

# PfP Thrive Academy

## Safeguarding & Prevent Policy & Procedure

Document History: to be reviewed on at least an annual basis or sooner if there are significant changes required

Approval should be the Academy Director or a relevant member of the Academy Governing Board.

Version	Date	Action	Amended By	Reviewed By	Approved by and Date
V1.0	September 2024	New Policy Creation	Rebecca Edwards		

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**Internal Link - Keeping Children Safe in Education 2024:**

[Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

## Key Contacts Concerns and general guidance

### Designated Safeguarding Officer

NAME  
ROLE  
EMAIL  
TEL NO

### Deputy Safeguarding Officer

NAME  
ROLE  
EMAIL  
TEL NO

### Safeguarding Team Members

NAME  
ROLE  
EMAIL  
TEL NO

**Emergencies and out of business hours contacts:** If there is an immediate risk of harm or other emergency you should call 999 and speak to the emergency services.

For non-emergency calls you can contact the Police on 101 or for medical concerns the NHS on 111.

**Samaritans:** 116123 – for support with many forms of emotional distress (For non-emergencies: [jo@samaritans.org](mailto:jo@samaritans.org))

**Papyrus:** 0900 068 4141 or text 07860 039967 - for Suicide Prevention advice

**Mind:** 020 8519 2122 - [info@mind.org.uk](mailto:info@mind.org.uk) - for Advice and support around mental health  
Or text 'shout' to 85258 a free, confidential, anonymous text support service.

**NSPCC Helpline:** 0808 800 5000 – [help@nspcc.org.uk](mailto:help@nspcc.org.uk) advice for anyone who has concerns about the welfare of a child or young person

**Anti-terrorist hotline:** 0800 789 321 – for concerns about possible terrorist activity

Report online material promoting terrorism or extremism Report illegal or harmful information, pictures or videos you've found on the internet. You can make your report anonymously.  
<https://www.gov.uk/report-terrorism>

Details of other External Support Organisations

## Context

The PfP Thrive Academy is part of the Places for People Group. Due to the nature of its business, Places for People Group has a Group Policy and Standards which is utilised in its operations and communities.

The PfP Thrive Academy operates its own Policy and Process as detailed in this document as it is specifically dealing with apprentice learners; it does however take advantage of the wider Group support be that financial, educational or tactical.

For the purpose of this Policy, all references are to the PfP Thrive Academy and its safeguarding of apprentices.

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## Safeguarding Policy

### Introduction

The PfP Thrive Academy is committed to providing a caring, friendly, and safe environment for all our apprentices so that they can learn in a relaxed and secure atmosphere. We believe every apprentice should be able to participate in all learning and social activities in an enjoyable and safe environment and be protected from harm.

The PfP Thrive Academy expects all members of staff and others who work with or come into direct contact with our apprentices to share this commitment.

We recognise that all apprentices regardless of age, disability, gender, race, religion or belief, sexual orientation or identity have the right to equal protection from all types of harm or abuse.

The Safeguarding Policy for PfP Thrive Academy reflects the importance of our responsibility to safeguard and promote the welfare of all our apprentices and staff by protecting them from physical, sexual, or emotional abuse, neglect, and bullying.

### Policy scope

This policy is applicable to all staff, apprentices, visitors, contractors, volunteers, service providers, subcontractors who may be working with young adults (those aged 16-24) and vulnerable adults (as defined in section 59 of the Safeguarding Vulnerable Groups Act 2006 and/or those persons aged 18 and over who by reason of mental or any other disability, age or illness are or may be unable to look after themselves or are or maybe unable to protect themselves against harm or exploitation) whom the PfP Thrive Academy encounters through any of their programmes.

Kaplan recognises that safeguarding against radicalisation and extremism is no different to safeguarding against other risks that individuals may face. This policy also incorporates protecting individuals from being radicalised or exposed to extremist views. Kaplan's application of the Prevent Duty recognises that this applies to all individuals.

## Policy aims

The aims of this Policy are:

- Identify the expectations of staff in relation to safeguarding and prevent
- Ensure relevant and effective safeguarding practices are in place
- Ensure the right of every applicant and apprentice to learn within a safe environment
- Promote awareness to staff of the need to safeguard children, vulnerable adults and all people and to recognise that safeguarding is everyone's responsibility
- Ensure that the fundamental rights and needs of our applicants and apprentices are observed
- Prevent abuse through the pastoral support offered to all applicants and apprentices
- Raise awareness of different types of abuse and children in need issues
- Provide guidelines for staff in handling matters relating to actual or suspected child abuse - Ensure staff act professionally
- Prevent the risk of abuse by ensuring procedures and standards are in place

Preventative strategies are essential to safeguarding, i.e. what we can do to help prevent safeguarding issues from arising in the first place. Fundamental to achieving this objective is developing and embedding a safeguarding culture with our people. Below are some of the mechanisms, strategies and behaviours that support this objective:

- Setting clear expectations of our staff in terms of professional conduct and boundaries, including instruction on managing allegations against a person in a position of trust
- Externally promoting our safeguarding values to prospective employees, volunteers, contractors and other third parties
- Embedding our safeguarding values in our policies and processes
- Safer recruitment strategies, including Disclosure and Barring (DBS) and Disclosure Scotland checks
- Encouraging professional curiosity
- Colleague empowerment to 'do the right thing'
- Colleague safeguarding support and supervision
- Zero tolerance of bullying behaviour
- A 'speak up and speak out' culture - whistleblowing

## Roles and Responsibilities

Safeguarding is **EVERYONE'S** responsibility. Our core value of 'Doing the Right Thing' is integral to driving a positive safeguarding culture, for which everyone is responsible in playing their part.

The PfP Thrive Academy is a subsidiary of Places for People and so there is a wider group of People who are able to support, oversee and govern the implementation of this policy.

The PfP Thrive Academy accepts the responsibility to:

- Take a constructive approach to safeguarding and accept the moral and legal responsibility to provide a duty of care to protect and safeguard the well-being of individuals that reside in any of its properties or engage in any activity over which it has supervision and control
- Respect and promote the rights, wishes and feelings of children, young people and adults at risk
- Promote an organisational culture of openness that ensures that all are listened to and respected as individuals
- Ensure an environment where people feel able to raise concerns and know that they will be listened to and supported (a 'speak up, speak out' culture)

- Fully implement safer recruitment and procurement procedures that take account of the need to protect children, young people and adults at risk
- Educate and empower staff, through effective and appropriate levels of training and continuous professional development opportunities, in line with National Standards
- Ensure the provision of suitable support and supervision mechanisms
- Ensure that staff and volunteers understand and adhere to this standard and the relevant business function policy/procedure.
- Ensure that customers and staff are provided with information about safeguarding policy, what it does, and what they can expect from Places for People.
- Ensure that parents, adults at risk, and staff are provided with clear pathways to voice their concerns or lodge complaints if they feel unsure or unhappy about anything.
- Maintain confidentiality and ensure information is shared as appropriate with other agencies in all cases involving safeguarding, in line with current national guidance.
- Respond to any allegations and concerns appropriately and implement the appropriate disciplinary and appeals procedures, in accordance with Places for People disciplinary procedures and the policy for managing allegations against a person in a position of trust
- Commit to, and lead on the continuous development, monitoring and review of safeguarding standards, policies and practices.
- Introduce learners to their rights and responsibilities with regard to safeguarding and Prevent through their induction

### **Academy Director**

The Academy Director has overall accountability for, and oversight of, Safeguarding within PfP Thrive Academy. The Academy Director must ensure that the safeguarding strategy is embedded into the PfP Thrive Academy. It is their responsibility to ensure that:

- The PfP Thrive Academy has an effective Safeguarding Policy in place and that it reviewed and updated on an annual basis, or sooner if there are significant changes, revisions or risks to address.
- The Safeguarding policy and procedure is fully implemented and followed by all staff.
- A Designated Safeguarding Lead is appointed to lead on safeguarding, advise/support staff and liaise with the Local Authority and other agencies. They will have status/authority to carry out the role e.g. commit resources to safeguarding and direct staff as appropriate.
- All staff feel able to raise concerns about poor or unsafe practice regarding students and that concerns will be addressed sensitively and in a timely and appropriate manner.
- Give scrutiny to regular reports which will provide detail on the numbers and types of safeguarding incidents and concerns which have arisen.
- Safeguarding reporting is an ongoing agenda item at the Academy Governing Board, provoking discussion and scrutiny to the reports detailing numbers and types of incidents, concerns and risks

### **Academy Operations Manager**

The Academy Operations Manager has day to day responsibility for the effective implementation, management and oversight of Safeguarding within the PfP Thrive Academy. They will:

- Conduct the annual Policy review and ensure that the Policy is in line with statutory guidance contained or referenced within 'Keeping Children Safe in Education 2023'.

