Cadet Vocational College

Safeguarding and Child Protection Policy Supporting Information

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Reporting suspicions

If you have concerns that a child or young person may be vulnerable any of the activities listed in this document, you should seek advice from Cadet Vocational College's DSL and follow the procedures in relation to notification of safeguarding issues. You can also seek advice from the local police on 101.

IF YOU FEEL THAT THERE IS AN IMMEDIATE DANGER TO THE LIFE OF THE INDIVIDUAL OR OTHERS THEN CALL 999.

1. Recognising the signs of physical, emotional and sexual abuse, neglect and exploitation

In the Children Act 1989 and 2004, **a child** is anyone who has not yet reached their 18th birthday.

For the purposes of the Cadet Vocational College Safeguarding Policy, all documentation will refer to children, young people and vulnerable adults as appropriate.

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes."

Abuse, neglect and exploitation

- All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

- **Emotional abuse**: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child-on-child abuse

- All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of college and online. All staff should be clear as to the school or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.
- All staff should understand that even if there are no reports in Cadet Vocational College it does not mean it is not happening. It may be the case that abuse is not being reported. As such it is important that when staff have any concerns regarding child-on-child abuse they should speak to DSL.
- It is essential that all staff must challenge inappropriate behaviours between children that are abusive in nature. Examples of which are listed below. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of

growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

- Child-on-child abuse is most likely to include, but may not be limited to:
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child criminal exploitation (CCE) and child sexual exploitation (CSE)

- Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal or sexual activity. It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CCE and CSE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child criminal exploitation (CCE)

- Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
- Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.
- It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child sexual exploitation (CSE)

- CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outsideclothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.
- CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media
- CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship.

Domestic abuse

- Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Mental health

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

2. Bullying, including cyberbullying and grooming

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. All young people who are the victims of bullying or who bully others may have serious, lasting problems. In order to be considered bullying, the negative behaviour must include:

- An imbalance of power: young people who bully use their power (such as physical strength, access to embarrassing information, or popularity) to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

- Repetition: bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.

Types of bullying

There are three types of bullying:

1. Verbal bullying is saying or writing mean things. Verbal bullying includes:
   - Teasing
   - Name-calling
   - Inappropriate sexual comments

- Taunting
- Threatening to cause harm

2. Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
   - Leaving someone out on purpose
   - Telling other children not to be friends with someone
   - Spreading rumours about someone
   - Embarrassing someone in public

3. Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
   - Hitting/kicking/pinching
   - Spitting
   - Tripping/pushing
   - Taking or breaking someone's things
   - Making mean or rude hand gestures

Where and when bullying happens
Bullying can occur at any time. While most reported bullying happens in the school or college building, a significant percentage also happens in places like on the playground or the bus. It can also happen when travelling to or from school, in the young person's neighbourhood, or on the Internet.

The importance of not labelling young people
When referring to a bullying situation, it is easy to call the young people who bully others "bullies" and those who are targeted "victims," but this may have unintended consequences. When children are labelled as "bullies" or "victims" it may:

- Send the message that the child's or young person's behaviour cannot change
- Fail to recognise the multiple roles children or young people might play in different bullying situations
- Disregard other factors contributing to the behaviour such as peer influence or school/college climate

Instead of labelling the children involved, focus on the behaviour. For instance:

- instead of calling a child/young person a "bully," refer to them as "the child/young person who bullied"
- Instead of calling a child/young person a "victim," refer to them as "the child/young person who was bullied"
- Instead of calling a child/young person a "bully/victim," refer to them as "the child/young person who was both bullied and bullied others."

Young people involved in bullying
The roles young people play in bullying are not limited to those who bully others and those who are bullied. Some researchers talk about the "circle of bullying" to define both those directly involved in bullying and those who actively or passively assist the behaviour or defend against it. Direct roles include:

Those who bully**:**

These young people engage in bullying behaviour towards their peers. There are many risk factors that may contribute to the young person's involvement in the behaviour. Often, these young people require support to change their behaviour and address any other challenges that may be influencing their behaviour.

Those who are bullied**:**

These young people are the targets of bullying behaviour. Some factors put young people at more risk of being bullied, but not all young people with these characteristics will be bullied. Sometimes, these young people may need help learning how to respond to bullying. Even if a young person is not directly involved in bullying, they may be contributing to the behaviour. Witnessing the behaviour may also affect the young person, so it is important for them to learn what they should do when they see bullying happen.

Roles young people play when they witness bullying include:

Those who assist**:**

These young people may not start the bullying or lead in the bullying behaviour, but serve as an "assistant" to young people who are bullying. These young people may encourage the bullying behaviour and occasionally join in.

Those who reinforce**:**

These young people are not directly involved in the bullying behaviour but they give the bullying an audience. They will often laugh or provide support for the young people who are engaging in bullying. This may encourage the bullying to continue.

