

# Adult Skills & Family Learning Service

## Safeguarding Policy 2024/25

### Scheme of Delegation

Provision:	16 - 19 YPLP	Adult Learning	Employer Provider Apprenticeship Provision
Role:	Designated Safeguarding Lead (DSL)	Designated Safeguarding Leads	Designated Safeguarding Lead
<b>Named DSL</b>	Charlotte McHugh	Thea Croxall	Tony Kavanagh
<b>1st Deputy DSL</b>	Emma Bird	Jenny Riordan	Fiona Thompson
<b>2nd Deputy DSL</b>	Sarah Bell		Clare Vickers
<b>3rd Deputy DSL</b>	Gavin Knox		

### Policy review dates

Review Date	By whom	Date Shared	Version
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## Contents

### Section 1 Further Education And Skills Provision Commitment

### Section 2 Providing A Safe And Supportive Environment

2.1	Safer Recruitment and Selection
2.1.1	YPLP (16-24) Programme Designated Safeguarding Leads
2.1.2	Adult Learning Programmes Designated Safeguarding Leads
2.1.3	Employer Provider Apprenticeship Provision Designated Safeguarding Leads
2.2	Safe Working Practice
2.2.1	Further Education & Skills provision staff having concerns about another member of staff
2.3	Online Safety (response to Covid-19, March 2020)
2.4	Risk Assessment
2.5	Safeguarding Information for Learners
2.6	Partnership with Parents
2.7	Partnership with Others
2.8	LCC Adult Skills & Family Learning Programmes (adult learners at risk)
2.9	Further Education and Skills Training and Staff Induction
2.9.1	YPLP (16-24) Programmes
2.9.2	Adult Learning Programmes
2.9.3	Employer Provider Apprenticeship Provision
2.10	Support, Guidance and Supervision for Staff
2.11	Work Experience

### Section 3 Ensuring Children Are Safe At School And At Home (Specific Safeguarding Issues)

3.1	3.1 Child Protection Procedures
3.2	3.2 Concerns that Staff Must Act on Immediately & Report
3.3	3.3 Responding to Disclosure

3.4 | 3.4 Action by Designated Safeguarding Lead

3.5 | 3.5 Action Following a Child Protection Referral

3.6 | 3.6 Recording & Monitoring

**Section 4 Safeguarding Issues**

4.1 | 4.1 Preventing Radicalisation, The Prevent Duty & Channel

4.1.1 | 4.1.1 Lincolnshire Prevent Referral Pathway

4.2 | 4.2 Child Sexual Exploitation

4.3 | 4.3 Child Criminal Exploitation: County Lines & Cyber Crime

4.5 | 4.5 Domestic Abuse

4.5 | 4.5 Female Genital Mutilation

4.6 | 4.6 Forced Marriage

4.7 | 4.7 Child-on-child Abuse

4.8 | 4.8 Serious Violence

4.9 | 4.9 Attendance and Children Missing Education

4.10 | 4.10 Upskirting

4.11 | 4.11 Youth Produced Sexual Imagery

4.12 | 4.12 Contextual Safeguarding

4.13 | 4.13 Sexual Violence and Sexual Harassment between children

4.14 | 4.14 Carrying Knives/offensive weapons and gang culture

4.15 | 4.15 People Who May Require Early Help

4.16 | 4.16 Young People with SEND

**Section 5 Allegations Regarding Person(S) Working In Or On Behalf Of Further Education And Skills Provision (Including Volunteers)**

**Section 6 Learner Data**

**Annex A Useful Contacts Within The Local Authority**

**Appendix 1 Contact Details**

**Appendix 2 Documents & Training Materials**

## Section 1 Further Education & Skills (FE&S) Provision Commitment

**This policy applies to all adults, including volunteers, working in or on behalf of the 16 - 19 Study Programmes (YPLP), Adult Learning Programmes and Employer Provider Apprenticeship Provision**

We work in partnership and have an important role in inter-agency safeguarding arrangements as set out by Working Together 2018. Everyone working in or for the Further Education & Skills (FE&S)

Provision shares an objective to help keep young people and adults at risk safe by contributing to:

- providing a safe environment for (young) people, and adults to learn and develop in our setting, and
- identifying young people and adults at risk who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our setting

The FE&S Provision is committed to developing a safeguarding culture and promoting the well-being of all learners. Each learner's welfare is of paramount importance. We recognise that some young people may be especially vulnerable to abuse. We recognise that young people who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst on programme, behaviour may be challenging. We recognise that they may exhibit concerning behaviours and at times this may impact on other young people either directly or indirectly. We will always take a considered and sensitive approach in order that we can support all learners.



## Section 2 Providing a Safe and Supportive Environment

### 2.1 Safer Recruitment and Selection

The FE&S Provision pays full regard to DfE guidance 'Keeping Children Safe in Education'

We ensure that all appropriate measures are applied in relation to everyone who works within the provision who is likely to be perceived by a young person as a safe and trustworthy adult including e.g., volunteers.

Safer recruitment practices are in place for all permanent members of staff. Some tutors are employed via an agency arrangement who undertake their own safer recruitment practices. These practices include scrutinising applicants, verifying identity academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking the candidates DBS status, the Children's List and right to work in UK checks.

The Safe Recruitment policy is followed during recruitment.