- Ensure that the Safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB).
- Ensure that the policies and procedures in place enable appropriate action to be taken in a timely manner to safeguard and promote students' welfare. These policies and procedures are available to parents/carers/employers upon request
- Collate and present safeguarding reporting to the Governing Board which will provide detail on the numbers and types of safeguarding incidents and concerns which have arisen.
- Ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay.
- Ensure that a member of the Executive Committee is nominated to liaise with the designated officer for the relevant local authority and partner agencies in the event of a safeguarding allegation being made against the Academy Director.

### Designated/Deputy Safeguarding Leads (DSL)

The Designated Safeguarding Lead will be the Academy Operations Manager. There will be a minimum of two Deputy Leads in addition to the requirement for all PfP Thrive Staff to have Safeguarding as a core responsibility.

The Deputy Leads will be another member of the PfP Thrive Team (either the Academy Co-ordinator, an Academy Tutor or a member of the wider Thrive team such as the Academy Implementation Manager).

The DSL and their Deputies will:

- Ensure that the Safeguarding Policy is reviewed annually and the procedures and implementation are reviewed regularly by the Academy Governing Board.
- Ensure that the Safeguarding Policy is available publicly and that parents/carers and employers are aware of the fact that referrals about suspected abuse of neglect may be made and the role of PfP Thrive Academy in this.
- Provide an Annual Safeguarding report for the Academy Governing Board, detailing any changes to the policy and procedures; training undertaken by self, staff with specific responsibility and all other staff and number and types of incidents/cases.
- Ensure the quality assurance of the provision of safeguarding information, advice and guidance and procedures.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding, when deciding to make a referral, by liaising with relevant agencies.
- Keep detailed, accurate, confidential and secure written records of concerns, disclosures and referrals. Ensure all such records are kept confidentially and securely.
- Ensure the Safeguarding Leads act as a key point of referral for students/staff/parents/carers, offer advice, assess information promptly, take action or refer appropriately

so that PfP Thrive Academy can respond swiftly and appropriately to all concerns referrals and disclosures.

- Have access to resources and attend any relevant or refresher training courses at least every two years.

### **Academy Governance Board**

The Board will be a mix of Senior Leaders and Managers from inside and outside of the Thrive Academy, as well as representatives from the Tutor team, Employers and Apprentices. They will meet regularly and formally and they will:

- Receive and commission reports from the Designated Safeguarding Lead/Academy Operations Manager
- Receive and monitor reports relating to safeguarding in the curriculum
- Oversee and review the Safeguarding Policy and Procedures, including linked policies.
- Raise awareness of developments in safeguarding legislation and good practice.
- Ensure the quality assurance of provision of safeguarding information, advice and guidance.
- Ensure compliance with national standards and LSCB guidance through annual audits
- Monitor the staff and boards' workforce development record in relation to Safeguarding and Prevent.

### **Academy Staff (Safeguarding Team)**

Academy staff must read, understand and follow this policy and procedures including:

- Completing initial Safeguarding training, and annual refreshers thereafter
- They must know the name of the Designated and Deputy Safeguarding leads and where to find a copy of this policy
- They must take active steps to ensure they provide a safe environment, demonstrating a positive example in everything they do
- Oversee any of their visitors and guests
- Raise low level concerns about inappropriate behaviour by staff or situations where they feel uncomfortable with their line manager or the Academy Director
- They must never make inappropriate friendships or arrange to meet vulnerable learners in circumstances unconnected to their work

**Places for People People Team and Academy Director** Are responsible for ensuring that safer recruitment practice is embedded and implemented across Kaplan and that the supporting records of any background checks are accurately maintained.



**Places for People Workplace Management** Are responsible for ensuring that all training rooms, communal areas, facilities and equipment comply with legislative health and safety standards. They will ensure that access and egress to Kaplan centres is appropriately controlled to support the security and safety of all learners, visitors and contractors.

**Places for People IT Department** Is responsible for ensuring that policies pay due regard to the safeguarding and Prevent Duty and that suitable filtering and firewalls are in place to prevent learners, and visitors accessing extremist or illegal websites and material. This will take account of the Department for Education's filtering and monitoring standards and include:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet their safeguarding needs

### **Visitors**

Any member of staff hosting a visitor is responsible for providing access to this policy via our website and ensuring they are aware of the following expectations:

- All visitors will be expected to act responsibly and in accordance with health and safety and to seek clarification from a member of staff if they do not understand something
- Report any safeguarding concerns they identify or notice during a visit to a member of staff immediately

## **Our Role in Preventing Abuse, Neglect and Exploitation**

It is always better to try and prevent people from being abused, neglected or exploited in the first instance. There are several ways in which the PFP Thrive Academy aim to contribute to a preventative approach on safeguarding:

- Raise learner awareness of what constitutes abuse and how to report it
- Educate and empower everyone on how to recognise and protect themselves from abuse and neglect
- Empower individuals to seek access support from Local Authority, Social care, voluntary support agencies and health services
- Have mechanisms in place to identify people who may pose a risk to themselves or others

The legal framework and statutory guidance highlights the important contribution to be made by the housing, leisure and sport sectors, in safeguarding children, young people and adults at risk and emphasises the value of working in co-operation with the local authority and others in the public, private or voluntary sectors.

All staff should remain vigilant at all times and endeavour to underpin their everyday practice with the principles of best practice in safeguarding.

The following principles are documented in the statutory guidance for adults at risk and they represent a robust platform on which to base all aspects of safeguarding in Places for People:

- **Empowerment** – support for individuals to make their own decisions.
- **Proportionality** – the least intrusive or restrictive intervention appropriate to the risks presented.

- **Partnership** – working across services and communities to prevent, detect and report neglect and abuse.
- **Prevention** – taking action before harm occurs or risk escalates.
- **Protection** – supporting those in need as a result of abuse or neglect.
- **Accountability** – enabling customers and staff to challenge agencies for their responses to those at risk of harm.

Staff will receive appropriate training to be able to recognise the signs of harm and to respond effectively where an individual makes a disclosure to them. Staff should also be aware of the measures to take if there is a suspicion that a member of staff is involved in the harm of another individual.

Whilst it is recognised that no list of signs can be exhaustive, some potential indicators are listed below. There may be a combination of these or they may be identified in isolation.

- Bruises and injuries with which the explanation given seems inconsistent
- Possible indicators of neglect, such as inadequate clothing, poor growth, hunger, poor hygiene
- Possible indicators of emotional harm, such as excessive dependence, attention seeking, self-harm
- Possible indicators of sexual harm, such as signs of bruises, scratches, bite mark, or behavioural signs such as precocity, withdrawal or inappropriate sexual behaviour
- Agitated or anxious behaviour
- Excessive nervousness
- Inappropriate or improper clothing
- Unhygienic or unkempt appearance
- Signs of discomfort or pain
- Frequent and increased absences
- Uncharacteristic changes in appearance, behaviour or their course performance
- Reluctant to go home or leave delivery locations

## The Prevent Duty

The threat to the UK from international terrorism is substantial. The terrorist threats that we now face are more diverse than ever before, dispersed across a wider geographical area and often in countries without effective governance. We therefore face an unpredictable situation. Whilst it remains rare for learners to become involved in extremist activity, any learner can be exposed to extremist influences or prejudiced views, including via the internet, from an early age. Early intervention is a preferable way of tackling extremism.