Outsiders**:**

These young people remain separate from the bullying situation. They neither reinforce the bullying behaviour nor defend the young person being bullied. Some may watch what is going on but do not provide feedback about the situation to show they are on anyone's side. Even so, providing an audience may encourage the bullying behaviour. These young people often want to help but don't know how.

Those who defend**:**

These young people actively comfort the young person being bullied and may come to the young person's defence when bullying occurs. Most young people play more than one role in bullying over time. In some cases, they may be directly involved in bullying as the one bullying others or being bullied and in others they may witness bullying and play an assisting or defending role. Every situation is different. Some young people are both bullied and bully others. It is important to note the multiple roles young people play, because:

Those who are both bullied and bully others may be at more risk for negative outcomes, such as depression or suicidal ideation and this highlights the need to engage all young people in prevention efforts, not just those who are known to be directly involved.

Cyberbullying

Cyberbullying is bullying that takes place using technology. Technology includes devices and equipment such as mobile 'phones, computers, and tablets, as well as communication tools including social media sites, text messages, chat and websites.

Examples of cyberbullying include mean text messages or emails, rumours sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

Why cyberbullying is different

Young people who are being cyberbullied are often bullied in person as well. Additionally, young people who are cyberbullied have a harder time getting away from the behaviour.

- Cyberbullying can happen 24 hours a day, 7 days a week, and reach a young person even when he or she is alone. It can happen any time of the day or night.

- Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source.
- Deleting inappropriate or harassing messages, texts, and pictures is extremely difficult after they have been posted or sent.

Mobile 'phones and computers themselves are not to blame for cyberbullying. Social media sites can be used for positive activities, like connecting young people with friends and family, helping students with school, and for entertainment. But these tools can also be used to hurt other people. Whether done in person or through technology, the effects of bullying are similar. Children who are cyber-bullied are more likely to:

- Skip school
- Experience in-person bullying
- Be unwilling to attend school
- Receive poor grades
- Have lower self-esteem
- Have more health problems

Preventing cyberbullying
Parents and children can prevent cyberbullying. Together, they can explore safe ways to use technology.

Establish rules about the use of technology

- Establish rules about appropriate use of computers, mobile 'phones, and other technology. For example, be clear about what sites they can visit and what they are permitted to do when they're online. Show them how to be safe online.
- Help them be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others. Once something is posted, it is out of their control whether someone else will forward it.
- Encourage children to think about who they want to see the information and pictures they post online. Should complete strangers see it? Real friends only? Friends of friends? Think about how people who aren't friends could use it.
- Tell them to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities.

Report cyberbullying
When cyberbullying happens, it is important to document and report the behaviour so it can be addressed.

Steps to take immediately:

- Don't respond to and don't forward cyberbullying messages.
- Keep evidence of cyberbullying. Record the dates, times, and descriptions of instances when cyber-bullying has occurred. Save and print screenshots, emails, and text messages. Use this evidence to report cyberbullying to web and mobile 'phone service providers.
- Block the person who is cyberbullying.

Cyberbullying often violates the terms of service established by social media sites and internet service providers:

- Review their terms and conditions or rights and responsibilities sections. These describe content that is or is not appropriate.
- Visit social media safety sites to learn how to block users and change settings to control who can contact you.

- Report cyberbullying to the social media site so they can take action against users abusing the terms of service.

When cyberbullying involves these activities, it is considered a crime and should be reported to the Police:

- Threats of violence
- Child pornography or sending sexually explicit messages or photos
- Taking a photo or video of someone in a place where he or she would expect privacy
- Stalking and hate crimes

Cyberbullying can create a disruptive environment in the organisation and is often related to in-person bullying. The organisation can use the information to help to inform prevention and response strategies.

On-line grooming

Online grooming is when someone builds an emotional connection with a young person to gain their trust for the purpose of sexual abuse, sexual exploitation or trafficking. Groomers use social medial sites, instant message apps (including teen dating sites) or online gaming platforms to connect with a young person.

Groomers spend time learning about a young person's interests from their online profiles and then use this knowledge to help build up a relationship. They hide their identity on line and may pretend to be a young person and then become 'friends' with the young person they are targeting.

Groomers do not always target one particular young person; they will sometimes send messages to hundreds and wait and see who responds. They no longer need to meet the young person in person to abuse them. Increasingly sexual exploitation is carried out by persuading them to take part in online sexual activity.

3. Prevent duty

As part of their Prevent duty, schools, college and childcare providers should be aware of the increased risk of violent extremism and radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. The local authority and local police will be able to provide contextual information to help schools and childcare providers understand the risks in their areas.

There is no single way of identifying an individual who is likely to be susceptible to extremist or terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in young people's behaviour that could indicate that they may be in need of help or protection. Young people at risk of violent extremism or radicalisation may display different signs or seek to hide their views. There are some characteristics and experiences that **may** indicate this, but these should be considered with great care on an individual basis before any conclusions can be drawn. Some examples are:

Expressed opinions

These may include support for violence and terrorism, the leadership of terrorist organisations and uncompromising rejection of the principle of the rule of law and of the authority of any elected government in this country.