In line with statutory changes, underpinned by regulations, FE&S Provision will maintain a Single Central Record (SCR) within the three provisions of:-



This document will cover the following people:

- all staff (including agency and supply staff, and teacher trainees on salaried routes) who work with or support learners at designated centres
- all LCC staff working on the Adult Learning programme, as well as Providers' staff
- all LCC staff working on the Apprenticeship Employer Provider programme

The information that must be recorded in respect of all staff members mentioned above is whether the following checks have been carried out or certificates obtained and the date on which each check was completed/certificate obtained apply:

- An identity check
- A barred list check (YPLP staff only)
- An enhanced Disclosure and Barring Service (DBS) check, as appropriate for each provision type
- A check of professional qualifications, as appropriate for each provision type
- A check to establish the person's right to work in the United Kingdom

For agency and supply staff, FE&S Provision will include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff and the date that confirmation was received. Where checks are carried out on volunteers, FE&S Provision will record this on the single central record. Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity with a young person.

### 2.1.1 16 - 19 YPLP Programme Designated Safeguarding Leads

<b>Charlotte McHugh</b>	(Principal)	Date:
<b>Emma Bird</b>	(Senior Lead)	Date:
<b>Sarah Bell</b>	(Senior Lead)	Date:
<b>Gavin Knox</b>	(Senior Lead)	Date:

### 2.1.2 Adult Learning Programmes Designated Safeguarding Leads

<b>Thea Croxall</b>	(Team Manager)	Date:
<b>Jenny Riordan</b>	(Team Leader)	Date:

### 2.1.3 Employer Provider Apprenticeship Provision Designated Safeguarding Leads

Tony Kavanagh	Assistant Director (Chief People Officer)	Date:
<b>Designated Safeguarding Lead</b>		
Fiona Thompson	Head of HR Services	Date:
<b>1st Deputy Designated Safeguarding Lead</b>		
Clare Vickers	Talent, Learning & Resources	Date:
<b>2nd Deputy Designated Safeguarding Lead</b>		

## 2.2 Safe Working Practice

FE&S Provision will comply with the current Guidance for Safer Working Practice for Adults working with Children & Young People in education Settings and DfE Covid-19 guidance:

<https://c-cluster-110.uploads.documents.cimpress.io/v1/uploads/d71d6fd8-b99e-4327-b8fd-1ac968b768a4-110/original?tenant=vbu-digital>

Safe working practices ensures that learners are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would
- lead any reasonable person to question their motivation and intentions
- work in an open and transparent way
- work with other colleagues where possible in situations open to question
- discuss and/or take advice from FE&S provision management over any incident which may give
- rise to concern
- record any incidents or decisions made
- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them
- follow the most up to date DfE guidance with regards to Covid-19 to keep learners safe

**Further Education & Skills provision staff having concerns about another member of staff:**





## **Further Education & Skills provision staff having concerns about safeguarding practices:**

All staff and volunteers should feel able to challenge and raise concerns about poor or unsafe practice and potential failures in FE&S provision safeguarding regime or concerns about other agencies. Any concerns will be taken seriously by the senior leadership team and others involved.

Appropriate whistleblowing procedures are in place within Lincolnshire County Council (LCC) and can be read in further detail by accessing the separate LCC whistleblowing policy.

### **2.3 Online Safety (response to Covid-19)**

In response to the Covid-19 crisis there was a need to increase on-line provision and support. This was to maintain learning, reduce isolation, improve mental health and wellbeing by using the online platform to keep in touch with learners and provide online skills provision for those people affected by job insecurity.

A major consideration was staff training to keep learners safe online. Learner guidelines are in place for online learning, as provided below:

#### **General Guidelines**

- Be on time. Sessions will start and finish according to the timetable. If you join late, please don't interrupt the session. Remain silent. Your tutor will support you
- Be prepared. Come to the meeting with a positive attitude and with any course materials or resources that you have been asked to have ready
- Where possible, choose a quiet location – away from pets, children, etc. Turn off the TV and any music.
- Be ready to take part. Not everybody is confident in speaking up within a group, especially when you don't already know other learners. However, to make the most of your learning experience we ask that you share ideas, ask questions, and contribute to the discussions.

#### **Security**

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Only share an email address or other personal information if necessary.
- If using a webcam, think about what is behind you in view – is it something you don't want others to see, for example personal photos?

## **When communicating online you should always:**

- Be respectful of others and their opinions.
- Be careful with personal information (both yours and others').
- Beware of using reply all – does everyone need to see your message?
- Remember to stay on topic. Is this relevant to your subject?
- Remember to listen and not talk over each other – this comes with practice! Mute yourself when not talking.
- The site's owners and moderators have the final say in enforcing the rules.
- Please do not write or say anything that you wouldn't say to someone's face and always think about how you would feel if you were receiving it.
- Please remember we still need to keep each other safe. If you are concerned about your own or another person's safety, please tell your tutor or report it using the Safeguarding number.

## **2.4 Risk Assessments**

- Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments
- are available for all aspects of the FE&S Provision, such as premises and equipment, on-site activities,
- off-site activities, venues used etc. Where relevant, risk assessments are carried out for individual pupils
- and adults at risk, and supported by action plans identifying how potential risks would be managed.
- Individual risk assessments are also used when deciding a response to a young person demonstrating
- potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a young
- person who may be particularly vulnerable, such as a child at risk of Child Sexual Exploitation.
- As part of the induction of apprentices into the employer provider provision, any areas of concern or
- support will be notated and revisited throughout the programme during review sessions.

## **2.5 Safeguarding Information for learners**

- All FE&S learners are aware of a number of staff who they can approach. FE&S Provision is committed
- to ensuring that learners are aware of behaviour towards them that is not acceptable and how they can
- keep themselves safe.

## **YPLP**

- All YPLP learners know there is a senior member of staff (DSL) with responsibility for child protection and know who this is. Learners ID badges

have Safeguarding numbers printed on the back and all learners are issued with a handbook that contains the details of how to contact someone or raise a Safeguarding concern.