The PfP Thrive Academy must have due regard to the need to prevent people from being drawn into terrorism. This is referred to as 'The Prevent Duty'. As part of our commitment to safeguarding and the promotion of British values, we will ensure that all staff have the confidence to recognise the signs that a learner or colleague is at risk of radicalisation.

The PfP Thrive Academy recognises that its responsibility to the Prevent Duty is not limited to children, young people and vulnerable adults, or to those learning through Government funded programmes but that all learners and staff fall within the remit of this aspect of the Safeguarding & Prevent Policy.

## Preventing Extremism

The PfP Thrive Academy will:

- Raise awareness to all learners of the threat from violent extremist groups and the risks, and our responsibility to minimise this in their organisation
- Help learners to understand the positive contribution they can make to empower themselves to create communities that are more resilient to extremism, and protect the wellbeing of particular learners or groups who may be vulnerable to being drawn into violent extremist activity
- Provide advice on managing risks and responding to incidents
- Promote fundamental British values at every opportunity throughout programmes and other activities
- Challenge segregation, promoting cohesion and building learner resilience with the aim of our learners and staff contributing actively to wider society
- Operate a clear and consistent anti-bullying approach that challenges harassment and discrimination and enables learners and staff to feel safe and supported
- Provide support, advice and guidance for learners and staff who may be at risk. This may include referral to the Police and local authority as part of the Government's Prevent strategy and the process by which multi agency support is provided to individuals who are at risk of being drawn into terrorism
- Ensure that staff, learners and employers are aware of their roles and responsibilities in preventing radicalisation and extremism
- Carry out an annual risk assessment in relation to the Prevent Duty with the aim of evaluating where and how learners or staff may be at risk of being drawn into terrorism. This will include reviewing policies relating to student conduct, IT systems and security, health and safety and diversity and inclusion. An action plan will be maintained and monitored to address any areas requiring improvement.
- Ensure that there is a shared understanding amongst staff and learners as to the risks posed within the training environment by extremist's behaviour by raising awareness through training and information sharing
- Take steps to mitigate the risk posed to individuals vulnerable to extremism where it is identified
- Prevent referrals will be made to the local authority or police with consideration to the risk of radicalisation or extremism. All such referrals will ultimately be made by the or DSO.

## Identifying Indicators of Radicalisation

Potential signs of radicalisation include:

- An individual's views become increasingly extreme regarding another section of society or government policy
  - An individual is observed downloading, viewing or sharing extremist propaganda from the web
  - An individual becoming withdrawn and focused on one ideology
  - An individual becoming increasingly intolerant of more moderate views
  - An individual may change their appearance, their health may suffer (including mental health) and they may become isolated from family, friends, peers or social groups
  - An individual expresses a desire/intent to take part in or support extremist activity
-

## Safeguarding Process

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the learning environment should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting the abuse. Nor should a victim ever be made to feel ashamed for making a report.

It is important to explain that the law is in place to protect young people and vulnerable adults rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

In order to ensure any disclosure is dealt with effectively, the 5 Rs should be considered and followed.

**Recognise** The ability to recognise behaviour that may indicate abuse is of fundamental importance. Signs and symptoms of abuse of young people or vulnerable adults may include direct disclosure. All relevant staff will be trained to understand signs of possible abuse and know how, where and to whom to report concerns.

Try to discuss the limits of confidentiality early on and explain your duty to pass on concerns under this policy. This helps to maintain trust and transparency.

- Practise active listening and engage your 'professional curiosity' when talking to learners. If a situation doesn't feel right, it often isn't
- Practice the 'one-chance rule.' A learner may choose to disclose something once only, so be prepared to listen and give them that opportunity as they may never do this again
- If abuse is suspected, but has not been disclosed, you should approach the Designated Safeguarding Lead (DSL) or a Deputy DSL for advice.

If you have concerns about a learner, but do not believe that they are being abused or are at risk of immediate harm, you should:

- Speak to the learner about the concerns.
- Speak to the Designated Safeguarding Lead (DSL) or a Deputy DSL, who will consider and advise whether the PfP Thrive Academy should register the concern.

A learner may disclose to you that they are being abused, may be at risk of significant harm, or may be a risk to themselves. If a disclosure of abuse or harm is made, you must follow these steps:

**Respond** An appropriate response is vital. No report or concern about possible abuse should ever be ignored and they should ensure:

- They do not lead or probe with questions
- Remain calm and demonstrate interest and concern while investigating
- Question without pressure to be sure that what is being said is properly understood.
- Tell the learner that you may need to disclose information to others to ensure any risk to them or others is minimised and do not agree to any off the record disclosures
- Reassure them that they have done the correct thing in reporting their concerns and that it will be dealt with in a sensitive and appropriate way, ensuring any information is suitably restricted
- Record any disclosures on the Safeguarding Report Form. Note the main points carefully:

- what the individual said/did.
- the questions you asked.
- any names, dates, times, and places.
- Consider if the concern also relates to someone else, e.g., a child/family member

#### Do not:

- ask leading questions or put words into the mouth of the disclosing individual.
- investigate concerns/ allegations.
- promise or indicate confidentiality.
- make any judgments or promises.

In such circumstances where adults disclose that they are being abused or neglected, but do not want it to be reported, staff members should tell the person that they must raise the concern in confidence with the Designated Safeguarding Lead (or a deputy) as is your duty under this policy.

Staff should assure the adult concerned that they will be informed of any action which is taken and the reasons why it was taken.

**Report** All safeguarding and Prevent concerns should be reported at the very first opportunity and within 1 working day where any delay increases the risk. Note, if an individual is at immediate risk of significant harm, contact a first aider or the emergency services first.

If a concern is noted, by the individual of concern or elsewhere staff within the academy are to report the concern using the “**Safeguarding disclosure form**”. [LINK TO GO HERE](#)

The safeguarding form is available on the PfP Thrive Academy SharePoint, it can be edited directly on the drive and then sent to the DSL team by email.

Otherwise the form could be printed and then either scanned in to send to the DSLs or hand delivered to the academy office in Derby.

When completing the form, you should consider:

- The full name(s) of the person you're concerned about plus anyone else involved
- Include the dates, times, locations and full details of anyone who has provided information or may be at risk
- Consider whether the discloser places anyone else at risk of harm and include these details where possible
- Describe your concerns clearly – but keep it factual and free from judgements
- Record any actions you've already taken to protect the person

Once concerns have been reported, responsibility for taking any further action resides with the DSO dealing with the report.

**Record** disclosures, incidents or concerns and the subsequent investigation and assessment are accurately recorded, updated and monitored through the approved systems and document formats. The Information will be stored securely, confidentially and only accessible to those who need access to support with the concern.

The Designated Safeguarding Person will outline the action that must be taken in order to explain this to the student.

**Refer** The decision to refer lies with the DSO dealing with the disclosure, having gathered and examined all relevant information. Under normal circumstances investigations will not be

completed by any other staff. Investigations may involve questioning colleagues, learners, employers, carers, parents, delivery staff and the complainant, as relevant and necessary

The DSO will have access to organisations and websites in order to seek guidance including local safeguarding boards threshold documents and a directory of relevant support agencies. The DSO dealing with the disclosure will decide what action to take, liaising with the Academy Director where necessary

The member of staff must not take any further action themselves. This includes contacting parents/carers or outside agencies.

### **Additional guidance and effective practice**

- Be person-led and outcome-focused.
- Be prepared to talk, within the limits of your own confidence.
- Engage the person in a conversation about how best to respond to their safeguarding situation that:
  - enhances involvement, choice, and control.
  - improves their quality of life, wellbeing, and safety.
- Do not hold onto information. Always act immediately and contact the Designated Safeguarding Lead (or deputy) with your concerns.
- Never assume someone else is doing something or has passed information on already.
- Continue to update the DSL with relevant information.
- Practise self-care - Remember that the Safeguarding Group are there to support you. Contact HR for advice or support if a situation is affecting you or consider using the Employee Assistance Programme.
- Be careful not to:
  - Provide or offer support beyond professional boundaries.
  - Provide support beyond your level of confidence

### **A third party informs a member of staff information about a student**

If a member of staff receives information about a student which suggests that there is a safeguarding issue or that this is likely, this must be recorded on a Safeguarding Disclosure Form and reported immediately to a Designated Safeguarding Person.