Materials
The following may be relevant:

- possession of violent extremist literature and imagery in hard copy or digital form (e.g. so called 'beheading videos' or amateur films of terrorist attacks)
- attempts to access, become a member of, or contribute to violent extremist websites and associated password protected chat rooms
- possession of material regarding weapons and/or explosives
- possession of literature regarding military training, skills and techniques

Online communities are important in the radicalisation process and enable ready access to radicalising material that may not be available in the offline world. Digital content can be made very attractive and persuasive and can be quickly and widely shared between young people.

Behaviour and behavioural changes
Relevant changes may include: withdrawal from family, peers, social events and venues; hostility towards former associates and family; association with proscribed organisations; and association with organisations that hold extremist views that stop short of advocating violence in this country.

Personal history
The following may be relevant:

- claims or evidence of involvement in organisations espousing violent extremist ideology in this country or overseas
- claims or evidence of attendance at military/terrorist training the UK or overseas
- claims or evidence of involvement in combat/violent activity, particularly on behalf of violent extremist non-state organisations
- low level criminality, including violence, is often seen in case histories of convicted terrorists

Reporting suspicions
If you have concerns that a child or young person may be vulnerable to violent extremism or radicalisation, you should seek advice from Cadet Vocational College's DSL and follow the procedures in relation to notification of safeguarding issues.

If you feel that there is an immediate danger to the life of the individual or others, then call 999.
If, following initial discussions, there are serious safeguarding concerns in relation to the young person's vulnerability to violent extremism or radicalisation, then these should be reported to the Prevent Team at the local Police Force. Advice and guidance can be sought from the Prevent Officer working with the local Police Force, keeping Cadet Vocational College's DSL fully informed of all actions to be taken.

4. Child on Child abuse

All staff should recognise that children are capable of abusing other children (including online). All staff should be clear with regard to child-on-child abuse.

Staff should:

• minimise the risk of child-on-child abuse

• Learners should be made aware of systems in place (and they should be well promoted, easily understood and easily accessible) for cthem to confidently report abuse, knowing their concerns will be treated seriously

• Staff to follow reporting procedures and inform DSL/DDSL

• clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported

• a recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported

• Cadet Vocational College operate a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children

• Be aware that it is more likely that girls will be victims and boys perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously

• the different forms child-on-child abuse can take, such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment.
- consensual and non-consensual sharing of nude and semi-nude images and/or videos. (also known as sexting or youth produced sexual imagery)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party o upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals.

5. Teen dating abuse

Domestic abuse is not limited to adults; there is an increasing awareness of domestic violence within teen relationships. The definition of domestic violence in England and Wales was expanded in March 2013 to include 16 and 17 year olds. It also now includes controlling behaviour and coercive behaviour.

- 1 in 5 teenage girls have been assaulted by a boyfriend.
- Young women are more likely to experience sexual violence than other age groups.
- Young women with older partners are at an increased risk of victimisation.
- Recent surveys (including Zero Tolerance and End Violence Against Women campaign) reveal that approximately 40% of our young people are already being subjected to relationship abuse in their teenage years.

6. Human trafficking

Child trafficking and modern slavery are both abuse. Children and young people are recruited, moved or transported and then exploited, forced to work or sold.

Children and young people are trafficked for:

- sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- trafficking for organ harvesting
- criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft.

Many children and young people are trafficked into the UK from abroad, but they can also be trafficked from one part of the UK to another.

How trafficking and modern slavery happens
Children and young people are tricked, forced or persuaded to leave their homes. Traffickers use grooming techniques to gain the trust of a child, family or community.

They may threaten families, but this is not always the case – in fact, the use of violence and threats to recruit victims has decreased.

Traffickers may promise education or persuade parents their child can have a better future in another place.

Sometimes families will be asked for payment towards the 'service' a trafficker is providing – for example, arranging the child's documentation prior to travel or organising transportation.

Traffickers make a profit from the money a child or young person earns through exploitation, forced labour or crime. Often this is explained as a way to pay off a debt they, or their family 'owe' to the traffickers.

Although these are methods used by traffickers, coercion, violence or threats do not need to be proven in cases of trafficking - a child or young person cannot legally consent to trafficking and the authorities only requires evidence of movement and exploitation.

Who traffics children and young people?
Trafficking is a hidden crime and there is not a lot of information about who traffics children. What is known comes from small scale studies and work with young people who have been trafficked.

Trafficking requires a network of people who recruit, transport and exploit children and young people. Each group or individual has a different role or task. Some people in the chain might not be directly involved in trafficking a child, but play a part in other ways such as falsifying documents, bribery, owning or renting premises or money laundering.