### ***Adult Learning Programme***

- All adult learning learners are informed, at induction, how they can keep themselves safe and how to report inappropriate behaviour or concerns. Information is promoted through the Learner Handbook and on the 2aspire website ([www.2aspire.org.uk](http://www.2aspire.org.uk)).

### ***Employer Provider Apprenticeship Provision***

- Employer Provider Apprentices follow the Lincolnshire County Council safeguarding policy and are made aware at their employment induction that any safeguarding concerns should be raised with their immediate line manager. Throughout employer provider apprenticeship training, safeguarding is embedded into and revisited during the apprenticeship programme, underlining its importance for learners.

## **2.6 Partnership with Parents – YPLP**

- FE&S provision recognises that the child/young person's welfare is paramount and that good child protection and safeguarding practice and outcomes relies on a positive, open and honest working partnership with parents.
- Whilst on occasion, YPLP may need to make referrals without consultation with parents, every effort is made to maintain a positive working relationship with them whilst fulfilling our duties to protect any child/young person.
- YPLP provides a secure, caring, supportive and protective relationship for the child/young person.
- Children/ young people will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.
- YPLP endeavours to always preserve the privacy, dignity and right to confidentiality of the child/young person and parents. The DSL will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child/young person.
- FE&S provision will share with parents any concerns they may have about their young person unless to do so may place a child at risk of harm.
- YPLP encourages parents to discuss any concerns they may have with staff members
- The FE&S Provision child protection policy is available on request.
- FE&S provision is committed to ensuring the welfare and safety of all young people and adults at risk who access the provision. FE&S provision follows the Lincolnshire Safeguarding Children Partnership procedures. FE&S personnel, if appropriate will discuss concerns with parents about their

young people. If FE&S Provision deem necessary, FE&S personnel will discuss concerns with the Customer Service Centre and/or the Police without parental knowledge (in accordance with Lincolnshire Safeguarding Children Partnership Procedures). FE&S personnel provision will, of course, always aim to maintain a positive relationship with all parents.

## **2.7 Partnerships with others**

- FE&S Provision recognises that it is essential to establish positive and effective working relationships with other agencies for example, Early Help, Barnardos, Youth Offending, Police, FAST etc.
- There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children and adults at risk.
- DSLs liaise with the senior lead to inform them of ongoing issues or enquiries and they are aware of the requirement for children to have an appropriate adult during police investigations.

## **2.8 Adult Learning programmes (adults at risk)**

- The procedures for alerting, reporting, investigating and managing the safeguarding of adults at risk on Adult Skills & Family Learning programmes is in accordance with the requirements of the Adults Safeguarding Board: Multi-Agency Policy and Procedures for Lincolnshire (2017)
- All action taken under the guidelines will be carried out sensitively, considering the adult's individual needs, including race, culture and ethnicity, age, gender, religion, disability or sexuality.
- An individual's communication needs will always be considered.

## **Contracted Provision (in accordance with the Service Level Agreement (SLA))**

- Through the SLA arrangements, Adult Learning Providers', delivering under contract for LCC, are required to agree to conform to the Adults Safeguarding Board: Multi-Agency Policy and Procedures
- for Lincolnshire (2017). Providers are unable to commence delivery without this assurance.

## **2.9 Training and Staff Induction**

### **2.9.1 YPLP**

- YPLP's DSLs are the Principal and the Senior Leads, and they have responsibility for child protection, undertaking appropriate child safeguarding training and inter-agency working training (provided by the
- Lincolnshire Safeguarding Children Partnership)

- The DSLs will undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.
- In addition to their formal training, their knowledge and skills are updated at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- The Principal and all other YPLP staff, including non-teaching staff, receive appropriate safeguarding and child protection training which is regularly updated and follow the LSCP 6-year training pathway.
- In addition, all staff members receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- YPLP accesses training from LSCP training directory and the NSPCC.
- All staff (including temporary staff and volunteers) are provided with YPLP's child safeguarding policy and informed of YPLP's child protection arrangements on induction.

### **2.9.2 Adult Learning Programmes**

- The Adult Skills & Family Learning DSLs are the Team Manager and Team Leader, and they have responsibility for ensuring all learners are safe and learn in a safe environment. They undertake appropriate safeguarding training (provided by the Lincolnshire Safeguarding Adults Partnership) on an annual basis.
- All Tutors, support staff and Providers are required to undertake appropriate safeguarding training on an annual basis, accessed through the Lincolnshire Safeguarding Adults Partnership.
- All staff are informed of the safeguarding arrangements on induction (or in the case of Providers at the invitation to tender stage). This information is provided in the service's Quality Manual, Tutor and Provider Handbooks.

### **2.9.3 Employer Provider Apprenticeship Provision**

- The Employer Provider Apprenticeship Provision DSL is the Chief People Officer (Assistant Director of HR Services & Organisational Support) who has responsibility for the safeguarding of their staff. In the absence of the named DSL, the Deputy Designated Safeguarding Leads (DDSL's) are the Head of HR
- Services and the Talent, Learning & Resources Manager.
- The DSL and Deputies undertake appropriate safeguarding and child protection training which is regularly updated.
- In addition, they receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

## 2.10 Support, Advice and Guidance for Staff

- Staff are supported by FE&S provision and professional associations.
- The DSLs (Centre Leaders) for Child Protection and Adults at Risk are supported by Strategic Managers
- FE&S provision clients seek advice about safeguarding concerns from Lincolnshire Customer Services on 01522 782111 (children), 01522 782155 (Adults) and for non-urgent early help queries from Early Help Consultants and/or the Learning Operational Group.