PfP Thrive Academy has a duty to refer these concerns to the Local Authority Children's Social Care Officer for the area in which the student lives or to the police if the student is in immediate danger.

### **A member of staff suspects a student has a safeguarding concern**

If a member of staff suspects that a student is at risk from a safeguarding issue, they must discuss these concerns with a Designated Safeguarding Person and not take any independent action. The concerns must be recorded on the Safeguarding Disclosure form.

All contact with outside agencies over issues of safeguarding must be approved by the Designated Safeguarding Lead/Deputy Designated Safeguarding leads who will decide whether to make a referral to children's social care.

Parents/carers have the right to be informed in respect of any concerns or any actions taken to safeguard and promote their welfare, providing this does not compromise the student's safety.

**Our DSLs are available by phone outside of office hours should learners require support or need assistance.**

## **Safeguarding concerns whilst attending the Academy**

PfP Thrive Academy will ensure that employers are aware of this policy and their responsibilities of compliance in relation to Safeguarding for any student who is placed with them and that arrangements are in place to ensure that a student's well being is safeguarded.

If a concern arises whilst a learner is attending the Academy, or staying in a hotel during their visit, it will be dealt with via the local authorities. The safeguarding team within the academy will ensure that they have the appropriate contacts for learners who are travelling from other counties so that concerns can be referred to the appropriate service where they live.

## **Concerns about another Staff Member**

It is recognised that sometimes allegations may involve a member of PfP Thrive Academy Staff. In these circumstances the allegation must be reported directly to the Academy Director, the Governing Board, a Senior Leader within the People Team (a People Business Partner or Head of Shared Services), or a member of the Places for People Executive team (Chief People Officer, Chief of Staff, Chief Risk Officer).

On receipt of such an allegation, Places for People disciplinary procedures relating to allegations of abuse will be followed.

## **Allegations of abuse made against other young people**

The PfP Thrive Academy recognises that children themselves are capable of abusing their peers and are to be aware that safeguarding issues can manifest themselves as peer-on-peer abuse.

Peer-on-peer abuse is abuse young people may experience from their peers (people of their own or similar age) perpetrated by a young person/s (under the age of 18 years)/vulnerable adult(s) young person(s) vulnerable adult(s).

Employees need to be aware that abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. PfP Thrive Academy will take any concerns of this nature very seriously and concerns should be raised in the same way as any other concerns, directly to a Tutor or to the Safeguarding Team.

Peer on peer abuse can take the form of bullying (including cyber-bullying), sexting and any other form of sexual or physical abuse. Gender based issues can also occur for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

## **Concerns about Safeguarding Practices**

All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the PfP Thrive's safeguarding practices and that such concerns would be taken seriously by the Management and Leadership Team.

If staff members have any concerns about the safeguarding regime, they should raise this initially with their Line Manager. If no immediate action is taken, then appropriate Whistleblowing

Procedures are in place for such concerns to be raised with the Management and Leadership Team.

Where a staff member feels unable to raise an issue with PfP Thrive Academy or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

Staff can call :08000280285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## Safer Recruitment

The PfP Thrive Academy undertakes to ensure that the staff they employ are fit to work with apprentices. It also reserves the right to refuse to employ staff whom it has a reasonable belief may pose a risk to its apprentices.

The PfP Thrive Academy has systems in place to prevent unsuitable people from working with apprentices and to promote safe practice. These systems apply to all new staff and require the following checks to be made pre-appointment or directly following appointment.

- A minimum of 2 satisfactory references, one of which should be from the current or most recent employer. All references must cover a 5-year employment period.
- Original documentary evidence checks of identify, nationality, residence and “right to work” status will be checked at the formal interview stage.
- An Enhanced Disclosure and Barring of employment Service (DBS) Disclosure is completed for all those in “regulated activity” for all new members of staff on the first day with The PfP Thrive Academy. All new staff members will be shadowed until a DBS has been received by The Apprenticeship College.
- A check under Section 142 of the Education Act 200 (previously known as “List 99”) will be undertaken for all workers who are not eligible for an enhanced DBS.
- Original documentary evidence of qualifications will be provided by the new applicant at the formal interview stage.

Staff new to The PfP Thrive Academy receive a comprehensive overview of safeguarding during their initial induction, in particular how to recognise, respond and report abuse or suspected abuse, followed by a full safeguarding training session.

All new staff members complete a 6-month probationary period to monitor and review whether they are suitable for the post and safe to work with children/vulnerable young adults or adults at risk of harm. During this time, close supervision takes place regularly and written records are kept of all sessions. If the probationer's performance (including work performance, conduct, behaviour and attendance) does not meet required standards, performance or conduct then action may be taken which includes, but is not limited to the following:

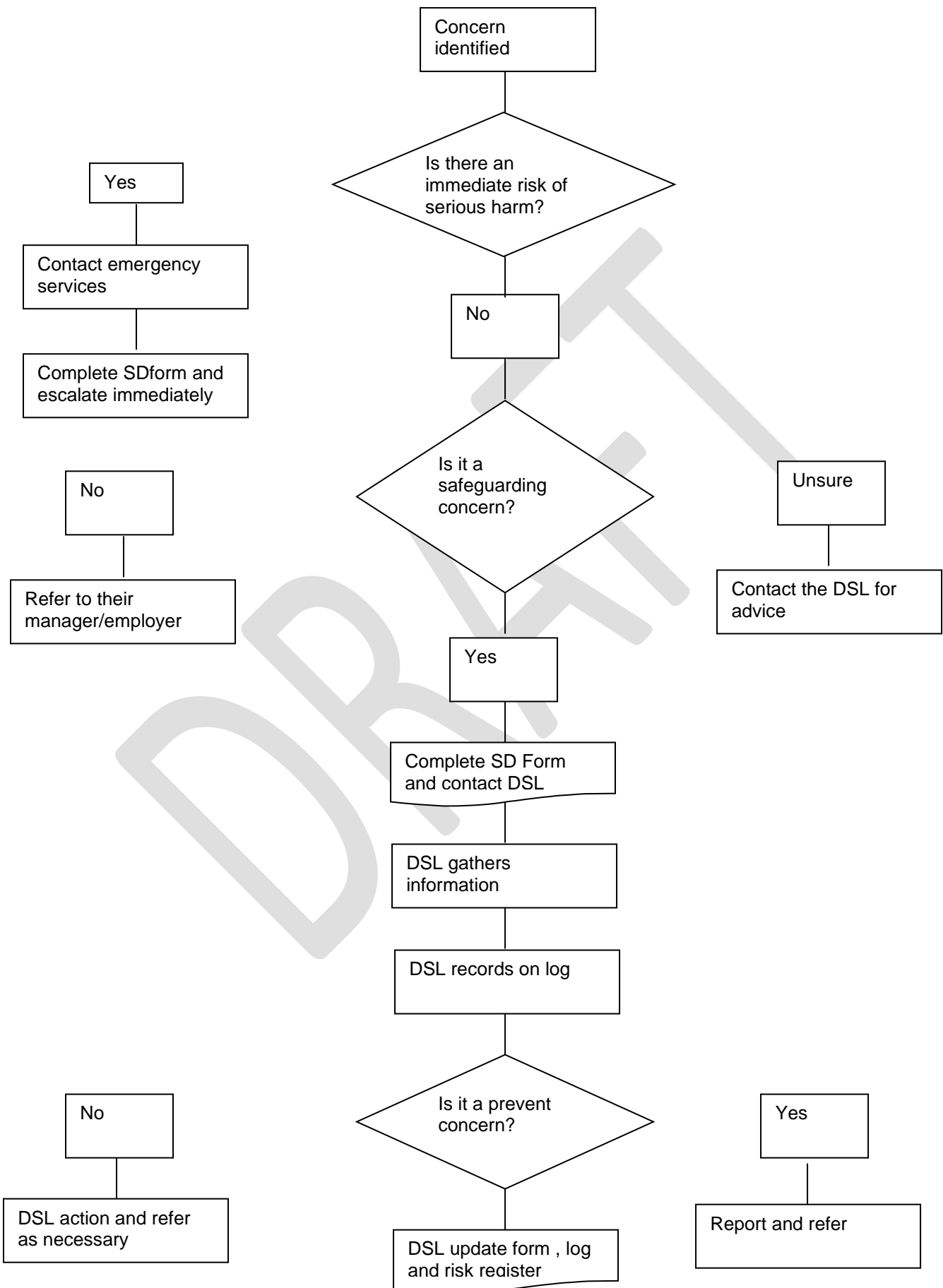
- The probationer's employment may be confirmed.
- The probationary period should be extended.
- The probationer continues employment but in a lower graded job.
- The probationer should be dismissed with notice

The DSL will oversee the recruitment process to ensure that steps have been taken to ensure the welfare of our learners, recruitment managers are encouraged to complete Safer Recruitment training.

