding Lead as soon as possible. Call DSL Melissa Llewellyn 07757081120/Deputy Sadiqul Choudhury 07932697287</p> <p>Complete the Safeguarding Form (accessible at all on-site projects and can be requested from the Designated Safeguarding Lead/Deputy) and email to the Designated Safeguarding Lead/Deputy. Information included here should reflect accurately what was witnessed or said, be factual and be thorough.</p>
Designated/Deputy Safeguarding Lead	When a Safeguarding Form is completed	<p>Log the information on the Safeguarding Log for cross-referencing purposes and to record further action taken.</p> <p>Respond to the concern quickly.</p> <p>Contact the Multi-Agency Safeguarding Hub (MASH) for guidance. Telephone: 01582 547653 Out of hours: 0300 3008123 Email: mash@luton.gcsx.gov.uk</p> <p>Use the Luton Safeguarding Children's Board Threshold Framework (<a href="http://lutonlscb.org.uk/wp-content/uploads/2016/11/threshold-framework-v16-Oct-17-2.pdf">http://lutonlscb.org.uk/wp-content/uploads/2016/11/threshold-framework-v16-Oct-17-2.pdf</a>) as guidance for action to be taken.</p> <p>Contact the Local Authority Designated Officer (LADO) (Tel:</p>

		01582 548069) in cases of concerns or allegations about trustees, staff or volunteers.  Use professional judgement and knowledge of context when making a decision of further action.
Designated/Deputy Safeguarding Lead	No risk identified	Record this decision on the Safeguarding Log. No additional action necessary.
Designated/Deputy Safeguarding Lead	Where a risk is identified	Where appropriate and in the best interest of the child or vulnerable adult, discuss the decision with the parent(s) and/or carer(s).  Record this action on the Safeguarding Log.  Follow necessary referral processes as advised by the MASH or in the Threshold Framework.

## 10. Key contacts

Emergency Services  
Telephone: 999

Designated Safeguarding Lead: Melissa Llewellyn  
Phone: 07757081120 Email: [melissa@thecourtneyfoundation.org](mailto:melissa@thecourtneyfoundation.org)

Deputy Safeguarding Lead: Sadiqul Choudhury  
Phone: 07932697287

Multi-agency Safeguarding Hub (MASH)  
Phone: 01582 547653 / Out of hours: 0300 3008123  
Email: [mash@luton.gcsx.gov.uk](mailto:mash@luton.gcsx.gov.uk)

Safeguarding Unit (Bedfordshire Police)  
Phone: 01234 846960

NSPCC 24 hour Helpline  
Phone: 0808 800 5000

Luton Early Help Assessment  
Phone: 01582 548231  
Email: [eha@luton.gov.uk](mailto:eha@luton.gov.uk)

## 11. Useful information



NSPCC Types of abuse

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

Working Together to Safeguard Children, 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/729914/Working\\_Together\\_to\\_Safeguard\\_Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf)

Child Abuse and Neglect, 2017

<https://www.nice.org.uk/guidance/ng76>

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

What to do if you're worried about a child being abused, 2015

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

More useful information can be found in Appendix 2.

## 12. Appendices

### 12.1 Appendix 1 - Definitions of abuse

Abuse can occur in different contexts, and a child or adult could be experiencing more than one form of abuse at a time. Using lists of indicators can be useful in identifying abuse, however:

- Abuse may be happening even if there are no indicators present.
- Indicators may point to multiple forms of abuse.
- Indicators may be present even where abuse isn't happening.

Similarly, some factors can make children and adults more vulnerable to abuse, but it is important to remember that:

- Being considered vulnerable doesn't predetermine abuse.
- Abuse can take place if a person isn't considered vulnerable.
- Vulnerabilities impact people in different ways, i.e. depending on protective factors and resilience.

For detailed information about understanding the vulnerability factors and recognising indicators of child abuse and neglect, refer to NICE Guidance on Child abuse and neglect, 2017:

<https://www.nice.org.uk/guidance/ng76>

#### 12.1.1 Neglect

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

pregnancy as a result 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).
- 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 school attendance or often late for school
- 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 school.
- The child is left at home alone or with inappropriate carers.

### **12.1.2 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
- Isolation from peers

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

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
- Bruises or scratches in the genital area

### **12.1.4 Child sexual exploitation**

Child sexual exploitation (CSE) 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 sexual 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 (through others copying videos or images they have created and posting on social media, for example).
- 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.

Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child. (Child sexual exploitation, DfE 2017)

Indicators include:

- 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
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- The intelligence reporting form on the LSCB website will be used to share information with Police and children's social care that raises a concern around CSE.

More information: Child Sexual Exploitation: definition and guidance for practitioners, 2017  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

### **12.1.5 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 children 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 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 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.

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
- Behaviours such as 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
- Soiling, smearing faeces, enuresis.N.B.: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

#### **12.1.6 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
- Violence between adults in the household.

#### **12.1.7 Disabled children**

When working with children with disabilities, practitioners need to be aware those additional vulnerabilities to abuse and neglect such as:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

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
- Inappropriate invasive procedures.

#### **12.1.8 Domestic abuse**

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse. Abusive behaviour can occur in any relationship. It can continue even after the relationship has ended. Both men and women can be abused or abusers. Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships. (NSPCC)

#### **12.1.9 Online abuse**

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online). Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people. (NSPCC)

#### **12.1.10 Child trafficking**

Child trafficking and modern slavery are child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for:

- Child sexual exploitation
- Benefit fraud
- Forced marriage
- Domestic servitude such as cleaning, childcare, cooking
- Forced labour in factories or agriculture
- Criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another. (NSPCC)

#### **12.1.11 Grooming**

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse. (NSPCC)

#### **12.1.12 Harmful sexual behaviour**

Harmful sexual behaviour includes:

- Using sexually explicit words and phrases
- Inappropriate touching
- Using sexual violence or threats
- Full penetrative sex with other children or adults.

This abuse may occur in the context of exploitation. Children and young people who develop harmful sexual behaviour harm themselves and others. (NSPCC)

#### **12.1.13 Female genital mutilation**

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health. (NSPCC)

#### **12.1.14 Bullying and cyberbullying**

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. Cyberbullying is bullying that takes place online. Unlike bullying in the real world, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone. (NSPCC)

#### **12.1.15 Spiritual abuse**

'Spiritual abuse' is when an abuser uses their religious authority to abuse someone through controlling, manipulative or exploitative behaviour. An abuser with religious authority may use their authoritative power and position of trust to normalise the abuse to the victim and influence them to think it is acceptable.

#### **12.1.16 Racist, disability, sexist and homophobic or transphobic abuse**

This is when any type of abuse happens due to the identity or perceived identity of the victim, usually because the abuser thinks the victim is inferior in some way because of their race, disability, gender or sexuality. If the abuse is a criminal offense, it becomes a hate crime if the victim's identity is under a protected group. This kind of psychological and other types of abuse are often normalised and/or justified by the abuser and their environment, and as such the victim may feel the abuse is acceptable and can internalise the negativity, hatred and inferiority towards themselves and that part of their identity.

#### **12.1.17 Radicalisation and/or extremist behaviour**

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.
- Foster hatred which might lead to inter-community violence in the UK.

Indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating extremist narratives

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. (Crown Prosecution Service)

#### **12.1.18 Criminal exploitation**

Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. (Home Office, 2018)

More information: Criminal Exploitation of children and vulnerable adults: County Lines guidance [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/741194/HOCountyLinesGuidanceSept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf)

There are of course, other forms of abuse, and the same form of abuse can manifest in different ways. All staff and volunteers should undertake regular training to develop current knowledge and learning, particularly around issues most relevant to their capacity within the charity.



## 12.2 Appendix 2

### 12.2.1 Useful information

Child Sexual Exploitation: definition and guidance for practitioners, 2017

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

NSPCC Child abuse and Neglect

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>

Working Together to Safeguard Children, 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/729914/Working\\_Together\\_to\\_Safeguard\\_Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf)

Child Abuse and Neglect, 2017

<https://www.nice.org.uk/guidance/ng76>

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

What to do if you're worried about a child being abused, 2015

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Luton Safeguarding Children's Board

<http://lutonlscb.org.uk>

NSPCC: 0808 800 5000 (24 hour helpline)

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

List more from child's rights ere

### 12.2.2 Useful services

#### Online support

Pace (Parents against child sexual exploitation): Information about reporting, online safety, harassment, going to court and more in their Advice Centre