## 2.11 Work Experience

- FE&S Provision is committed to safeguarding young people whilst on work experience and ensure that the placement provider has policies and procedures in place to safeguard learners.
- The FE&S provision Safeguarding Policy applies to all young people undertaking work experience on our premises.

# Section 3 Ensuring Children are Safe in Education and at Home

## 3.1 Child Protection Procedures and Definitions

Teachers and other staff at FE&S provision centres are well placed to observe any physical, emotional or behavioural signs which indicate that a young person may be suffering significant harm. The relationships between staff, learners, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or FE&S provision staff being alerted to concerns.

### Definitions:

(‘Working Together’ 2018 and ‘Keeping Children Safe in Education’ 2023)

**A child:** any person under the age of 18 years.

**Safeguarding and promoting the welfare of children** is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing 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; and taking action to enable all children to have the best outcomes.

All staff should be aware of indicators of abuse and neglect. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect and to identify children that may be in need of help or protection.

## Early Help

All Staff working within FE&S Provision should be alert to the potential need for early help for young people, for a young person who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang
- involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.

These young people are therefore more vulnerable; FE&S Provision will identify who their vulnerable young people are, ensuring all Staff and Volunteers know the processes to secure advice, help and support where needed.

All staff should be aware of indicators of abuse and neglect:

**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. 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 11 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.

All staff follow the FE&S Provision Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2018, Keeping Children Safe in Education 2023 and Lincolnshire Safeguarding Children's Partnership guidance.

All staff are well placed to observe any physical, emotional or behavioural signs which indicate that a learner may be suffering significant harm. The relationships between staff, learners, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or staff being alerted to concerns.



## Child-on-on child abuse

Staff recognise that children can abuse other children (child-on-child abuse), and this can happen both inside and outside of school, college or online. Child-on-child abuse is most likely to include, but not 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,
- 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)

All staff also have an awareness of specific safeguarding issues, including; Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Domestic Abuse, Female Genital Mutilation (FGM), Mental Health, and Serious Violence. More guidance on these issues is provided in section four of this document. Staff are also be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put young people in danger.

It is *not* the responsibility of the FE&S Provision staff to investigate welfare concerns or determine the truth of any disclosure or allegation.

All members of staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of learners are recorded and discussed with the DSL with responsibility for child protection (or the deputy DSL in the absence of the designated person) prior to any discussion with parents.

Where a member of staff is recognising signs or indicators that a young or vulnerable person may have unmet needs or welfare concerns, these are always passed on to the DSL to ensure that any appropriate interventions and/or referrals are actioned. The DSL will use resources based on the Signs of Safety (Lincolnshire Safeguarding Children Partnership – Early Help and Team Around the Child -

Lincolnshire County Council) for making safeguarding decisions to determine the threshold of concern and then will determine whether this can be dealt with at school or whether this may require an Early Help Intervention.

### 3.2 Concerns that staff must act on immediately and report:

Staff working with children are reminded to have the attitude, 'it could happen here' where safeguarding is concerned. If staff have concerns about a child's welfare, they should act on them immediately.

Staff should act if they become aware of any of the following:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g., worrying drawings or play)
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g., living in a household with children present)
- any potential indicators of Child Exploitation  
[https://lincolnshirechildcare.proceduresonline.com/p\\_lincs\\_safe\\_ch\\_pol.html](https://lincolnshirechildcare.proceduresonline.com/p_lincs_safe_ch_pol.html)
- any potential indicators of Radicalisation<sup>15</sup>
- any potential indicators of living in a household with Domestic Abuse

### 3.3 Responding to disclosure

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that they can make an informed decision of what to do next.

The DSL will ensure that the child's wishes, and feelings are considered when determining what action to take and what services to provide. Child Protection processes will operate with the best interests of the young person at their core.

#### Staff will:

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of staff clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g., using TED technique - 'Tell me, Explain to me, Describe to me....'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the young person
- explain sensitively to the person that they have a responsibility to refer the information to the DSL, children need to know that staff may not be able to

uphold confidentiality where there are concerns about their safety or someone else's

- reassure and support the person as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next and who will be involved as appropriate
- record details including date, what the child has said, in the child's and pass to DSL and record
- any visible signs, injuries or bruises on a Body Map
- record the context and content of their involvement, and will distinguish between fact, opinion and hearsay

### 3.4 Action by the DSL (or deputy DSL in their absence)

Following any information raising concern, the DSL will consider:

- any urgent medical needs of the young person
- whether the child is subject to a child protection plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g., Duty and Advice Team

Then decide:

- to talk to parents, unless to do so may place a young person at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Children's Social Care-Duty and Advice Team because a young person is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

OR

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g., Early Help Assessment - EHA) and/or make a referral to Children's Social Care-Customer Service Centre.
- All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Customer Service Centre will be followed up in writing and these referrals will always be kept on file irrespective of the outcome.

### 3.5 Action following a child protection referral

The DSL or other appropriate member of staff will:

- make regular contact with the social worker involved to stay informed
- wherever possible, contribute to the strategy discussion
- provide a report for, attend and contribute to any subsequent child protection conference
- if the young person is made the subject of a child protection plan, contribute to the child protection plan and attend core group meetings and review conferences
- where possible, share all reports with parents prior to meetings

- where in disagreement with a decision and concerns still remain with the young person firstly:
  - Talk in the first instance to the DSL
  - Check the referral included all the relevant information and clearly documented the concerns about the young person
  - Finally follow the professional resolution and escalation protocol shown on the LCSP website.
- where a young person subject to a child protection plan moves from the setting or goes missing, immediately inform Children's Social Care Customer Service Centre.

