



Global Educational Guardians

Building Bridges for Education

SAFEGUARDING POLICY

Updated September 2019

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If you suspect that a child or young person may be being abused or neglected, it is vital you report your concerns so that this can be investigated.

Contact Berkshire West Safeguarding Children Partnership on 0118 937 3269

Contact Cardiff and the Vale Regional Safeguarding Children Board on 029 2233 0880

National contacts:

Crimestoppers 0800 555 111 crimestoppers-uk.org

NSPCC Weston House, 42 Curtain Road, EC2A 3NH 0808 800 5000

NSPCC Whistleblowing Helpline (for staff) 0800 028 0285 help@nspcc.org.uk

Childline 0800 1111

Kidscape Bullying Helpline 020 7730 3300

Children's Commissioner Anne Longfield 0800 528 0731

advice.team@childrenscommissioner.gsi.gov.uk

Introduction

Keeping Children Safe in Education 2019, came into force on the 2nd September 2019. The final version has some additional information. Please refer to Appendix A.

Global Educational Guardians Ltd recognises its responsibility for Safeguarding and Child Protection. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection. We undertake rigorous checks on all who work with us.

Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review.

Definition of terms

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

For the purposes of this Policy, all references to 'child' or 'children' - whether singular or plural – are used to refer to students enrolled at a school or other educational institution in the United Kingdom who are in the care of Global Educational Guardians.

'Guardianship personnel' refers to any personnel at Global Educational Guardians, whether paid or unpaid, whether under a contract of service or apprenticeship, or otherwise than under a contract, who has responsibility for a child and may be interacting with children for or on behalf of Global Educational Guardians. This includes Homestay families and Global Educational Guardians drivers. The normal duties of guardianship personnel include caring for, supervising or being in sole charge of children; they also involve unsupervised contact with children under arrangements made by a responsible person.

The purpose of the policy is:

- To provide protection for the young people and children who receive Global Educational Guardians services.
- To provide staff with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

Global Educational Guardians will seek to safeguard children by:

- Listening to them, valuing and respecting them
- Adopting child protection guidelines through procedures and a code of conduct for staff.
- Recruiting staff safely, making sure all necessary checks are made.
- Sharing information about child protection and good practice with parents, children and staff.
- Providing effective management for staff through supervision, support and training.

Child Protection

The role of Global Educational Guardians and its guardianship personnel

Global Educational Guardians and guardianship personnel should be aware of the need to report allegations or suspicions of child abuse to the relevant person at Global Educational Guardians. Children often tell other children, rather than guardianship personnel or other adults, about abuse.

Procedures

Global Educational Guardians will:

- ensure it has a Designated person and a Deputy Designated person, who have undertaken the appropriate training;
- ensure every member of Global Educational Guardians personnel knows that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales agreed with the Local Safeguarding Children Board; how to take forward those concerns where the designated person is unavailable;
- ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse;
- provide training for all staff so that they know: their personal responsibility; the agreed local procedures; the need to be vigilant in identifying cases of abuse; how to support a child who discloses abuse.
- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters
- keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to social services immediately;
- ensure all records are kept secure and in locked locations;
- ensure that recruitment and selection procedures are made in accordance with the Statutory guidance 'Keeping children safe in education'

Professional Code of Conduct

All Global Educational Guardians personnel should:

- place the safety and welfare of pupils above all other considerations

- treat all children, parents and colleagues with consideration and respect
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio
- treat each child as an individual and make adjustments to meet individual need
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of harm
- never condone inappropriate behaviour by children or staff
- take responsibility for their own continuing professional development

Good practice includes:

setting a good example by conducting ourselves appropriately

encouraging positive and safe behaviour among pupils

being a good listener

being alert to changes in pupils' behaviour

recognising that challenging behaviour may be an indicator of abuse

reading and understanding the Global Educational Guardian's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing

being aware that the personal and family circumstances and lifestyles of some pupils may lead to an increased risk of abuse.

Confidentiality

Confidentiality issues need to be understood if a child divulges information they are being abused. A child may only feel confident to confide in a member of staff if they feel that the information will not be divulged to anyone else. However, Global Educational Guardians staff have a professional responsibility to share relevant information about the protection of children with the designated statutory agencies when a child is experiencing child welfare concerns.