[NSPCC Safer recruitment training](#)



# Appendix A: Process Map



## Appendix B: A-Z Definitions

(Definitions and certain guidance taken from Keeping Children Safe in Education (KCSI)2022 and the supplementary guidance within KCSI.)

Any definitions should always be considered alongside the KCSIE update 2023, these definitions are for reference only. [Keeping children safe in education 2023.pdf](#)

Staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by definition or label. In most cases multiple issues will overlap with one another.

### 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 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.

## Child-on-child abuse:

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- **bullying** (including cyberbullying, prejudice-based and discriminatory bullying)
- **abuse in intimate personal relationships** between children (sometimes known as 'teenage relationship abuse')
- **physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- **sexual violence**, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- **sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in **sexual activity without consent**, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- **consensual and non-consensual sharing of nude and semi-nude images** and/or videos<sup>11</sup> (also known as sexting or youth produced sexual imagery)
- **upskirting**,<sup>12</sup> which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- **initiation/hazing type violence and rituals** (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

## Bullying, including cyberbullying:

Under the Children Act 1989, a bullying incident should be addressed as child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

Where this is the case, PfP Thrive Academy should report concerns to a member of the Safeguarding Team. Even where safeguarding is not considered to be an issue, PfP Thrive Academy may need to draw on a range of external services to support the student who is experiencing bullying or tackle any underlying issue which has contributed to a student engaging in bullying.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, gender, religion, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously the PfP Thrive Academy's first priority, but staff need to be aware that emotional abuse can be more damaging than physical abuse.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Further reference: [Online trolling](#)

### **Child Missing from Education:**

A young person going missing from education is a potential indicator of abuse or neglect. PfP Thrive Academy Training staff should follow the PfP Thrive Academy Training procedures for dealing with students that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. Any concerns should be referred to a member of the Safeguarding Team.

### **Looked after Child:**

a child who is looked after by a local authority by the reason of a care order or being accommodated under section 20 of the Children Act 1989.

### **Care Leaver:**

an eligible, relevant or former relevant child as defined by the Children Act 1989.

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE):**

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

### **Child Criminal Exploitation (CCE):**

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. 39. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

### **Child Sexual Exploitation (CSE):**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

### **Domestic Abuse:**

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

### **Drugs:**

This includes alcohol, tobacco, illegal drugs, medicines, new psychoactive substances ('legal highs') and volatile substances.

### **Fabricated or induced illness:**

There are three main ways of the parent / carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- Fabrication of signs and symptoms which may include fabrication of past medical history
- Fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may include falsification of letters and documents
- Induction of illness by a variety of means

## **Faith Abuse:**

is child abuse linked to faith or belief. This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in Hindu context): ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies: and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.

## **Honour Based Violence (HBV):**

So-called 'honour based violence' encompasses 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. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to one of the Safeguarding Team.

## **Female Genital Mutilation (FGM):**

Whilst all staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific Legal duty on teachers

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Although the age of students at PfP Thrive Academy is such that they are not necessarily in the high-risk category for FGM, a student may disclose that she is at risk of FGM, has suffered FGM or that a sister or family member is at risk.

PfP Thrive Academy Academy training staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. The new mandatory reporting duty for FGM, introduced via the Serious Crime Act 2015, came into effect on 31 October 2015.

This duty requires PfP Thrive Academy Academy to report known cases of FGM in under 18 year olds to the police.

## **Forced Marriage:**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered 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.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking wages or not giving money) can also be a factor.

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 communities use religion and culture as a way to coerce a person into marriage.

An arranged marriage is not the same as a forced marriage. In an arranged marriage, the families take a leading role in choosing a marriage partner, but both parties are free to choose whether to enter into the marriage or not.

## **Gangs and Youth Violence:**

Gang Activity – Groups of children and young people often gather together in public places to socialise, and peer association is an essential feature of most children's transition to adulthood. Groups of children and young people can be disorderly and/or anti-social without engaging in criminal activity.

Young people on the periphery of becoming involved with street gangs and those young people already involved in some way can be described as 'A relatively durable, predominantly street-based group of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity'.

## **Youth Violence:**

Youth violence, serious or otherwise, may be a function of gang activity. However, it could equally represent the behaviour of a child acting individually in response to his or her particular history and circumstances.

'Serious youth violence' is defined as 'any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19', i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm.

'Youth violence' is defined in the same way, but also includes assault with injury offences. Most children and young people do not become violent overnight. Their behaviour represents many years of (increasingly) anti-social and aggressive acts.

## **Mental Health:**

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

## **Modern Slavery**

Modern slavery encompasses slavery, human trafficking, forced and compulsory labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive, and force individuals into a life of abuse, servitude, and inhumane treatment. A large number of active organised crime groups are involved in modern slavery. However, it is also committed by individual opportunistic perpetrators.

There are many different characteristics that distinguish slavery from other human rights violations. However, only one needs to be present for slavery to exist.

Someone is in slavery if they are:

- Forced to work - through mental or physical threat

- Owned or controlled by an 'employer,' usually through mental or physical abuse or the threat of abuse;
- Dehumanised, treated as a commodity or bought and sold as 'property'; or
- Physically constrained or have restrictions placed on his/her freedom of movement.

Modern slavery takes various forms and affects people of all ages, gender, and races.

Human trafficking involves an act of recruiting, transporting, transferring, harbouring, or receiving a person through a use of force, coercion, or other means, for the purpose of exploiting them. Trafficking can be domestic, or it can involve trafficking adults into the UK.

If an identified victim of human trafficking is also an adult with care and support needs, the response will be coordinated under the adult safeguarding process. The police are the lead agency in managing responses to adults who are the victims of human trafficking.

There is a national framework to assist in the formal identification of victims and help to coordinate the referral of victims to appropriate services. This is known as the National Referral Mechanism

### **Possible Indicators of Modern Slavery:**

Signs of various types of slavery and exploitation are often hidden, making it hard to recognise potential victims. Victims can be any age, gender or ethnicity or nationality. Whilst by no means exhaustive, some common signs that may indicate modern slavery are:

- An individual is not in possession of their legal documents (passport, identification, and bank account details) and they are being held by someone else
- The individual has old or serious untreated injuries, and they are vague, reluctant, or inconsistent in explaining how the injury occurred
- The individual looks malnourished, unkempt, or appears withdrawn
- They have few personal possessions and often wear the same clothes.
- The clothes they do wear may not be suitable for their work
- The individual is withdrawn or appears frightened, unable to answer questions directed at them, or speak for themselves and/or an accompanying third party speaks for them. If they do speak, they are inconsistent in the information they provide, including basic facts such as the address where they live
- They appear under the control and influence of others, rarely interact, or appear unfamiliar with their neighbourhood or where they work. Many victims will not be able to speak English
- They are fearful of people in general and the authorities in particular
- The individual perceives themselves to be in debt to someone else or in a situation of dependence
- The individual lives in inappropriate or unduly cramped accommodation
- Sometimes in groups, are seen in places where you wouldn't expect. For example, groups of adults waiting in the countryside and not at a bus stop for a "lift"

Environmental Indicators to Modern Slavery Signs outside of a property that may indicate modern slavery is taking place includes:

- Bars covering the windows of the property
- Curtains are always drawn
- There are coverings over the windows, such as reflective film or coatings
- The entrance has CCTV cameras installed
- The letterbox is sealed to prevent use
- There are signs that the electricity may have been tacked on from neighbouring properties or directly from power lines



Signs inside the property that may indicate modern slavery includes:

- Locked rooms or no access to the back rooms of the property
- Overcrowding
- The house is in poor condition, needing repair work

## Neglect:

Neglect and acts of omission include ignoring medical, emotional, or physical care needs, failing to provide access to appropriate health, social care or educational services, and the withholding of the necessities of life such as medication, adequate nutrition, and heating. Neglect also includes a failure to intervene in situations that are dangerous to the person concerned or to others, particularly when the person lacks the mental capacity to assess risk for themselves.