### 3.6 Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will state who is providing the information, the date and time, information will be recorded in the young person's words where possible and a note made of the location and description of any injuries seen, if this is a paper record than this should be signed. Photographs of injuries must not be taken. The DSL ensures that the method for other members of staff or volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed. All record of concerns are followed up and clearly show what action is being taken as a result of the concern and the outcomes of this action.

### YPLP

All documents pertaining to the YPLP provision will be retained on the Safeguarding section of Databridge which has restricted access.

### *Adult Learning Programmes*

All documents relating to safeguarding concerns of Adult Learners are stored on SharePoint with access restricted to authorised personnel.

### *Apprenticeship Employer Provider Provision*

All documents pertaining to the AEP Apprenticeship Provision, will be retained in the DSL's folder on SharePoint which has restricted access.

## Section 4 Safeguarding Issues

### 4.1 Preventing Radicalisation, The Prevent Duty and Channel

Young people are vulnerable to extremist ideology and radicalisation. As with other safeguarding risks, staff should be alert to changes in young people's behaviour, which could indicate that they may be in need of help or protection and report concerns to the DSL.

Under Section 26 of the Counter-Terrorism and Security Act 2015, FE&S provision staff have due regard for the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

In order to fulfil the Prevent Duty staff receive training, which is updated on a regular basis, to help them to identify young people and adults at risk who may be vulnerable to radicalisation, and the provision is committed to accessing further training to ensure that all staff are up to date and aware of this duty. In addition to training on radicalisation, staff are also updated on issues that may affect learners from a Lincolnshire perspective, e.g. extreme right-wing behaviour, county lines, racial hate crimes. If staff identify children or adults at risk for whom these may be a concern, they will follow the guidance set out in the training, apply the usual referral process and Child Protection procedures and pass this information to the DSL.

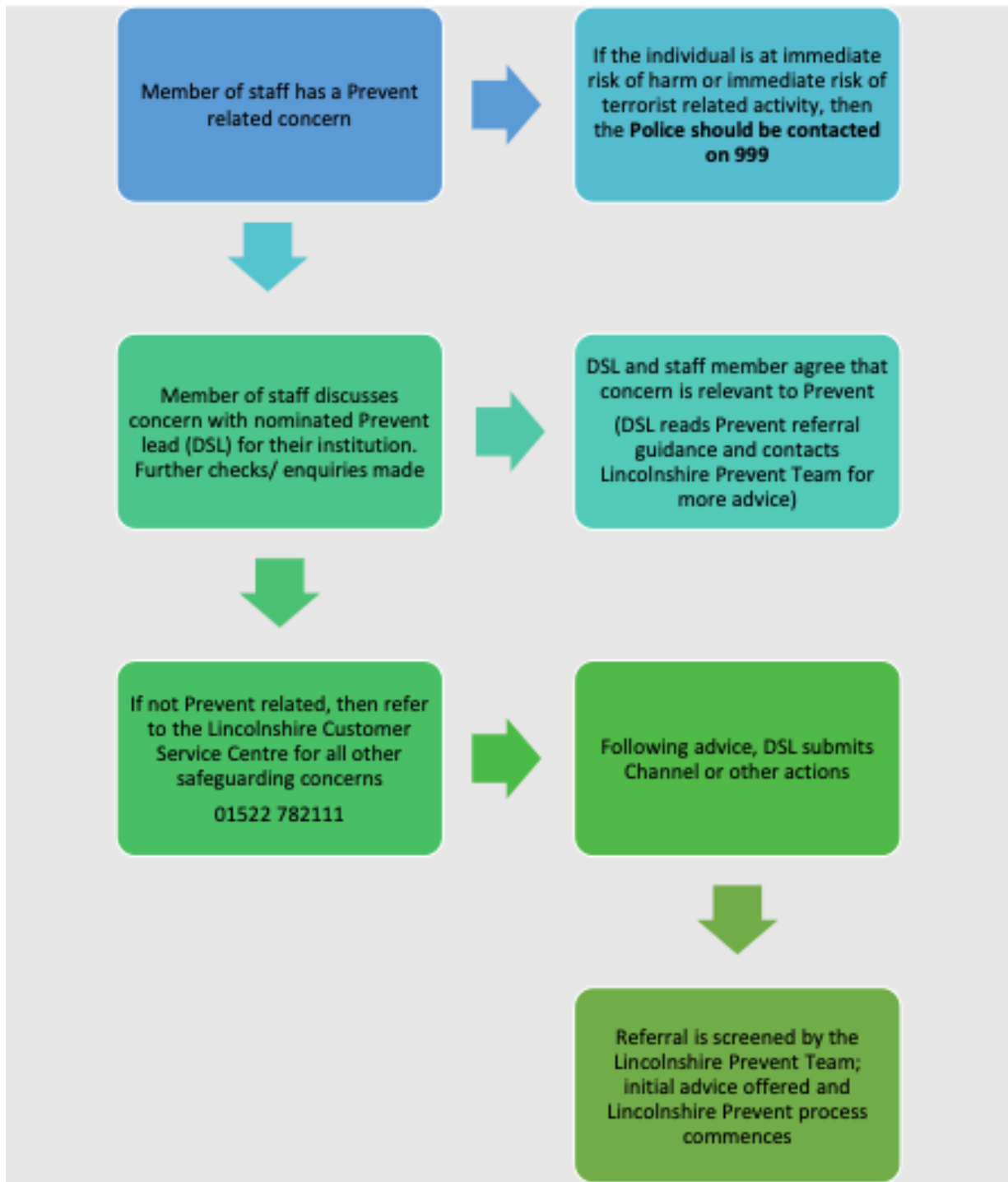
The DSL will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel.