It is important that each member of staff deals with this sensitively and explains to the child that they must inform the appropriate people who can help the child, but that they will only tell those who need to know in order to be able to help. Be aware that it may well have taken significant courage on their part to disclose the information and that they may also be experiencing conflicting emotions, involving feelings of guilt, embarrassment, disloyalty (if the abuser is someone close) and hurt.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Designated Person. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Note for parents

Parents should be aware that Global Educational Guardians have a responsibility to ensure the wellbeing of all children in our care. This responsibility means that Global Educational Guardians:

- will have a child protection policy and procedures;
- should make parents aware of its child protection policy, and that it may require their child to be referred to the statutory welfare agencies if they believe that the child or other children may be at risk of significant harm;
- should endeavour to work with parents regarding the welfare of their child and remain impartial if their child is being, or has been referred;
- should help parents understand that if a referral is made to social services or the police, it has been made in the best interests of the child and that Global Educational Guardians will be involved in any child protection enquiry or police investigation in relation to their child's welfare and educational progress;
- keep the parents informed of the welfare and educational progress of the child

Where a professional has a concern about a child, they will, in general, seek to discuss this with the family and, where possible, seek their agreement to making a referral to social services. However, this should only be done where such a discussion and agreement will not place a child at increased risk of significant harm. That advice will be provided by the local social services department in consultation, where appropriate, with the police.

The designated child protection person at Global Educational Guardians should clarify with these statutory agencies, when, how and by whom, the parents will be told about any referral. They should also seek advice as to whether or not the child should be informed of the process.

As a parent you may sometimes feel alone but there is usually somebody you can talk to. Caring for children is not always easy and if you're struggling to cope you may need to ask for help and support to protect your child.

You may find the following helpful:

make time to talk and listen to your child;

familiarise yourself with your child's friends and routine;

be sensitive to changes in behaviour;

teach your child to feel confident to refuse to do anything they feel is wrong;

be aware of your child's use of the internet and mobile phone to ensure they don't place themselves at risk.

Note for students

If someone is hurting you or your friends, there are people who can help you and stop people from making you feel scared or hurt.

You should tell someone you trust:

you can tell a teacher, your parents, carers, grandparents or other members of your family who may be able to help, or can tell a friend;

let people help to make things better by stopping the person from hurting you or your friends.

The person in Global Educational Guardians who has special responsibility for helping you if someone's hurting you or your friends is Mrs Irina Gay.

How guardianship personnel should respond to any suspicion of abuse

Any member of the guardianship personnel who is told of any incident or has strong suspicions of physical or sexual child abuse must report the information to the Child Protection Designated person.

If a child or group of children disclose the fact that they are upset or worried, or if a child or group of children give the appearance of being upset, every effort should be made to keep the individual or group of individuals calm and to alleviate, as far as possible, any distress. It is not appropriate to try to force conversation whilst there is an emotive atmosphere. The individual(s) concerned should be taken to a private place where, if you feel the situation warrants it, a second responsible adult should be asked to be present.

The following guidelines should be observed:

- Confidentiality should never be guaranteed.
- Questioning should be limited, and 'leading' questions should be avoided.
- The matter should be referred immediately to the CPDP at Global Educational Guardians.
- A written record of alleged abuse should be made as soon as possible.
- An allegation of abuse should never be discounted because the alleged abuser is someone well known to and trusted by the individual to whom the disclosure has been made.

The role of the Child Protection Designated Person

The Child Protection Designated Person takes specific responsibility for Child Protection matters within Global Educational Guardians. This person is responsible for:

- being conversant with all legislation including regulations relevant to the law of Child Protection.
- holding and being fully conversant with the Guidance and Regulations of the Children Act 2004, or any legislation subsequent to that Act.
- briefing guardianship personnel on the contents of the guidance and procedures and on the procedures. This includes the briefing of new guardianship personnel as part of their induction after joining Global Educational Guardians.
- ensuring the procedures below are followed within Global Educational Guardians.
- liaison over child protection procedures with the Social Services Department.
- receiving reports of alleged or suspected child abuse, contacting the Social Services Department and taking other action in response, as set out below.
- ensuring that all records of concern about a child, even if there is not a need to take any immediate action, are kept confidentially and securely.

The role of Global Educational Guardians and its guardianship personnel

Global Educational Guardians and guardianship personnel should be aware of the need to report allegations or suspicions of child abuse to the relevant person at Global Educational Guardians. Children often tell other children, rather than guardianship personnel or other adults, about abuse.

Global Educational Guardians should keep accurate records of alleged or suspected abuse, even if such abuse is only a minor incident.