Neglect and poor professional practice may take the form of isolated incidents or pervasive ill treatment and gross misconduct. Neglect of this type may happen within an adult's own home or in an institution. Repeated instances of poor care may be an indication of more serious problems. Neglect can be intentional or unintentional.

Possible indicators of neglect are:

- The individual has inadequate heating and/or lighting
- The individual's physical condition or appearance is poor (e.g., ulcers, pressure sores, soiled or wet clothing)
- The individual is malnourished, has sudden or continuous weight loss and/or is dehydrated
- The individual cannot access appropriate medication or medical care •
- The individual is not afforded appropriate privacy or dignity
- The individual and/or a carer has inconsistent or reluctant contact with health and social service
- Callers/visitors are refused access to the individual
- The individual is exposed to unacceptable risk

## Self-Neglect

Self-neglect entails neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding. It is also defined as the inability, intentional or unintentional, to maintain a socially and culturally accepted standard of self-care with the potential for serious consequences to the health and wellbeing of the individual and sometimes to their community.

A decision on whether a response is required under safeguarding will depend on the individual's ability to protect themselves by controlling their own behaviour. However, there may come a point where they are no longer able to do this without external support.

Indicators of self-neglect may include:

- living in very unclean, sometimes verminous, circumstances;
- poor self-care, leading to a decline in personal hygiene
- poor nutrition
- poorly healing sores
- poorly maintained clothing •
- failure to take medication
- hoarding
- neglecting household maintenance
- portraying eccentric behaviour/lifestyles

Poor environments and personal hygiene may be a matter of personal or lifestyle choice or other issues, such as insufficient income.

## Preventing Radicalisation

*Please read the additional PfP Thrive Academy Prevent Policy also*

The Prevent Duty, introduced as part of the Counter-Terrorism and Security ACT 2015, came into effect for key bodies including schools, health bodies and police on 1 July 2015. The duty commenced for higher and further education institutions from the 18<sup>th</sup> September.

The aim of the Prevent Strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to have “due regard to the need to prevent people from being drawn into terrorism”. This includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Where deemed appropriate, PfP Thrive Academy will seek external support for learners through referrals to the Channel Programme. This programme aims to work with the individuals to address their specific vulnerabilities and prevent them becoming further radicalized

### What is Terrorism/Extremism?

Terrorism covers all forms of extremism both violent and non-violent and is defined in the national Prevent Strategy as any 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. Prevent covers internal and domestic terrorist threats, and includes the activities of far right groups, and animal rights groups.

### What is Radicalisation?

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups. There is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas.

The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame. Safeguarding from extremism is no different to how staff would share a concern about drugs, physical and sexual abuse or any other safeguarding concern.

### What is Channel?

Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk from radicalisation using collaboration between local authorities, statutory partners, the police and local community to:

- Identify individuals at risk of being drawn into terrorism
- Assess the nature and extent of that risk
- Develop the most appropriate support plan for the individual concerned

The following indicators identify factors that may suggest a young person, or their family may be vulnerable to being drawn into extremism:

- Identify crisis – distance from culture, religious heritage and discomfort with their place in the society around them.
- Personal crisis – family tensions, sense of isolation, adolescence, low self-esteem, disassociation from existing friendship groups and becoming involved with a new and different group of friends searching for answers to questions about identity, faith and belonging.
- Personal circumstances- migration, local community tensions, events affecting Country and region, alienation from UK values having a sense of grievance that is triggered by personal

experience of racism or discrimination or aspects of Government policy, unmet aspirations, perceptions of injustice feeling of failure, rejection of civic life, criminality, experiences of imprisonment, poor resettlement, reintegration, previous involvement with criminal groups.

The process of radicalization is different for every individual and can take place over an extended period or within a very short time frame. Potential indicators of radicalisation are listed below;

- Use of inappropriate language
- Possession or accessing violent extremist literature
- Behavioural changes
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Articulating support for violent extremist causes or leaders
- Using extremist views to explain personal disadvantage
- Joining or seeking to join extremist organisations
- Seeking to recruit others to an extremist ideology

Any prejudice, discrimination or extremist views, including derogatory language, displayed by learners or staff will always be challenged and where appropriate will be dealt with in line with the Student Disciplinary Policy and the Code of conduct for staff.

Staff should use their professional judgement and discuss with a Designated Safeguarding Person if they have any concerns. Once assessed, and if appropriate, this will be referred.

### **Youth Produced Sexual Imagery (Sexting):**

Making, possessing and distributing and imagery of someone under 18 which is indecent is illegal. This includes imagery created by under 18s themselves. The relevant legislation is contained in the Protection of Children ACT 1978 (England and Wales) as amended in the Sexual Offences Act 2003(England and Wales).

Specifically, it is an offence to possess and distribute, show and make images of children.

The Sexual Offences Act 2003 defines a child, for the purposes of indecent images, as anyone under the age of 18.

The latest guidance from the UK Council for Child Internet Safety (UKCCIS) introduces the phrase 'youth produced sexual imagery' instead of 'sexting'. (August 2016). This guidance refers to sexual imagery and not indecent imagery as indecent is subjective and has no specific definition in law.

The types of incidents covered by this guidance are:

- A person under the age of 18 creates and shares sexual images of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

The sharing of sexual imagery of people under 18 by adults constitutes child sexual abuse and this should be reported to the police.

## Handling Incidents

1. All incidents involving youth produced sexual imagery should be reported to the Safeguarding Team.
2. An initial review meeting will be held and subsequent interviews with the young people involved, if appropriate.
3. Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
4. At any point in this process if there is a concern that a young person has been harmed or is at risk of harm, a referral should be made to children's social care and/or the policy immediately.

An immediate referral to the policy and/or children's social care will be made at this initial stage if:

1. The incident involves an adult.
2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent, for example due to a learning difficulty.
3. What is known about the imagery suggests the content depicts sexual acts which are unusual for the young person's development age or are violent.
4. The imagery involves sexual acts and any child in the imagery is under 13.
5. There is reason to believe that a young person is at risk of harm owing to the sharing of imagery, for example, the young person is presenting as suicidal or self-harming.

If none of the above applies, PfP Thrive Academy may decide to respond to the incident without involving the police or children's social care. Although the sharing of sexual imagery is illegal, the National Police Chief's Council (NPCC) is clear that 'youth produced sexual imagery should be primarily treated as a safeguarding issue' and the law was also created to protect children and young people and not to criminalise them.

## Relationship Abuse

**Emotional abuse** – can include constant insults and name calling, isolation from friends and family, controlling what someone wears/where they go, checking up on someone all the time (checking emails, texts, social networking sites etc.) and making someone feel responsible for the abuse.

**Physical abuse** – can include hitting, punching, pushing, biting, kicking, using weapons etc.

**Sexual abuse** – can include unwanted kissing or touching, forcing someone to have sex, being made to watch pornography against their will and pressure not to use contraception.

**Financial abuse** – can include the taking and controlling of money, forcing someone to buy things for someone, forcing someone to work or not to work.

## Trafficking

Trafficking is defined as 'the recruitment, transportation, transfer, harbouring or receipt of children by means of threat, force or coercion for the purpose of sexual or commercial sexual exploitation or domestic servitude'(NSPCC).