All staff working on the programme receive regular training on incorporating the promotion of fundamental British Values into the curriculum in order to help build learners' resilience and enable them to challenge extremist views. The effectiveness of the training and its implementation is tested out through regular lesson observations, learning walks, tutor 1 to 1's and discussions with learners. FE&S Provision provides a safe space in which young people, adult learners and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Radicalisation is also considered within current Online Safety policies, procedures and curriculum in terms of having suitable filtering and monitoring in place and also raising awareness with staff, adult learners, parents and young people about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.

For more information about Prevent in Lincolnshire, including referral forms and project examples please Contact Lincolnshire Police, Prevent Officer 01522 558304 [prevent@lincs.pnn.police.uk](mailto:prevent@lincs.pnn.police.uk) or LCC, Prevent Officer 01522 555367 [prevent@lincolnshire.gov.uk](mailto:prevent@lincolnshire.gov.uk)

#### 4.1.1 Lincolnshire Prevent Referral Pathway



#### 4.2 Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Staff have been made aware of some of the key indicators of CCE and CSE by training provided by LSCP and the NSPCC. In addition, FE&S Provision appreciates that it has a role to play in the prevention of CCE and CSE within its curriculum e.g., Healthy Relationships.

If staff identify young people for whom CCE or CSE may be a concern they will apply the referral process and Child Protection procedures and pass this information to the DSL. The DSL can then refer cases where relevant to Lincolnshire Customer Services Team. FE&S Provision also appreciates that they have a role to play in sharing soft intelligence relevant to perpetrators of CCE and CSE, and therefore if such information should come to light within school the DSL will share this appropriately with the police on Tel: 101.

Different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions
- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education. Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant

### 4.3 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in

a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection are found in accommodation that they have no connection with, often called a 'trap
- house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing

FE&S Provision have made staff aware of the toolkit that is available to support professionals

<https://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit>

#### 4.4 Cyber Crime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. FE&S Provision are aware that there are many other signs that may indicate a pupil is a victim or vulnerable to being exploited. The DSL will consider referring to the Cyber Choices programme (<https://www.nationalcrimeagency.gov.uk/cyber-choices>) where appropriate.



## 4.5 Domestic Abuse

FE&S Provision understands that The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any person under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

If staff identify children for whom Domestic Abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the DSL. The DSL can then refer cases where relevant to Lincolnshire Customer Services. Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 08:00 to 13:00, Monday to Friday on 0204 513 9990. National Domestic Abuse Helpline Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

## 4.6 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The FE&S Provision is aware of the local contacts and procedures to follow for Lincolnshire children (5.2.4 Lincolnshire Youth Homelessness Joint Working Protocol ([proceduresonline.com](http://proceduresonline.com))) Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

## 4.7 Mental Health

FE&S Provision are 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.

Staff are well placed to observe learners' day to day and identify whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff are also aware that where children have suffered abuse, neglect or other potentially traumatic adverse childhood experiences that these can have a lasting impact into adulthood and that this can impact on their mental health, behaviour and education.

FE&S Provision are aware of where they can access advice and support in their local area.

## 4.8 Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of

modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance (<https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims>) which has been shared with FE&S staff.

#### **4.9 Sexual violence and sexual harassment between children in schools and colleges**

FE&S Provision understands that sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

#### **4.10 Serious Violence**

All staff are aware of the indicators which may signal that a young person is at risk from or are involved with serious violent crime, such as:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at
- risk of criminal exploitation

All staff are aware of the likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent, or permanently excluded, from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery

#### **4.11 So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)**

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

FE&S Provision understands that if staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information \(https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information\)](https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information) Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases. In these cases, teachers should follow usual safeguarding procedures reporting to DSL.

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, 154 Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case. 156 threats or another form of

coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Staff in the FE&S Provision understand that, likewise, this is a potential Safeguarding issue and thus they would pass on concerns by applying the usual referral process and Child Protection procedures and pass this information to the DSL. Further guidance can be found at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_1\\_80614\\_FINAL.pdf#:~:text=The%20statutory%20guidance%20sets%20out%20the%20responsibilities%20of,awareness%20and%20developing%20prevention%20programmes%20through%20outreach%20work.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_1_80614_FINAL.pdf#:~:text=The%20statutory%20guidance%20sets%20out%20the%20responsibilities%20of,awareness%20and%20developing%20prevention%20programmes%20through%20outreach%20work.)

#### **4.12 Child-on-child Abuse**

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). All staff should be clear as to the service's policy and procedures re. child-on-child abuse. Child on Child Sexual Harassment, Sexual Abuse and Sexually Harmful Behaviours (proceduresonline.com). Staff in the FE&S Provision understand that, likewise this is a Safeguarding issue and thus they would pass on concerns by applying the usual referral process.

#### **4.13 Attendance and Children Missing from Education**

FE&S Provision understand that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. The Provision responds to persistently absent pupils and children missing education which supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

#### **4.14 Young People with Special Educational Needs and/or Disabilities**

Lincolnshire SEND offer is available for every child and family in Lincolnshire. Special consideration should be given to safeguarding and protecting children who may have additional vulnerabilities;

- Additional barriers can exist to the recognition of abuse and neglect which can include assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Vulnerable children can disproportionately be impacted by things like bullying and abuse, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers
- Seeing a disability first and abuse second.

These additional challenges are addressed through a high level of pastoral care and our communication and interaction with our young people. These communication tools may include Makaton, communication in print and Colourful Semantics to ensure the child's voice is heard despite their additional needs.

#### 4.15 Children in Care and Care Leavers

All staff recognise that Children in Care and care leavers are more vulnerable than other young people, often having poorer educational outcomes; therefore, ensuring their wellbeing, safety and welfare, helping them to reach their potential which includes the looked after young person who is moving on. FE&S Provision will also ensure that care leavers are supported with pathways including liaison with the local.