Traffickers may be:

- **individuals or small groups**
  who recruit a small number of children or young people, often from areas they know and live in
- **medium-sized groups**
  who recruit, move and exploit, often on a small scale
- **large criminal networks**
  that operate internationally, can deal with high-level corruption, money laundering and large numbers of victims.

Prosecutions are rare
Where trafficking happens across international borders, traffickers might be prosecuted in their home country so will not be recorded as a UK prosecution.

It is difficult to prosecute traffickers because:

- legislation may be ineffective or may not exist
- victims may be afraid or reluctant to give evidence
- trafficking networks can make it difficult to gather evidence on individuals.

Other criminal activities involved in trafficking are often easier to prosecute – for example, assisting unlawful immigration, rape, kidnapping or abduction, false imprisonment, threats to kill, causing, inciting or controlling prostitution for gain.

Police often use disruption tactics to tackle human trafficking. This includes things like freezing the bank accounts of suspected traffickers or ensuring a strong police presence in known locations of exploitation. It is an effective way to help stop trafficking and is part of the UK government's strategy but it does not always end up in prosecution.

In March 2015 the Modern Slavery Bill received Royal Assent. The Act consolidates current offences relating to trafficking and slavery.

7. Female Genital Mutilation (FGM) and Breast Flattening (Ironing)

FGM
FGM, sometimes referred to as female circumcision, involves females usually under the age of 16, undergoing procedures wrongly believed to ensure their chastity and marital fidelity. Health professionals are often best placed to identify women who have experienced FGM.

The procedure can range from impairment to complete removal of the labia and clitoris. This is often done without the young woman's consent, anaesthetic or with regard to infection. It is estimated that every year two million women will undergo genital mutilation.

FGM occurs in parts of Africa, the Middle East, Indonesia, Malaysia, Pakistan and Iraq. Many girls living in Britain will be affected as they are taken from their homes to other countries to undergo this procedure. This practice is against the law under the Female Genital Mutilation Act (2003) even if the procedure is undertaken abroad.

FGM is illegal in the UK
It is illegal to take a British National or permanent resident abroad to undergo FGM or help someone who is trying to arrange to have FGM performed.

The maximum sentence for carrying out FGM or helping to have FGM performed is 14 years.

FGM – spotting the signs
Suspicions may arise in a number of ways that a child is at risk of FGM:

- knowing that mother has undergone FGM
- if a girl talks about plans to have a 'special procedure' or attend a special occasion to 'become a woman'

- if parents of a young girl state that they or a relative will take the child out of the country for a prolonged period
- a girl or woman may talk about a long holiday to her country of origin or a country where the practice is prevalent

Signs that may indicate that a girl or young woman has already undergone FGM

- Difficulty walking, sitting or standing
- Prolonged absences from school/college
- Spending long periods away from the classroom/office with urinary or menstrual problems
- Reluctance to undergo medical examinations
- Noticeable changes in behaviour – FGM can result in post-traumatic stress
- Soreness, infection or unusual presentation when a nappy is changed
- Asking for help but not being explicit about the problem due to embarrassment or fear

Who do we need to report?

- Only cases where FGM was identified or treatment relating to FGM was undertaken from 1st April 2015 onwards can be submitted
- New cases of FGM – new self-reported or found on clinical examination
- Known cases of FGM referred for treatment
- Historic cases prior to April 2015 do not need to be reported

Breast Flattening (Ironing)

Breast flattening is an age-old tradition practiced in certain parts of Africa and is the pounding and massaging of a girl's breasts to delay breast development. In the UK this is child abuse.

Breast flattening or breast ironing is usually carried out by pressing, massaging or pounding the breasts using hard or heated objects.

Why does it happen and how is it carried out?

Breast flattening is traditional practice in parts of West Africa. It is typically arranged or performed by the girl's mother to make the girl less attractive to males by delaying the signs that the girl is maturing into a young woman. Reasons for this include protecting the girl from sexual harassment and rape. It is also carried out to discourage pre-marital sex, unwanted pregnancy and prevent early marriage. Often one of the drivers is that the mother will want her daughter to avoid pregnancy so that they can receive an education.

There are several methods to iron or flatten the breast, often determined by the area or region where it takes place. A pestle or grinding stone are the most commonly used tools. Typically the preferred tool will be heated in a fire or boiling water until very hot, then applied to the breast. The object will be pounded, pressed and massaged into the breast for several minutes. Once the object cools, it is placed back into the fire and reapplied when hot enough. Once the massaging has finished, the breasts are often tightly bandaged or bound by a belt (or other restrictive material). The pounding or pressing can continue daily, sometimes twice a day for several months until the breasts have dropped or not developed.

Whilst normally performed by the child's mother, other female family members can perform or assist in the practice. In some cases male members of the family, healers, elders and other members of the community may become involved. Given that the act is excruciatingly painful, it is likely that the child will need to be restrained.

What are the health implications?