Lines of communication

There should, at all times, be routine contact between the guardianship personnel and the child, as a preventative measure against child abuse.

Allegations of abuse made by a child should be reported as follows:

- A child should speak to a member of the guardianship personnel
- If the alleged abuser is one of the guardianship personnel, the child should know that the first port of call is the Child Protection Designated Person at Global Educational Guardians
- If the alleged abuser is the Child Protection Designated Person of Global Educational Guardians the child should initially report it to another member of the guardianship personnel. The guardianship personnel should then report the matter to a deputy within Global Educational Guardians or to the Social Services Department, whichever is appropriate.

Parents, in a similar way, should report alleged abuse to one of the guardianship personnel or the Child Protection Designated Person at Global Educational Guardians depending on who the alleged abuser is.

If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming.

How guardianship personnel should respond to any suspicion of abuse

Any member of the guardianship personnel who is told of any incident or has strong suspicion of physical or sexual child abuse must report the information to the Child Protection Designated Person. (In the absence of the CPDP, an immediate report should be made to his/her deputy).

If a child or group of children disclose the fact that they are upset or worried, or if a child or group of children give the appearance of being upset, every effort should be made to keep the individual or group of individuals calm and not distressed. It is not appropriate to try to force conversation whilst there is an emotive atmosphere. The individual(s) concerned should be taken to a private place where, if the situation warrants it, a second responsible adult should be asked to be present. The following guidelines should be observed:

- Confidentiality should never be guaranteed. Guardianship personnel should guarantee that they will only pass on information to the minimum number of people who must be told to ensure that the proper action is taken to sort out the problem, that they will never tell anyone who does not have a clear 'need to know' and that they will personally take whatever steps they can to protect the informing child/children or guardianship personnel from any retaliation or unnecessary stress that might be feared after a disclosure of alleged abuse has been made.
- Any questioning should be limited to the minimum necessary to seek clarification only, strictly avoiding 'leading' the child or adult who has approached them by making suggestions or asking questions that introduce their own ideas about what may have happened. (Questions such as, 'Did he do X to you?' should not be used; instead a minimum number of questions of the 'Tell me what happened?' type may be asked).
- The alleged perpetrator should not be criticised because the child's emotions may already be horribly mixed. The child should not be asked to repeat everything that s/he has already disclosed to another member of the guardianship personnel.
- As soon as the child or adult has disclosed that he or she believes that something abusive has happened to him or her, or to someone else, no further questions should be asked of him or her. Further questioning could cause more damage and prejudice possible criminal proceedings.
- The informing child or adult should be asked what steps s/he would like taken to protect him/her now that the allegations have been made and should be given an assurance that Global Educational Guardians will try to follow these wishes.

- The matter should be referred immediately, with all relevant details, to the CPDP at Global Educational Guardians.
- The adult to whom the disclosure has been made should make a written record as soon as possible of what s/he has been told. The record should not include the writer's own assumptions and interpretations but solely what s/he has heard and seen. Original notes should not be destroyed, even if the record may be written up more neatly and fully at a later stage. The record should comprise dates, times, places, plus any nonverbal behaviour as well as words used, including sexual words (if any used). If injury is apparent, a diagram should be appended in order to give exact location.
- An allegation of abuse should never be discounted because the alleged abuser is someone well known to and trusted by the individual to whom the disclosure has been made.

Action by Global Educational Guardians

When the CPDP at Global Educational Guardians receives an allegation of physical or sexual abuse s/he should:

- a) take any steps needed to protect any child involved from risk of immediate harm. Furthermore, Global Educational Guardians should take any necessary steps for the longer-term protection and support of each child who has made allegations of abuse, or who is alleged to have suffered from abuse, taking his or her wishes fully into account. This may involve the child receiving continuing support and protection from the guardianship personnel chosen by him or her, or changing accommodation, or returning to his or her parents temporarily.
- b) not interview or investigate the allegation further but refer the matter immediately to the Duty Team Leader at the local Social Services office. Global Educational Guardians should speak personally to the Team Leader and not rely on leaving a message. The Team Leader will arrange, within pre-set limits, the involvement of the relevant specialist police personnel and, if necessary, a meeting of the agencies who may need to be involved, together with Global Educational Guardians.
- c) Whilst Global Educational Guardians has a duty first and foremost to the child, it must at all times respect the rights of parents and keep them informed of all matters relating to the child.
- d) contact the Team Manager in the Social Services Department (SSD) who will initiate an independent investigation if this proves to be necessary. The Team Manager will arrange, within pre-set limits, the involvement of the relevant specialist police personnel and, if necessary, a meeting of the agencies who may need to be involved, together with the Guardianship Organisation.
- e) inform the child or guardianship personnel who made the initial allegation of what the next steps are to be, having agreed these with the Team Manager. It is helpful for the call to the Team Manager to be made while the child or adult is in attendance, so that he or she can be told the likely next steps immediately after the call.