<https://paceuk.info/for-parents/advice-centre>

Luton Sexual Health: Advice for victims of rape and sexual assault

<https://www.lutonsexualhealth.org.uk/info-advice/sex-and-relationships/rape-and-sexual-assault/>

Child Mind Institute: Information for parents and professionals about lots of issues including drugs, social media and sexuality

<https://childmind.org/>

#### **Luton based services**

Hope Programme: Support for victims of sexual abuse aged 10+  
<https://hopeprogramme.com/>

Emerald Centre: Support for victims of sexual abuse aged 16+  
<https://www.emeraldcentre.org/>

Home-start: Support for families with disabilities and additional needs, domestic violence and abuse, poverty, financial issues, unsafe environments and mental ill health  
<https://www.home-startcentralbeds.org.uk/>

Luton All Women's Centre: Support for women experiencing domestic abuse, and offering general advice  
<http://www.lutonallwomenscentre.org.uk/>

Chums Trauma Service: Referral support service for children  
<http://chums.uk.com/trauma-service/>

#### **Helplines and national organisations**

Women's Aid: 0808 2000 247 (24 hour helpline)

The Bedfordshire Domestic and Sexual Abuse Partnership: 0845 30 30 900 (Victim support helpline)

Bedfordshire Sexual Abuse Helpline: 01582 733 592 (Mon-Fri 9am-5pm, weekends 10am-12pm, 24 hour answerphone)

Survivors UK: Helpline for male victims of CSE, adult sexual assault and rape  
0845 122 1201 (Helpline Mon & Tues 7-9.30pm, Thur 12-2.30pm)  
<https://www.survivorsuk.org/>

NSPCC: 0808 800 5000 (24 hour helpline)  
<https://www.nspcc.org.uk/>

NAPAC: Support for adults with history of childhood abuse  
0808 801 0331 (Helpline 10am-9pm Mon-Thu & 10am-6pm on Fridays)  
<https://napac.org.uk/>

Embrace: Support for children who are victims of crime  
<https://embracevoc.org.uk/>

Victim support: 0808 168 911 (24 hour helpline)  
<https://www.victimsupport.org.uk/>

The Marie Collins Foundation: Information about navigating responsibly online

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

### **For children and young people**

Thinkuknow: For adults and children to explore how to protect children online and offline

<https://www.thinkuknow.co.uk/>

The Mix: Support for young people under 25 via online, social and mobile

0808 808 4994 (helpline)

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

Childline: 0800 1111 (24 hour helpline)

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

### **Reporting crimes and online support**

To report a crime that has happened recently or in the past you can visit the local police station (Luton Police Station: Buxton Road, Luton, LU1 1SD, 8am-8pm) or to report a crime anonymously you can contact [Crimestoppers](#) on 0800 555 111

Child Exploitation Online Portal Command: Concerns about online abuse can be reported through the child exploitation and online protection command

<https://www.ceop.police.uk/safety-centre/>

### **12.2.3 Appendix 3: Allegations about a member of staff, trustee or volunteer**

Inappropriate behaviour by staff/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 inappropriate physical handling.
- Emotional: For example intimidation, belittling, scapegoating, sarcasm, manipulation, lack of respect for an individual rights, attitudes that discriminate on the grounds of race, gender, disability or sexuality, excessive or aggressive shouting.
- Sexual: For example sexualised behaviour towards peers, sexual harassment, sexual communication including via social networking, email, text, grooming behaviour, sexual assault and rape.
- Neglect: For example failing to act to protect a child or vulnerable adult, failing to seek medical attention or failure to meet an individual's basic needs.
- May pose a risk: Behaviours that may take place outside of the workplace that present a transferable risk in their professional role. For example, alleged perpetrator of domestic abuse, offences demonstrating a sexual interest in children, abuse or neglect of their own children or behaviours that are incompatible with their professional role.

If an allegation or concern is raised about a member of staff, trustee, or volunteer the Designated Safeguarding Lead (DSL) or Deputy should be informed immediately. In the case of a concern or allegation about the DSL or Deputy, another Trustee should be informed.

The Local Authority Designated Officer (LADO) will be contacted at the earliest possible opportunity and within 1 working day if the allegation or concern falls within the following criteria:

- Behaved in a way that has harmed a child or may have harmed a child or vulnerable adult
- Possibly committed a criminal offence against or related to a child or vulnerable adult
- Behaved in a way that indicates s/he may pose a risk of harm to children or vulnerable adults