

**POLICY FOR SAFEGUARDING**

**INCORPORATING CHILD PROTECTION POLICY**

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**CHILD PROTECTION POLICY**

**The WoodView Project fully recognises its responsibilities for child protection.**

**1. Our policy applies to all staff, whether they be temporary staff, supply or volunteers working at the project. The five main elements to our policy are to:**

1.1 Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children.

1.2 Raise awareness of child protection issues and equip children with the skills needed to keep them safe.

1.3 Develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.

1.4 Support pupils who have been abused in accordance with the agree child protection plan.

1.5 Establish a safe environment in which children can learn and develop.

**2. We recognise that, because of their day-to-day contact with children, our staff are well placed to observe the outward signs of abuse. The project will therefore:**

2.1 Establish and maintain an environment where children feel secure, are encouraged to talk and listened to.

2.2 Ensure children know that there are adults in the project whom they can approach if they are worried.

2.3 Include opportunities in the personal, social, health and economic (PSHE) education for children to develop the skills they need to recognise and stay safe from abuse.

2.4 We will follow the procedures set out by the Local Authority, and take account of guidance issued by the DCSF to ensure we have a designated senior person for child protection who has received appropriate training and support for this role.

2.5 Ensure every member of staff (including temporary staff, supply staff and volunteers) knows the name of the designated senior person responsible for child protection and their role.

2.6 Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated senior person responsible for child protection.

2.7 Ensure that parents have an understanding of the responsibility placed on the project and staff for child protection by setting out its obligations in the project website and information boards.

2.8 Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.

2.9 Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences.

2.10 Keep comprehensive written records of concerns about children, even where there is no need to refer the matter immediately.

2.11 Ensure all records are kept securely, locked away at all times. 2.12 Develop and then follow procedures where an allegation is made against a member of staff or volunteer.

2.12 Ensure safe recruitment practices are always followed.

**3. We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The project may be the only stable, secure and predictable environment in the lives of children at risk. When at project their behaviour may be challenging and defiant or they may be withdrawn. The project will endeavour to support the pupil through:**

3.1 The content of the curriculum.

3.2 An ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

3.3 A behaviour policy which is aimed at supporting vulnerable pupils in the project. The project will also ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

3.4 Liaison with other agencies that support the pupil such as Social Services, Child and Adult Mental Health Service (CAHMS), Education Welfare Service and Educational Psychology Service.

3.5 Ensuring that, where a pupil on the child protection register leaves the project, their information is transferred to the new school immediately and that the child's social worker is informed without delay.

3.6 The project will maintain effective communication with all key stakeholders providing timely information as required.

**CHILD PROTECTION PROCEDURES**

**4. Introduction**

**4. 1 Child protection is the responsibility of every adult within the project. The following is a set of procedures that are to be followed when there is a concern regarding the welfare of any child.**

4.1.1 The welfare of the child is paramount (including issues of confidentiality). 4.1.2. Referral should be made without delay.

4.1.3 Children have a right to privacy regarding personal information CP. 4.1.4 Information is not an opportunity for staff gossip.

**4.2 When to make a referral - It is always better to refer than to keep information to yourself. Do not worry that the information seems unimportant or that someone else will have already passed it on. Even small pieces of information may be a vital piece in a larger jigsaw of concern**.

The following are some things that may indicate a child is at risk:

4.2.1 Marks including bites, scratches, burns, welts and bruises.

4.2.2 An unkempt appearance such as a lack of washing, dirty or damaged clothes.

4.2.3 A reluctance to change for PE or swimming classes.

4.2.4 Changes in behaviour or significant mood swings.

4.2.5 Changes in achievement.

4.2.6 Unusual stories.

4.2.7 Changes in friendship groups or patterns of interaction i.e. isolation.

Obviously all these may be attributable to something less benign, however it is important to question a child’s behaviour or responses and not seek to explain away or justify concerns.

**4.3 How to make a referral**

***(the referral process is different if you have concerns about the behaviour of a member of staff relating to child protection issues, please see the relevant section for details of what to do in this instance)***

The following is a simple set of instructions to follow if you have any concerns relating to a child. It is important that they are done properly in order to provide adequate information and ensure that further proceedings are not hampered:

4.3.1 Complete the concerns form and ensure your concerns are raised.

4.3.2 Contact a member of staff the same day ensuring that they receive a copy of your concerns no later than the next day. If the member of staff is not available please go directly to the Director of the project Darran Miah.

4.3.3 The Director will decide in consultation with other professionals, if the information needs to be passed onto another authority such as social care or the police. It may be that this is not necessary in which case internal support may be arranged for the child.