f) inform the Headmaster of the school the child is attending (unless s/he is the subject of any of the allegations or suspicions) of the allegation and the action taken and, if the allegation is concerning an incident within the School context, agree necessary further action.

g) if necessary, cease to use, pending investigation, any member of its guardianship personnel who is alleged to have abused a child or children. Global Educational Guardians should not hesitate to cease to use any member of the guardianship personnel, without prejudgement of guilt and as a precautionary measure, where there is a concern about possible abuse.

h) ensure that any child being interviewed by the police has available supportive guardianship personnel of his or her own choice to accompany him or her if this becomes necessary.

i) make arrangements, where feasible, for any child who has been the subject of abuse to receive any necessary continuing counselling and support, by agreement with his or her parents where appropriate.

Allegations of abuse against a member of the guardianship personnel

Following investigation, Global Educational Guardians should consider taking, and if necessary and appropriate, should take the necessary measures to safeguard the child against any member of the guardianship personnel or of his/her household, where it believes children are at risk of abuse from that member of the guardianship personnel or of their household, even in cases where there may be no criminal prosecution. Cessation from a role within the guardianship personnel (without prejudice) may be necessary to protect all concerned, including the guardianship personnel or his/her household member.

Global Educational Guardians must make its own decision on whether a child's welfare is at risk, whatever the outcome of a police or SSD investigation may be. The level of evidence needed for criminal prosecution is likely to be higher than that which may trigger valid and appropriate precautionary proceedings taken by Global Educational Guardians.

Appropriate precautionary proceedings and grounds for concern over its children's welfare may therefore be based on 'balance of probability', rather than on evidence 'beyond reasonable doubt'.

In any instance of an allegation of child abuse Global Educational Guardians will, after reasonable investigation and if satisfied on a balance of probabilities that there is substance to the allegation, immediately terminate any contract or other arrangement with that member of the guardianship personnel or other person. Global Educational Guardians has a duty to terminate any possible contact between the child and that person.

Where Global Educational Guardians has 'low level' concerns that do not amount to allegations or suspicions of specific abuse, but which may indicate the possibility of abuse occurring, the Manager of Global Educational Guardians or a designated member of staff should discuss these with the Social Services Department.

Recruitment and screening

When using outsourced services (e.g. taxi firms) whose personnel may have contact with a child, Global Educational Guardians will obtain a written assurance from the service provider that all such personnel have been subjected to enhanced Criminal Records Bureau checks (CRB checks) and other relevant checks.

Global Educational Guardians should make all guardianship personnel aware of the child protection policy of Global Educational Guardians. Guardianship personnel should be asked to sign a Child Protection declaration. Global Educational Guardians will take up not fewer than two references as to the character and suitability of any person under their control and their suitability to have contact with a child.

All applicant guardianship personnel must declare any history, criminal or civil, of child abuse. Enhanced Criminal Records Bureau checks must be sought to confirm this. Permission to interact with children is dependent upon a judgement of these declarations and the results of an enhanced CRB check.

Complaints and abuse

The CPDP needs to ensure that key people who deal with complaints and concerns are fully aware of this policy document and that there is the possibility of certain complaints understating an allegation of abuse and therefore any such complaints should be routed via the appropriate channels.

False alarms

It is important to realise that the Children Act will inevitably lead to some investigations being triggered which do not substantiate the allegations made, as well as those that do. It is a basic assumption that it is better to accept some false alarms than to fail to initiate the specialist

investigation of instances of real abuse. The Social Service Department will work with the Manager of Global Educational Guardians, guardianship personnel, parents and children involved in any false alarm investigation to assist in recovery from the incident, as well as working with Global Educational Guardians to assist in 'living through' and recovering from a substantial investigation.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where adults fail to do so. All adults involved in Global Educational Guardians' provision of care should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of other adults.