Apart from severe pain, the practice causes:

- burning and scarring
- long term malformation or disappearance of the breasts
- abscesses
- life threatening infections
- tissue damage
- interference with breast feeding
- mastitis
- psychological problems – anxiety, fear, depression, PTSD

What are the signs that a girl is undergoing breast flattening or ironing?

- some girls may ask for help, perhaps talk about pain or discomfort in their chest area, but may not be explicit about the problem due to embarrassment or fear
- a girl may display reluctance to under medical examinations
- A girl may be fearful of changing for physical activities due to scars showing or bandages being visible

Does it happen in the UK?

Despite occasional stories in the British press with headlines like "*hundreds of UK girls subject to breast ironing"* no one knows how widespread it is in the UK. It is a hidden crime, taking place in private and where the victim is unlikely to report their mother or family member. Whilst there are no official police or government figures, it is widely accepted that it has been brought to the UK and is practiced amongst those communities that have now settled here.

There has been some concern from the Home Office that safeguarding professionals might be reluctant to engage and challenge families and communities because of cultural sensitivities. This may have happened in some cases, but currently there is little support from the Government for a campaign or investment to empower professionals to be confident around identification, the law and safeguarding measures they need to take.

www.safeguardinghub.co.uk

8. 'Honour' based abuse (HBA)

HBA – formerly known as honour based violence is a form of domestic abuse which is perpetrated in the name of so called 'honour' The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family. Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce; inappropriate dress or make-up and even kissing in a public place.

- HBA can exist in any culture or community where males are in a position to establish and enforce women's conduct, examples include Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European, Gypsy and the travelling community (this is not an exhaustive list).
- Males can also be victims, sometimes as a consequence of a relationship which is deemed to be inappropriate, if they are gay, have a disability or if they have assisted a victim.
- This is not a crime which is perpetrated by men only, sometimes female relatives will support, incite or assist. It is also not unusual for younger relatives to be selected to undertake the abuse as a way to protect senior members of the family. Sometimes contract killers and bounty hunters will also be employed.

Forced marriage
Not accepting a forced marriage may lead to HBA. People forced into marriage are the potential victims of HBA.

A forced marriage is which one or both spouses do not (or, in the case of some adults with learning or physical disabilities, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.

Arranged marriage
An arranged marriage is one in which families take a leading role, but the parties have the free will and choice to accept or decline the arrangement.

A forced marriage is an arranged marriage but an arranged marriage is not a forced marriage.

Why do forced marriages happen?

- To control unwanted behaviour and sexuality, particularly that of women, and to prevent 'unsuitable' relationships
- To uphold family honour or long-standing family commitments
- Because of peer group or family pressure
- To protect perceived cultural or religious ideals
- To attempt to strengthen family links
- To ensure wealth and land remain within the family
- To assist claims for residence and citizenship
- To provide a carer for a disabled family member and to reduce the 'stigma' of disability

Honour based abuse is not right and certainly is not legal. It is particularly under-reported to the Police as victims are often too scared, shocked or tied by family or community loyalties to speak out.

9. County lines and child criminal exploitation (CCE)

What is criminal exploitation?
Criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes.

What is a gang?
The word "gang" means different things in different contexts. The 2010 Government paper "Safeguarding children and young people who may be affected by gang activity" distinguishes between peer groups, street gangs and organised criminal gangs:

- Peer Group
  "A relatively small and transient social grouping which may or may not describe themselves as a gang depending on the context"
- Street Gang
  "Groups of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity"
- Organised Criminal Gangs
  "A group of individuals for whom involvement in crime is for personal gain (financial or otherwise). For most crime is their 'occupation'"

It is not illegal for a young person to be in a gang – there are different types of "gang" and not every "gang" is criminal or dangerous. However, gang membership can be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.

County lines
The 2018 Home Office Serious Crime Strategy states the National Police Chiefs Council (NPCC) definition of a county line is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas (within the UK) using dedicated mobile 'phone lines or other form of "deal line". They often use young and vulnerable people in moving drugs from a hub, usually a large city into other markets – suburban areas and coastal towns. Children as young as young as 12 years old have been exploited into carrying drugs for gangs. This can involve children being trafficked away from their home areas, sometimes staying at the home of a drug user or another vulnerable person which has been taken over by a criminal gang (this may be referred to as cuckooing).

How are young people recruited?
Recruitment into gangs may be because of where the young person lives or because of who their family is. They may become involved for many reasons, including

- Peer pressure
- They feel respected and important
- They want to feel protected (from bullies, other gangs, etc.)
- They want to make money
- They want to gain status
- They feel they don't have a future elsewhere

Signs of criminal exploitation
There are some signs to look out for if you're worried a young person has joined a gang or is being criminally exploited. These include:

- Frequent absences from and doing badly in school
- Going missing from home, staying out late and travelling for unexplained reasons
- In a relationship with or hanging out with someone older than them
- Being angry, aggressive or violent
- Being isolated or withdrawn
- Having unexplained money and buying new things
- Using new slang words
- Spending more time on social media and being secretive about it
- Making more calls or sending more texts, possibly on a new 'phone
- Self-harming
- Taking drugs
- Committing petty crimes, such as vandalism or shoplifting
- Unexplained injuries and refusing to seek help
- Carrying weapons

What to do if you are worried
In the first instance it is best to seek help and assistance from Cadet Vocational College's DSL via **safe@cvcollege.org**. They will be best placed to help you decide the next steps.