Paul Fisher is Lincolnshire County Council's Corporate Parenting Manager, M: 07771 794157, paul.fisher@lincolnshire.gov.uk. Care Leavers queries should be addressed with the social worker until 17 years 6 months and to Paul for broader queries and once they are 18. When they are 18, they will be allocated a leaving care worker, transferring to Lincolnshire Leaving Care Service at 18 years old. We would expect FE&S Provision to be working closely with the young person and, where appropriate, their social worker.

## **Section 5 Allegations regarding Person(s) Working in or on behalf of Further Education & Skills Provision (including Volunteers)**

Where an allegation is made against any person working in or on behalf of FE&S Provision that he or she has:

- Behaved in a way that has harmed a young person or adult learner, or may have harmed a young person or adult learner
- Possibly committed a criminal offence against or related to a young person or adult learner; or
- Behaved towards a young person, young people or adult learners in a way that indicates he or she would pose a risk of harm to those involved
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The last bullet point above includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk. We will apply the same principles as in the rest of this document and we will always follow the Lincolnshire Safeguarding Children Children's Partnership Procedures that can be accessed at [www.lincolnshire.gov.uk/lscp](http://www.lincolnshire.gov.uk/lscp) Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely within YPLP or Adult Learning Programmes or Apprenticeship Employer Provider Provision.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Initial action to be taken:

- The DSL will be responsible for ensuring that the child/young person is not at risk and referring cases of suspected abuse to the local authority children's social care
- The person who has received an allegation or witnessed an event will immediately inform the relevant manager on level 2 of the FE&S provision staff having concerns about another member of staff and make a record
- If an allegation is made against a level 2 manager, the matter will be reported to level 3 of the FE&S provision staff having concerns about another member of staff
- The Provision Manager will take steps, where necessary, to secure the immediate safety of young people and any urgent medical needs
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of young people
- The level 2 manager may need to clarify any information regarding the allegation; however, no person will be interviewed at this stage.
- The level 2 manager (or level 3 manager, if the allegation is about the level 2 manager) will consult with the Local Authority (LA) Designated Officer via the LADO referral form immediately, in order to determine if it is appropriate for the allegation to be dealt with by the relevant FE&S Provision team or whether there needs to be a multi-agency response to the matter.
- If there is cause to suspect a child/young person is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and/or children's social care will be convened in accordance with the statutory guidance Working Together to Safeguard Children. If the allegation is about physical contact, for example restraint, the strategy discussion or initial evaluation with the LADO should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.
- Where the case manager is concerned about the welfare of other children in the community or the member of staff's family, they should discuss these concerns with the DSL and make a risk assessment of the situation. It may be necessary for the DSL to make a referral to children's social care.
- The needs of the young person or young people will remain at the centre of all action taken. Any referral to the LA Designated Officer should also be accompanied by consultation with Lincolnshire Customer Service Centre when appropriate. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation.
- Where an allegation/s do not meet the harm threshold, low level concerns, these will be recorded and early intervention sought.
- Consideration will be given throughout to the support and information needs of learners, parents, staff and the employee who is the subject of the allegation.
- The level 2 manager will inform the level 3 manager of any allegation against a member of FE&S Provision staff.

- If consideration needs to be given to the individual's employment and immediate management of risk, advice will be sought from HR.
- Where the initial discussion leads to no further action, the case manager and the LADO should:
  - record the decision and justification for it; and,
  - agree on what information should be put in writing to the individual concerned and by whom.
- If an allegation is made regarding a Supply staff member, then Adult Learning and YPLP will ensure the allegation is followed through and that the agency is fully involved.

## Section 6 Learner Data

All staff members (including subcontracting providers) with access to LCC learner data are required to hold a current DBS check.

All LCC staff/subcontractors with access to TERMS data are required to complete an annual declaration around safe use of learner data.

### Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. As part of meeting a child's/young people's needs, the FE&S Provision recognise it is important information sharing between practitioners and local agencies.

Where children leave the organisation, the DSL should ensure that their child protection file is transferred from their existing provision to ensure up to date information is provided. This needs to be provided as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. Where a child or young person leaves our provision we will ensure secure transit of this information to the new provider.

The DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and can have that support in place for when the child arrives.

Staff will be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children/young people, whether this is when problems are first emerging, or where a child/young people is already known to the local authority children's social care.

The FE&S Provision governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process



personal information fairly and lawfully and to keep the information they hold safe and secure.

They are confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

They understand that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a young person in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a young person at risk.

## Annex A

### Useful Contacts within the local authority

#### Introduction

The policy is in line with:  
Lincolnshire Safeguarding Children Partnerships Inter-Agency Procedures

Lincolnshire Adults Safeguarding Board  
(<https://www.lincolnshire.gov.uk/safeguarding/lsab>)

Working Together to Safeguard Children & Young People 2018

Keeping Children Safe in Education 2022

Information Sharing Document 2018

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

Children Act 1989 and Children Act 2004

Education Act 2002

Teaching Standards 2013

Guidance for safer working practice for those working with children and young people in education settings

Sexting in Schools and Colleges 2016

Sexual Violence and Sexual Harassment between children in Schools and Colleges 2021

#### Safeguarding 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;
- Taking action to enable all children to have the best outcomes
- (Working Together to Safeguard Children, 2018)

Protecting an adult's right to live and learn in safety, free from abuse and neglect