Inappropriate conduct includes, but is not confined to: bullying or humiliation; contravening health and safety guidelines; serious breaches of Global Educational Guardians code of ethical practice; professional practice that falls short of normally accepted standards; compromising pupils' welfare but in a way that does not meet the threshold for child protection intervention.

Reasons for blowing the whistle

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that pupils are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Your action not only protects pupils, but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Definition of child abuse

Child abuse includes abuse of a child by a member of the guardianship personnel or another adult, abuse at home which a child reports to one of the guardianship personnel, abuse by a stranger outside Global Educational Guardians and abuse of one child by another child. In the case of abuse by a child or group of children, the key issues which identify the problem as abuse (rather than an isolated instance of bullying or 'adolescent experimentation', which might be considered within normal bounds of a child community) are:

- the frequency, nature or severity of the incidents;
- whether the victim was coerced by physical force, fear, or by a child or group of children having power or authority over him or her;
- whether the incident involved a potentially criminal act and whether if the same incident (or injury) had occurred to a member of the guardianship personnel or another adult, it would have been regarded as assault or otherwise actionable.

The definitions below were those recommended as criteria throughout England and Wales by the Department of Health (DoH), the then Department for Education and Employment (DfEE) and the Home Office in their joint document *Working Together to Safeguard Children (2015)*:

- Abuse and Neglect – Somebody may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, a stranger.
- Physical Abuse – Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, near drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes the ill-health of a child whom they are looking after. This situation is commonly described using terms such as fictitious illness by proxy or Munchausen's syndrome by proxy.
- Emotional abuse – Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may feature age-related or developmentally inappropriate expectations being imposed on children. It may involve 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 ill-treatment of a child, though it may occur alone.

- Sexual abuse – Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g., rape or buggery) or nonpenetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
- Neglect – Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

A child may suffer more than one category of abuse.

Signs of Child Abuse

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered.

Signs of possible physical abuse:

Any injuries not consistent with the explanation given for them

Injuries which occur to the body in places which are not normally exposed to falls or rough games

Injuries which have not received medical attention

Reluctance to change for, or participate in, games or swimming

Bruises, bites, burns and fractures, for example, which do not have an accidental explanation

The child gives inconsistent accounts for the cause of injuries ☐ Frozen watchfulness

Signs of possible sexual abuse:

Any allegations made by a child concerning sexual abuse

The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age ☐

Sexual activity through words, play or drawing

Repeated urinary infections or unexplained stomach pains

The child is sexually provocative or seductive with adults

Inappropriate bed-sharing arrangements at home

Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations

Eating disorders such as anorexia or bulimia.

Signs of possible emotional abuse

Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy

Obsessions or phobias

Sudden underachievement or lack of concentration

Seeking adult attention and not mixing well with other children

Sleep or speech disorders ☒ Negative statements about self

Highly aggressive or cruel to others ☒ Extreme shyness or passivity

Running away, stealing and lying

Signs of possible neglect

Dirty skin, body smells, unwashed, uncombed hair and untreated lice ☒ Clothing that is dirty, too big or small, or inappropriate for weather conditions

Frequently left unsupervised or alone ☒ Frequent diarrhoea

Frequent tiredness

Untreated illnesses, infected cuts or physical complaints which the carer does not respond to

Frequently hungry

Overeating junk food

Advice on one-to-one contact with children

Guardianship personnel should be wary of placing themselves in situations where they are open to accusations of inappropriate conduct. Essentially this involves exercising common sense.

- If in conversation with a child in a room or a car, for example, a respectful distance should be observed. Guardianship personnel or a member of their household should never be alone with the child in the bedroom with a closed door. If guardianship personnel or an adult member of their family is involved in corrective and personal guidance of a child, it is advisable to take precautions: e.g., if inside the house, by leaving the door to the room open, remaining seated at a reasonable distance from the child, ensuring there is a witness when appropriate or that there is another responsible adult in the house where possible.

- It is not wise to invite a single child into a bedroom or bathroom. On occasions it will be unavoidable that a single child will be transported in a member of the guardianship personnel's personal vehicle. It is prudent on such occasions to ensure that the child passenger sits on the rear seat to reduce the possibility of accidental contact, which might be misconstrued.

- It is good advice not to make physical contact with a child. This is most important advice in a one-to-one situation between a member of the guardianship personnel and a child.

Guardianship personnel should note that, in one-to-one discussions, confidentiality should not be promised to the child.