If you think that there is an immediate danger to life then dial 999

Sources: NCA; NSPCC

10. Use of Reasonable Force

What is reasonable force?

1. Force is usually used either to control or restrain. This can range from guiding a young person to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
2. 'Reasonable in the circumstances' means using no more force than is needed.
3. Control means either passive physical contact, such as standing between learners or blocking a learner's path, or active physical contact such as leading a young person by the arm out of the area.
4. Restraint means to hold back physically or to bring a learner under control. It is typically used in more extreme circumstances, for example when two learners are fighting and refuse to separate without physical intervention.
5. Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the learner.

When to use force
Force such as is reasonable can be used in circumstances to prevent a learner from doing, or continuing to do, any of the following:

a. Causing personal injury to, or damage to the property of, any person (including the young person themselves);

b. Prejudicing the maintenance of good order and discipline at the event or among any learners receiving education at the event, whether during a teaching session or otherwise.

Any force used must be in proportion to the consequences it is intended to prevent
The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified:

- Attack on a learner or member of staff
- Learners fighting
- Damage to property
- Rough play
- Use of dangerous objects
- Absconding if likely to involve safety

Using force
Wherever possible, staff should tell the young person to stop and be calm and measured. They should not give the impression of acting out of anger, frustration or punishment. *Force should cease as quickly as possible.*

Examples of the force which might be used include:
- Standing between students
- Leading by the arm
- Hand on the centre of the back
- Appropriate restrictive holds (only used as a last resort)

The degree of force used should be the minimum needed to achieve the desired result.

When exercising the power to use force, we must also take proper account of any special need and/or disability a learner might have.

Reasonable force may also be used to search learners without their consent for "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Force cannot be used to search for prohibited items.

Staff are strongly advised not to search learners where resistance is expected, but rather to call the police.

It is always unlawful to use force as a punishment.

Always avoid touching or restraining in such a way that could be interpreted as sexually inappropriate conduct.

Sometimes physical contact may be proper or necessary – such as during certain sports and when administering first aid.

https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

11. Mental health

What are mental health problems?
In many ways, mental health is just like physical health; everybody has it and we need to take care of it.

Good mental health means being generally able to think, feel and react in the ways that you need and want to live your life. But if young people, vulnerable adults (or members of staff) go through a period of poor mental health, they might find that the ways they frequently feel, think or react can become difficult, or even impossible to cope with. The range of mental health issues is very wide and varied and at Cadet Vocational College we do not have anyone who is qualified to deal with them.

Seeking help and assistance
We therefore will act as a signposting organisation, helping young people, vulnerable adults (and members of staff) who require support, find ways in which the right assistance can be accessed:

- We may recommend they speak to someone at their school, college or youth organisation
- They may contact their GP or counsellor if they already have one
- Contacting Childline or other dedicated support service
- Contacting the Samaritans
- Speaking with their parents if they feel able to

If a young person tells you that they are having mental health difficulties, then you should contact Cadet Vocational College's DSL for further guidance.

This is particularly important if the young person or vulnerable adult mentions self-harming or even suicide, or if you think that either of these may be a possibility. If in any doubt, err on the side of caution and act quickly. Call Cadet Vocational College's DSL for guidance.

If you think there is immediate danger to life, then call 999

12. Domestic Violence

Recognising domestic abuse
Anyone can be the victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background.

What is domestic abuse?
Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and young people and witnessing domestic abuse is child abuse. It's important to remember domestic abuse:

- can happen inside and outside the home
- can happen over the phone, on the internet and on social networking sites
- can happen in any relationship and can continue even after the relationship has ended
- both men and women can be abused or abusers.

Domestic abuse can be emotional, physical, sexual, financial or psychological, such as:

- kicking, hitting, punching or cutting
- rape (including in a relationship)
- controlling someone's finances by withholding money or stopping someone earning
- controlling behaviour, like telling someone where they can go and what they can wear
- not letting someone leave the house
- reading emails, text messages or letters
- threatening to kill someone or harm them
- threatening to another family member or pet

Signs of domestic abuse
It can be difficult to tell if domestic abuse is happening and those carrying out the abuse can act very differently when other people are around. Children and young people might also feel frightened and confused, keeping the abuse to themselves.