The Palermo Protocol establishes children as a special case for whom there are only two components - movement and exploitation.

Any child transported for exploitative reasons is considered to be a trafficking victim-whether or not he/she has been deceived, because it is not considered possible for children to give informed consent.

A child may be trafficked without crossing any national borders, e.g only within the UK.

A child may be trafficked between a number of countries prior to being trafficked into/within the UK. The child may have entered the UK illegally or legally (i.e. with immigration documents).

The intention to exploit the child underpins the entire process.

The Modern Slavery Act 2015 consolidates current offences of trafficking and slavery and details the different forms of exploitation that a victim of trafficking may be forced into.

The exploitation can take place in a number of ways including:

- Sexual Exploitation
- Labour Exploitation
- Criminal Exploitation
- Domestic Servitude
- Organ Harvesting

**Distinction between human trafficking and smuggling:**

Human trafficking does not include people smuggling, which requires the consent of the person being moved. A smuggled person is, however, a potential victim who may be vulnerable to being trafficked at any point in their journey, and the distinction can be blurred. Perpetrators may smuggle people with the intention of exploiting them, or with the intention of facilitating exploitation. Alternatively, the smuggled can become vulnerable to traffickers upon arrival at their destination and subsequently be exploited and/or harmed.

Financial or Material Abuse.

This can include theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions or the misuse, misappropriation of property, possessions or benefits.

## APPENDIX C: Important Contacts in relation to Safeguarding:

Chief People Officer: Karen Halford  
[Karen.halford@placesforpeople.co.uk](mailto:Karen.halford@placesforpeople.co.uk)

PfP Thrive Academy Director: Tom Arey  
[Tom.arey@placesforpeople.co.uk](mailto:Tom.arey@placesforpeople.co.uk)

PfP Thrive Academy Consultant: Becky Edwards (temporary)  
[Becky.edwards@placesforpeople.co.uk](mailto:Becky.edwards@placesforpeople.co.uk)

PfP Thrive Academy Operations Manager: TBC, recruitment planned for August 2025

PfP Thrive Business Operations Manager: Emily Drum  
[Emily.drum@placesforpeople.co.uk](mailto:Emily.drum@placesforpeople.co.uk)

PfP Thrive Instructor: Dean Marsh  
[Dean.marsh@placesforpeople.co.uk](mailto:Dean.marsh@placesforpeople.co.uk)

PfP Thrive Instructor: Terry Strickland  
[Terry.strickland@placesforpeople.co.uk](mailto:Terry.strickland@placesforpeople.co.uk)

PfP Thrive Co-Ordinator: Jenni Reader-Johnson  
[Jenni.reader-johnson@placesforpeople.co.uk](mailto:Jenni.reader-johnson@placesforpeople.co.uk)

PfP Thrive Co-Ordinator: Parisa Mclean  
[Parisa.mclean@placesforpeople.co.uk](mailto:Parisa.mclean@placesforpeople.co.uk)

### Designated Safeguarding Leads

**NAME** is the appointed safeguarding lead for the PfP Thrive Academy  
**NAME** is the Deputy Safeguarding Lead for the PfP Thrive Academy.

If at any time a learner and, or a PfP Thrive Academy staff member would like to speak to the DSL they are able to do so via email or phone:

**NAME**  
[email](#)  
phone

**NAME**  
[email](#)  
phone

## APPENDIX D: Safeguarding Disclosure Form

Staff, volunteers and regular visitors are required to complete this form and pass it to **NAME** if they have a safeguarding concern about a learner in our academy.

Information Required	Enter Information Here
Full name of learner	
Date of birth	
Cohort Number.	
Your name and position in the academy	
<p>Nature of concern/disclosure</p> <p><i>Please include where you were when the learner made a disclosure, what you saw, who else was there, what did the learner say or do and what you said.</i></p> <p><i>[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed]</i></p> <p><i>[Make it clear if you have raised a concern about a similar issue previously]</i></p>	
Time & date of incident:	
Name and position of the person you passing this information to	
Your Signature	
Time and date form completed	
Time form received by DSL	
Action Taken by DSL	
Referral made to police [yes/no, date and time]	

Referral made to relevant LSCB [yes/no, date and time]	
Referral Made to Other Agency [yes/no, date and time, name of organisation]	
Emergency contact Informed [yes/no, date and time]	
Feedback given to tutor [yes/no, date and time]	
Feedback given to learner [yes/no, date and time]	
Feedback given to person who recorded disclosure [yes/no, date and time]	
<b>Further Action Agreed</b>	
<b>Full Name of DSL</b>	
<b>Signature of DSL</b>	
<b>Date of Signature</b>	



Further information:

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## APPENDIX E: Additional advice and support

There is a wealth of information available to support schools and colleges. The following list is not exhaustive but should provide a useful starting point:

For help with	Organisation	Website	Contact
Autism	National Autistic Society	Autism.org.uk	020 7833 2299
Bereavement	Cruse Bereavement care	Cruse.org.uk	0808 808 1677
Blind support	Royal National Institute of Blind People	Mib.org.uk	0303 123 9999
Bullying	Bullying UK Kidscape	Bullying.co.uk Kidscape.co.uk	0808 800 2222 020 7823 5430
Carers	Carers Trust	Careres.org.uk	0300 7772 9600
Childhood abuse	The National Association for People Abused in Childhood	Napac.org.uk	0800 801 0331
Child exploitation	Child exploitation and online protection command	Ceop.police.uk	<a href="http://www.ceop.police.uk/ceop-reporting">http://www.ceop.police.uk/ceop-reporting</a>
Deaf support	British deaf association	Bda.org.uk	020 7697 4130
Domestic Abuse Refuge		refuge.org.uk	0808 2000 247
Drugs	Talk to Frank	talktofrank.com	0300 123 6600
Employment	Job Centre Plus	gov.uk/find-a-job	0800 169 0310
ACAS		acas.org.uk	0300 123 1100
FGM	Equality Now	equalitynow.org	07445 699 371
Financial Issues	Money Helper	moneyhelper.org.uk	0800 011 3797
Forced Marriage	Plan International (UK)	plan-uk.org	0300 777 9777
Housing Issues	Shelter	england.shelter.org.uk	0808 800 4444
Internet Safety	Think U Know?	thinkuknow.co.uk	0370 496 7622
Harmful online challenges and online hoaxes	UK Safer Internet Centre	<a href="http://www.gov.uk">www.gov.uk</a> www.gov.uk saferinternet.org.uk	0344 800 2382

Learning Difficulties	Respond	respond.org.uk	020 7383 0700
Legal Issues	Citizens Advice Bureau	citizensadvice.org.uk	0800 144 8848
Mental Health	Mind Campaign Against Living Miserably Give us a Shout	mind.org.uk thecalmzone.net giveusashout.org/	0300 123 3393 0800 58 58 58 Text Shout to 85258
Non-recent abuse	National Association for People Abused in Childhood	napac.org.uk	0808 801 0331
Parental Support	Family Lives	familylives.org.uk	0808 800 2222
Personal Safety	The Suzy Lamplugh Trust	suzylamplugh.org	0808 802 0300
Racism	Stand Against Racism & Inequality	sariweb.org.uk	0117 942 0060
Relationships	Relate	relate.org.uk	0300 003 2324
Revenge Porn	Safer Internet	saferinternet.org.uk	0345 6000 459
Self-Harm	Self-Harm UK	selfharm.co.uk	<a href="mailto:info@selfharm.co.uk">info@selfharm.co.uk</a>
Sexual Abuse	The Survivors Trust Rape Crisis	thesurvivorstrust.org rapecrisis.org.uk	0808 801 0818 0808 802 9999
Sexuality	Stonewall	stonewall.org.uk	0800 050 2020
Suicide prevention Support (under 35s)	Papyrus	www.papyrus-uk.org	0800 068 4141
Victim Support	Victim Support UK	victimsupport.org.uk	0808 168 9111
Under 25	Support The Mix - Essential support for under 25s	themix.org.uk	0808 808 499

## Useful papers, guidance, toolkits

### Abuse

[Supporting practice in tackling child sexual abuse – CSA Centre of Expertise on child sexual abuse](#) has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.