- Exclusively intimate situations with a child that could either arouse undue suspicion or lead to misinterpretation and false allegations should be avoided.

The Prevent Strategy

Since 1 July 2015, it is the responsibility of all schools and childcare providers to be cognisant of the statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015.

The chief aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism.

Protecting Vulnerable People from being drawn into Terrorism, as part of the Prevent strategy. Safeguarding children and providing early intervention to protect and divert people away from being drawn into extremist activity is at the heart of the revised Prevent strategy and Global Educational Guardians staff must also be aware of how to identify vulnerability and assess risk.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer.

The internet and the use of social media in particular has become a major factor in the radicalisation of young people. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

The risk factors set out in the statutory guidance that support an assessment of vulnerability are:

Spending increasing time in the company of other suspected extremists.

Changing their style of dress or personal appearance to accord with the group.

Their day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause. Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.

Possession of material or symbols associated with an extremist cause (for example the swastika for far-right groups). ☒ Attempts to recruit others to the group/cause/ ideology.

Communications with others that suggest identification with a group/cause/ideology. Where an individual is concerned about an individual or group of students, they must speak to the DSP who will then discuss their concerns with a police officer.

Any member of staff who identifies concerns about a Student must report the Student immediately to the designated safeguarding lead of the Global Educational Guardians, who in turn will discuss these concerns with the Local Safeguarding Children Board and police.

The Local Safeguarding Children Board's document entitled, 'Making a Referral to Children's Social Care' should be followed. A multi-agency assessment meeting, otherwise known as MASH or the Local Safeguarding Children Board will determine the appropriate response and level of support.

Appendix A:

Information about specific forms of abuse and safeguarding issues.

This section contains important additional information about specific forms of abuse and safeguarding issues. If staff have any concerns about a child's welfare, they should act on them immediately. They should follow Global Educational Guardians safeguarding policy and speak to the designated safeguarding lead (or deputy). Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17-year olds which can be found on the GOV.UK website. The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's (or homestay's) unauthorised absence and children missing from education procedures.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. not always involve physical contact: it can also occur through the use of technology.

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

can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex; • can still be abuse even if the sexual activity appears consensual; • can include both contact (penetrative and non-penetrative acts) and non- contact sexual activity; • can take place in person or via technology, or a combination of both; • can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence; • may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);

• can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

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

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

Domestic abuse

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: • psychological; • physical; • sexual; • financial; and • emotional Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: National crime agency human-trafficking NSPCC- UK domestic-abuse Signs Symptoms Effects Refuge what is domestic violence/effects of domestic violence on children Safe lives: young people and domestic abuse.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

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

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. Actions If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

FGM

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at:

Mandatory reporting of female genital mutilation procedural information. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁰⁰ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Preventing radicalisation Children are vulnerable to extremist ideology and radicalisation.

Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our safeguarding approach. Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children’s behaviour, which could indicate that they may be in need of help or protection.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme. The Prevent duty All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard¹⁰³ to the need to prevent people from being drawn into terrorism”.¹⁰⁴ This duty is known as the Prevent duty.

The Prevent duty is part of our wider safeguarding obligations. See BOSS UKJ’s Anti-Radicalisation - Prevention Duty Policy_8.5 for additional detail and our Prevent lead contacts.

Additional support

Educate Against Hate, a website launched by the Her Majesty’s Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue. Channel Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness. The school’s or college’s designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

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

Context Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

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

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

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. **Sexual harassment** When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; • sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and • online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: • non-consensual sharing of sexual images and videos; • sexualised online bullying; • unwanted sexual comments and messages, including, on social media;

- sexual exploitation; coercion and threats the response to a report of sexual violence or sexual harassment The initial response to a report from a child is important. 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.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy).

Child criminal exploitation: county lines

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

- can affect any child or young person (male or female) under the age of 18 years
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include: • Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; • Being more prone to peer group isolation than other children; • The potential for children with SEN and disabilities being disproportionately impacted • By behaviours such as bullying, without outwardly showing any signs; and • Communication barriers and difficulties in overcoming these barriers. To address these additional challenges, we would engage the school to consider extra pastoral support for children with SEN and disabilities and consideration of the most appropriate homestay to support them.

Appendix B: Updates (KCSiE updated in 2019)

Upskirting is now a form of peer-on-peer abuse. It's a criminal offence.

Definition: upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

New information on serious violent crime

All staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime. Including:

- Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

Staff should also be aware of the associated risks and understand the measures in place to manage them.

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