Signs that a child or young person has witnessed domestic abuse can include:

- aggression or bullying
- anti-social behaviour, like vandalism
- anxiety, depression or suicidal thoughts
- attention seeking
- bed-wetting, nightmares or insomnia
- constant or regular sickness, like colds, headaches and mouth ulcers
- drug or alcohol use

- eating disorders
- problems in school or trouble learning
- tantrums
- withdrawal

13. Online safety/Online Sexting

- It is essential that children are safeguarded from potentially harmful and inappropriate online material. At Cadet Vocational College it is important to protect and educate pupils, students, and to identify, intervene in, and escalate any concerns where appropriate.
- The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk
- **content**: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- **contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct**: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
- **commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/). Governing bodies and proprietors should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexual messages. It's online abuse if a child or young person is pressured or coerced into creating or sending these types of images.

Sharing nudes is when someone sends a naked or semi-naked image or video to another person. Sharing nudes is sometimes called 'sexting', however this term is often used by young people to talk about sharing sexual messages and not imagery.

Young people can send nudes using phones, tablets and laptops and can share them across any app, site or game, including during a livestream. It could include sharing them across devices using offline services like Airdrop or Bluetooth.

Reasons why children and young people may send nude or semi-nude images or videos to someone include:

- Peer pressure.
- Being blackmailed, harassed or threatened

- Being groomed or coercion
- To increase their self-esteem
- To explore or prove their sexuality
- Feeling like they 'owe' their boyfriend or girlfriend and being made to feel guilty if they don't
- Being in a relationship with someone and fully trusting them
- They're in a long distance or online relationship and want to have sexual relationship
- As a dare or joke.

14. Fabricated or Induced Illness

Fabricated or induced illness is based on a parent or carer's underlying need for their child to be recognised and treated as ill or more unwell/more disabled that the child actually is and may involve physical, and/or psychological health, neurodevelopmental disorders and cognitive disabilities. There are two possible motivations underpinning the parent's need:

1. The parent experiences a gain from the recognition and treatment of their child as being unwell. The parent is using the child to fulfil their needs, disregarding the effects on the child and;
2. The parent's erroneous belief, extreme concern and anxiety about their child's health

Children can experience physical harm, emotional harm and neglect as a result of this form of abuse which include:

- The child's health – repeated and unnecessary appointment/test. Induction of illness (poisoning/suffocations);
- Effects on the child's development and daily life – including limited and interrupted school attendance and education, the child's normal activities are limited, the child assuming a sick role and the child being socially isolated;
- The child's psychological health and wellbeing – the child may be actively colluding with the parent's illness deception and the child may be confused and anxious.

15. Drugs – Substance misuse

Substance misuse is when someone's drinking or drug use becomes harmful or dependent. By 'harmful' we mean when someone puts themselves or others in danger. They might continue to drink or take drugs even if it puts them at risk of illness, psychological problems or physical accidents. Dependent drinking or drug use is when someone craves alcohol or drugs and continues to use them even though it causes them social, health or even financial problems.

Substance misuse can have negative effects on children at different stages in their lives.

Some signs of substance misuse:

- Changes in attitude/personality
- Increased aggression and irritability
- Involvement in criminal activity

- Poor physical coordination
- Bloodshot, glazed, dilated or constricted eyes
- Abrupt weight changes
- Changes in hygiene, dental issues, or skin changes
- Problems sleeping or sleeping too much
- poor attendance at school or low grades

16. Gender based violence (GBV)/violence against women and girls

GBV is violence committed against a person because of his or her sex or gender. It is forcing another person to do something against his or her will through violence, coercion, threats, deception, cultural expectations, or economic means.

Using these as a basis, we shall distinguish five inter-related types of violence:

- Physical violence.
- Verbal violence (including hate speech)
- Psychological violence.
- Sexual violence.
- Socio-economic violence.

Certain groups are more vulnerable to violence, including girls and young women from poor, rural or indigenous communities, those who are or are perceived to be LGBTQIA+, those living with disabilities, and girls and women who speak out about political, social and cultural issues and gender inequality.

Get help if someone is the victim of domestic violence

If you believe there is an immediate risk of harm to someone, or it is an emergency, always call 999.