[What to do if you're worried a child is being abused](#) – DfE advice [Domestic abuse: Various](#)

[Information/Guidance](#) – Home Office (HO) [Faith based abuse: National Action Plan](#) – DfE advice

[Forced marriage resource pack](#)

[Disrespect NoBody campaign - GOV.UK](#) – Home Office website [Tackling Child Sexual Abuse Strategy](#)

– Home Office policy paper [Together we can stop child sexual abuse](#) – HM Government campaign

### Bullying

[Preventing bullying including cyberbullying](#) – DfE advice

### Children missing from education, home or care

[Children missing education](#) – DfE statutory guidance [Child missing from home or care](#) –

DfE statutory guidance

[Children and adults missing strategy](#) – Home Office strategy

### Children with family members in prison

[National Information Centre on Children of Offenders](#) – Barnardo's in partnership with HM Prison and Probation Service

## Child Exploitation

[Trafficking: safeguarding children](#) – DfE and Home Office guidance

[Care of unaccompanied and trafficked children](#) – DfE statutory guidance [Modern slavery: how to identify and support victims](#) – HO statutory guidance [Child exploitation disruption toolkit](#) – HO statutory guidance

[County Lines Toolkit For Professionals](#) – The Children's Society in partnership with Victim Support and National Police Chiefs' Council

[Multi-agency practice principles for responding to child exploitation and extra-familial harm](#) – non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice

## Confidentiality

[Gillick competency Fraser guidelines](#) – Guidelines to help with balancing children's rights along with safeguarding responsibilities.

## Drugs

[Drug strategy 2021](#) – Home Office strategy

[Information and advice on drugs](#) – Talk to Frank website

[Drug and Alcohol education – teacher guidance & evidence review](#) – PSHE Association

## (So-called) “Honour”Based Abuse including FGM and forced marriage

[Female genital mutilation: information and resources](#) – Home Office guidance

[Female genital mutilation: multi agency statutory guidance](#) – DfE, Department for Health, and Home Office

[Forced marriage](#) – Forced Marriage Unit (FMU) resources

[Forced marriage](#) – Government multi-agency practice guidelines and multi-agency statutory guidance

[FGM resource pack](#) – HM Government guidance

## Health and Well-being

[Rise Above: Free PSHE resources on health, wellbeing and resilience](#) – Public Health England

[Supporting pupils at schools with medical conditions](#) – DfE statutory guidance [Mental health and behaviour in schools](#) – DfE advice

[Overview - Fabricated or induced illness](#) – NHS advice

## Homelessness

[Homelessness code of guidance for local authorities](#) – Department for Levelling Up, Housing and Communities guidance

## Information Sharing

[Government information sharing advice](#) – Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.

[Information Commissioner's Office: Data sharing information hub](#) – Information to help schools and colleges comply with UK data protection legislation including UK GDPR.

## Online safety-advice

[Childnet](#) provides guidance for schools on cyberbullying

[Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalisation

[London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements

[NSPCC E-safety for schools](#) provides advice, templates, and tools on all aspects of a school or college's online safety arrangements

[Safer recruitment consortium](#) "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective

[Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones

[South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements

[Use of social media for online radicalisation](#) – A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

[Online Safety Audit Tool](#) from UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring

[Online safety guidance if you own or manage an online platform](#) – DCMS advice [A business guide for protecting children on your online platform](#) – DCMS advice

[UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online

### **Online safety- Remote education, virtual lessons and live streaming**

[Guidance Get help with remote education](#) resources and support for teachers and school

leaders on educating pupils and students

[Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely

[London Grid for Learning](#) guidance, including platform specific advice

[National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing

[UK Safer Internet Centre](#) guidance on safe remote learning

## Online Safety- Support for children

[Childline](#) for free and confidential advice

[UK Safer Internet Centre](#) to report and remove harmful online content [CEOP](#) for advice on making a report about online abuse

## Online safety- Parental support

[Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support

[Commonsensemedia](#) provides independent reviews, age ratings, & other information about all types of media for children and their parents

[Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying

[Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world

[How Can I Help My Child?](#) Marie Collins Foundation – Sexual Abuse Online

[Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation

[London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

[Stopitnow](#) resource from [The Lucy Faithfull Foundation](#) can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)

[National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online

[Parentzone](#) provides help for parents and carers on keeping their children safe online



[Talking to your child about online sexual harassment: A guide for parents](#) – This is the Children’s Commissioner’s parental guide on talking to their children about online sexual

harassment

### Private fostering

[Private fostering: local authorities](#) – DfE statutory guidance

### Radicalisation

[Prevent duty guidance](#) – Home Office guidance

[Prevent duty: additional advice for schools and childcare providers](#) – DfE advice [Educate Against Hate website](#) –

DfE and Home Office advice

[Prevent for FE and Training](#) – Education and Training Foundation (ETF)

[Extremism and Radicalisation Safeguarding Resources](#) – Resources by London Grid for Learning

[Managing risk of radicalisation in your education setting](#) – DfE guidance

### Serious Violence

[Serious violence strategy](#) – Home Office Strategy

[Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) – Home Office

[Youth Endowment Fund](#) – Home Office

[Gangs and youth violence: for schools and colleges](#) – Home Office advice [Tackling violence against women and girls strategy](#) – Home Office strategy

[Violence against women and girls: national statement of expectations for victims](#) – Home Office guidance

### **Sexual violence and sexual harassment Specialist Organisations**

[Barnardo's](#) – UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.

[Lucy Faithful Foundation](#) – UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.

[Marie Collins Foundation](#) – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.

[NSPCC](#) – Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.

[Rape Crisis](#) – National charity and the umbrella body for their network of independent member Rape Crisis Centres.

[UK Safer Internet Centre](#) – Provides advice and support to children, young people, parents, carers and schools about staying safe online.

### **Harmful sexual behaviour**

[Rape Crisis \(England & Wales\)](#) or [The Survivors Trust](#) for information, advice, and details of local specialist sexual violence organisations.

[NICE guidance](#) contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working.

[HSB toolkit](#) The Lucy Faithfull Foundation - designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families.

[NSPCC Learning: Protecting children from harmful sexual behaviour](#) and [NSPCC - Harmful sexual behaviour framework](#) – free and independent advice about HSB.

[Contextual Safeguarding Network – Beyond Referrals \(Schools\)](#) provides a school self- assessment toolkit and guidance for addressing HSB in schools.

[Preventing harmful sexual behaviour in children - Stop It Now](#) provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

## Support for Victims

[Anti-Bullying Alliance](#) – Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.

[Rape Crisis](#) – Provides and signpost to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.

[The Survivors Trust](#) – UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.

[Victim Support](#) – Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.

[Childline](#) provides free and confidential advice for children and young people.

## Toolkits

[ask AVA](#) - The Ask AVA prevention platform has been created to support education practitioners across the UK to develop and deliver a comprehensive programme to stop

## **Violence Against Women and Girls.**

[NSPCC](#) – Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.

[NSPCC](#) – Resources which help adults respond to children disclosing abuse.

The NSPCC also provides free and independent advice about HSB: [NSPCC – Harmful sexual behaviour framework Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire](#) - Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.

[Contextual Safeguarding Network](#) – self-assessment toolkit for schools to assess their own response to HSB.

[Childnet – STAR SEND Toolkit](#) equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities.

[Childnet – Just a joke?](#) Provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9–12-year-olds.

[Childnet – Step Up, Speak Up](#) a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.

[NSPCC – Harmful sexual behaviour framework](#) an evidence-informed framework for children and young people displaying HSB.

Farrer & Co: [Addressing child on child abuse: a resource for schools and colleges](#). This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse.

## **Sharing nudes and semi-nudes**

[London Grid for Learning-collection of advice](#) – Various information and resources dealing with the sharing of nudes and semi-nudes.

[UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) – Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

### **Support for parents/carers**

[National Crime Agency's CEOP Education Programme](#) provides information for parents and carers to help protect their child from online child sexual abuse, including [#AskTheAwkward](#), guidance on how to talk to their children about online relationships.

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