The term "Child" or "Children" refers to as anyone under the age of 18 years

#### We believe that:

- Schools play a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse

## Training Resources provided in the KCSIE 2022

- A video on supporting children who are victims of sexual abuse
- A link to South West Grid for Learning, a charity that provides support regarding abuse and technology, and The Marie Collins Foundation, a Sexual-behaviour support service
- A county lines toolkit for professionals
- Government guidance on forced marriage
- • LGFL "Undressed" - a website that features a video and song that schools can use to teach young children about the risk of being tricked into getting undressed online



**Appendix 1 – Contacts Details**

Area	Title	Contact Name(s)	Telephone	Email	Website
<b>Local Authority Designated Officers (LADO)</b>		Rachael Powis Jemma Parkinson	01522 554674	<a href="mailto:LSCP_LADO@lincolnshire.gov.uk">LSCP_LADO@lincolnshire.gov.uk</a>	<a href="#">Lincolnshire Safeguarding Children Partnership – Report a concern about a staff member or volunteer – Lincolnshire County Council</a>
Children's safeguarding Monday to Friday 8am to 6pm			01522 782111		<a href="#">Report a safeguarding concern – Lincolnshire County Council</a>
Adults safeguarding Monday to Friday 8am to 6pm			01522 782155		<a href="#">Report a safeguarding concern – Lincolnshire County Council</a>
<b>Out of Hours – Emergency Duty Desk</b> <small>6pm-8am + weekends and Bank Holidays</small>			<b>01522 782333</b>		<a href="#">Report a safeguarding concern – Lincolnshire County Council</a>
Domestic Abuse	EDAN Lincs		01522 510041		<a href="#">EDAN Lincs</a>

29

Next Review: 8<sup>th</sup> August 2024

<b>Lincolnshire County Council Education Safeguarding Team</b>	Service Manager:	John O'Connor		<a href="mailto:safeguardingschools@lincolnshire.gov.uk">safeguardingschools@lincolnshire.gov.uk</a>	
	Team Manager	Jill Chandar-Nair			
	Team Leader	Joanne Carr			
	Safeguarding & Education Welfare Supervisor	Ruth Fox	01522 554695		
<b>Virtual School CIC Lincolnshire</b>	Head of Virtual Schools	<b>Sarah Lane</b>		<a href="mailto:sarah.lane@lincolnshire.gov.uk">sarah.lane@lincolnshire.gov.uk</a>	
	Elective Home Education (EHE):			<a href="mailto:ehel@lincolnshire.gov.uk">ehel@lincolnshire.gov.uk</a>	
	Children Missing Education (CME)			<a href="mailto:cme@lincolnshire.gov.uk">cme@lincolnshire.gov.uk</a>	
	Child in Entertainment or Employment			<a href="mailto:cee@lincolnshire.gov.uk">cee@lincolnshire.gov.uk</a>	
<b>Prevent</b>	Community Safety Strategy Co-ordinator, Leading on Prevent.	Richard Clare	<b>07867153586</b>	<a href="mailto:richard.clare@lincolnshire.gov.uk">richard.clare@lincolnshire.gov.uk</a>	
	East Midlands Special Operations Unit – Special Branch	PREVENT Officer	<b>01522 558304</b>	<a href="mailto:prevent@lincs.pnn.police.uk">prevent@lincs.pnn.police.uk</a>	
<b>Online Safety incidents</b>	National helpline			<a href="http://www.saferinternet.org.uk/helpline">www.saferinternet.org.uk/helpline</a>	
<b>Lincolnshire Police</b>	<b>Emergency</b>		<b>999</b>		
	Non-emergency		101		
<b>Early Help Team</b>				<a href="mailto:TACadmin@lincolnshire.gov.uk">TACadmin@lincolnshire.gov.uk</a>	<a href="http://www.lincolnshire.gov.uk/tac">www.lincolnshire.gov.uk/tac</a>
<b>FGM</b>	The Female Genital Mutilation Helpline		<b>0800 028 3550</b>	<a href="mailto:fgmhelp@nspcc.org.uk">fgmhelp@nspcc.org.uk</a>	

30

Next Review: 8<sup>th</sup> August 2024

**Appendix 2 – Documents and Training Materials**

<i>Title</i>	<i>Detail</i>	<i>Links / Contacts</i>
<b>School Documents</b>	Guidance for Safe Working Practice for Adults who work with Children and Young People in Education settings – April 2020	<a href="https://www.safeguardingchildren.co.uk/wp-content/uploads/2020/04/Guidance-For-Safer-Working-Practice-COVID-addendum-April-2020.pdf">https://www.safeguardingchildren.co.uk/wp-content/uploads/2020/04/Guidance-For-Safer-Working-Practice-COVID-addendum-April-2020.pdf</a>
<b>Training Materials</b>	LSCP Online and face to face Safeguarding Training courses including Safer Recruitment training	<a href="http://www.lincolnshire.gov.uk/lscp">www.lincolnshire.gov.uk/lscp</a>
	LCC Safeguarding in Schools Training Package	<a href="mailto:safeguardingschools@lincolnshire.gov.uk">safeguardingschools@lincolnshire.gov.uk</a>
	Safeguarding Governor Training	<a href="mailto:governorsupport@lincolnshire.gov.uk">governorsupport@lincolnshire.gov.uk</a>
<b>Prevent Training</b>	All staff can undertake e-learning which is equivalent to WRAP 2 via the:	<a href="#">LSCP website</a>
	Free face to face training @ Lincolnshire County Council	Prevent Officer, 01522 555367, <a href="mailto:prevent@lincolnshire.gov.uk">prevent@lincolnshire.gov.uk</a>
	Free face to face training @ Lincolnshire Police	Prevent Officer, 01522 558304, <a href="mailto:prevent@lincs.pnn.police.uk">prevent@lincs.pnn.police.uk</a>