17. Useful Contact Details

Organisation	Contact
Childline	0800 1111
Refuge's National Domestic Abuse Helpline - free confidential support 24 hours a day to victims and those who are worried about friends/loved ones	0808 2000 247 24 hours a day or visit the helpline website to access further information, the live chat service or contact form to book a safe time for a call.
Wales Live Fear Free Helpline - help and advice about violence against women, domestic abuse and sexual violence	0808 8010 800 Text: 078600 77 333
Men's Advice Line - confidential helpline for male victims of domestic abuse for non-judgmental information and support	0808 801 0327 **info@mensadviceline.org.uk** (Monday and Wednesday, 9am to 8pm, and Tuesday, Thursday and Friday, 9am to 5pm)
ManKind	0182 3334 244 (Monday to Friday, 10am to 4pm)
Galop - national LGBTQ+ domestic abuse helpline and webchat service	0800 999 5428 **help@galop.org.uk**
Women's Aid live chat service - Mon-Fri 10am-4pm and Sat-Sun 10am-12pm You can also find your local domestic abuse service on their website	**helpline@womensaid.org.uk** Staff will respond to your email within 5 working days
Karma Nirvana - national helpline for victims of honour-based abuse, forced marriage, honour crimes and domestic abuse	0800 5999 247 **support@karmanirvana.org.uk** 020 7008 0151 to speak to the GOV.UK Forced Marriage Unit
Hestia - support and information for anyone who might be in an abusive relationship	mobile app, Bright Sky
Hourglass - confidential helpline for anyone concerned about abuse of an older person	0808 808 8141
Chayn - online help and resources in several languages about identifying manipulative situations and how friends can help	
Muslim Women's Network Helpline - national specialist faith and culturally sensitive helpline that is confidential and free to access	0800 999 5786 Text: 07415 206 936 **info@mwnhelpline.co.uk**
NSPCC female genital mutilation (FGM) helpline - if you are worried about a child at risk or someone who has already undergone FGM	0800 028 3550 **fgmhelp@nspcc.org.uk**
Victim Support - free confidential 24/7 support line for victims of crimes and free 24/7 live chat support in England and Wales	0808 16 89 111
Crimestoppers - anonymously report suspicions of domestic abuse online or call free	0800 555 111

Organisation	Contact
Childline	0800 1111
National Stalking Helpline - for victims of stalking, their friends, family and professionals - Mon, Tue, Thu and Fri 9:30am-4pm, Wed 1-4pm	0808 802 0300
GP, health visitor or midwife	

If First Language is not English
www.gov.uk/guidance/domestic-abuse-how-to-get-help. A translated guidance on how to get help. Women's Aid also have guidance documents on domestic abuse and coronavirus available in a number of languages for victims, family and friends, and community members of those affected.

Safe Space
During COVID-19, domestic abuse has increased and some young peoples' homes are not safe.

UK SAYS NO MORE is an organisation working with Boots UK, Superdrug pharmacies, Morrisons pharmacies and independent pharmacies that have signed up to the Safe Spaces scheme, to facilitate their pharmacy consultancy rooms as a Safe Space for victims of domestic abuse during COVID-19.

Their consultancy rooms are open, ready for you to use and will display information on how to access specialist domestic abuse services.

To Access a Safe Space
Victims of domestic abuse can walk into any Boots UK store, Superdrug Pharmacy, Morrisons Pharmacy, or one of the independent pharmacies involved in the scheme, go to the healthcare counter and ask to use their consultancy room.

Once inside the Safe Space, all specialist domestic abuse support information will be available victims can make a call in safety.

Tesco
Shopping receipts from Tesco from June 2020 include the message **"**Help is available if you're experiencing domestic abuse. Call the National Domestic Abuse helpline on 0808 2000 247. Download the Brightsky App."

In all cases advice may be sought from the
NSPCC 0808 800 500
Or
If you feel a child is in danger of harm
Police – call 101 and ask to speak to the Safeguarding Team

If you feel a child is in immediate danger of harm
Police – call 999

Cadet Vocational College Head Office Contacts

07970 697802 – Tracey Sanders (DSL). Email: **safe@cvcollege.org**
07734 571199 – Andy Webster (Deputy DSL). Email: **safe@cvcollege.org**

If neither of the above is available please contact: 01276 601701 and ask for support

Cadet Vocational Collect Out of Hours Contact

As per the published rota:
07970 697802 – Tracey Sanders (DSL)
07734 571199 – Andy Webster (Deputy DSL)

Contacts for Head Office Use:

Surrey Safeguarding Children Board, if you have concerns about a child or young person 01372 833330

Surrey Local Authority Designated Officer (LADO), if you have a concern about an adult in a position of care 0300 200 1006

West Surrey Safeguarding and Investigation Unit, Guildford Police Station, Margaret Road, Guildford, Surrey. Telephone 101, Ext 39667.

18. Reporting Concerns

Any allegation, disclosure or suspicion of harm or abuse needs to be taken seriously and handled in a sensitive manner. Individual members of staff should never deal with disclosures in isolation.

If at any point, there is a risk of immediate serious harm to a child, a referral should be made to the DSL or DDSL/out of hours duty officer. In an emergency call 101 or 999.

On receipt of a concern, the matter must be reported immediately to the Safeguarding Team.
07970 697802 – Tracey Sanders (DSL)
07734 571199 – Andy Webster (Deputy DSL)

The Designated Safeguarding Officer will discuss with you the concern or information you have.

It will be agreed following consultation with the DSL or DDSL what the next action will be, which may include the following:

- Referral to the appropriate Safeguarding lead in the cadet/youth organisation
- Referral to the appropriate agency.
- Contact with the person reporting.
- Contact with the parent(s) / guardian(s).
- Report serious cases to Charity Commission.

The Designated Safeguarding Officer will advise you of what further involvement you should have.

The Designated Safeguarding Officer will confirm in writing, where appropriate.