4.3.4 Ensure that you have received confirmation of what has been done**. If you are not happy with the outcome re-refer it. If you are still not happy, pass your concerns to the LADO following the information below.**

**Local Authority Designated Officers can be contacted for allegations against all staff and volunteers via:**

* **Email on** **LADO@suffolk.gov.uk** **or**
* **LADO central telephone number 0300 123 2044**

**LADO Referrals**

**If you have concerns about an adult working with a child under the age of 18 that you would like to report, please report to LADO immediately.**

**Contact Details**

**Local Authority Designated Officers can be contacted for advice and consultation via email on: LADO@suffolk.gov.uk Or via the LADO central telephone number: 0300 123 2044 or for Norfolk call 01603 307797**

**Managing Allegations of Abuse Against People Who Work With Children.**

**It is essential that any allegation of abuse made against a person who works with children and young people including those who work in a voluntary capacity are dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is the subject of the allegation. The framework for managing allegations is set out in statutory guidance contained in Working Together to Safeguard Children 2015.**

4.3.5 The designated teacher is to inform the relevant authority and confirm details in writing within 48hours.

4.3.6 The designated teacher is to follow up referral if information is not passed back by other agencies.

4.3.7 The designated teacher is to ensure that all staff who need to know are informed of concerns.

4.3.8 The designated teacher is to keep a register of vulnerable students to ensure seamless support.

**4.4 What to do if you have concerns regarding a member of staff.** If it appears that a member of staff has:

4.4. Behaved in a way that has harmed a child or may have harmed a child.

4.4.2 Possibly committed an offence against or relating to a child.

4.4.3 Behaved in an inappropriate way towards a child which may indicate that he or she is unsuitable to work with children.

4.4.4 Staff Should - **Inform LADO immediately**

4.4.6 Maintain confidentiality and guard against publicity, to allow the investigation to go unhindered and protect the rights of the child and the member of staff.

4.4.7 This should be followed up within 24 hours with a written statement of concerns, signed and dated.

4.4.8 The DSL or company director will consult immediately with LADO and follow Suffolk Safeguarding procedures relating to an allegation against a member of staff. 4.4.9 Staff should not:

Try to deal with the incident themself

Make assumptions or offer alternative explanations

Keep the information to themself under any circumstances

Interview any witnesses or make contact with parents

**4.5 Recording and storage of information**

4.5.1 All recorded information regarding referrals or regarding CP plans, conferences or reviews is to be stored in the CP file in the project.

4.5.2 All information regarding allegations against staff will be stored by the Head/Director of Project on staff files.

4.5.3 All information regarding either subject is strictly confidential and staff should ensure that access to such information is appropriately protected.

**Safeguarding Policy**

**Introduction**

The WoodView Project fully recognises its responsibilities for safeguarding children. Our policy applies to all staff and volunteers working in the project. There are five main elements to our policy:

1. Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children; The Independent Safeguarding Authority (ISA) established to enhance current safe recruitment practices will be used when referring adults.

2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.

3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.

4. Supporting pupils who have been abused in accordance with his/her agreed child protection plan.

5. Establishing a safe environment in which children can learn.

**Procedures**

The project will:

1.1 Ensure it has a Designated Director who will undertake regular, appropriate training for this role; and will oversee safeguarding in its entirety with a Safeguarding Steering Group meeting on a termly basis.

1.2 Ensure every member of staff (including temporary and supply staff and volunteers) and site visitors knows the name of the Director and their role. The WoodView Project is located with there are other users and it is imperative that each young person is supervised 1:1 at all times and stays within designated areas. 1.3 Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Director. 1.4 Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at strategy meetings, initial case conferences, core group and child in need review meetings. 1.5 Ensure that the duty of care towards its students and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assisting staff to monitor their own standards and practice.

1.6 Ensure safer recruitment practices are always followed.

1.7 Our procedures will be reviewed annually and up-dated in accordance with current legislation.

1.8 When staff join our project they will be informed of the safeguarding children arrangements in place. They will be given a copy of this policy and told who the DSL is and who acts in their absence. The induction programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child.

1.9 All volunteers and regular visitors to our project will be told where our policy is kept and given the name of the Designated Director.

2. **Managing a Disclosure**

2.1 Teachers and other staff in the project are in a unique position to observe children’s behaviour over time and often develop close and trusting relationships with pupils. If a child discloses directly to a member of staff, the following procedures will be followed.

2.2 Listen carefully to what is said.

2.3 Ask only open questions such as:

2.3.1 ‘How did that happen?’

2.3.2 ‘What was happening at the time?’

2.3.3 ‘Anything else you want to tell me?’

2.4 Do not ask questions which may be considered to suggest what might have happened, or who has perpetrated the abuse, e.g. ‘Did your Dad hit you?’ 2.5 Do not force the child to repeat what he/she said in front of another person. 2.6 Following a disclosure, the member of staff should talk immediately to the Designated Director and complete a written record.

**3. Information Sharing & Confidentiality**

**3.1** We recognise that all matters relating to Child Protection are confidential. The Designated Director will disclose any information about a pupil to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets.

**4. Record Keeping**

4.1 Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse, will make notes as soon as possible (within the hour, if possible) writing down exactly what was said, using the child’s own words as far as possible. All notes should be timed, dated and signed, with name printed alongside the signature. Concerns should be recorded using the Project‘s safeguarding children recording system. All records of a child protection nature should be passed to the Designated Director including case conference minutes and written records of any concerns.

**5. Supporting Children**

5.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The project may be the only stable, secure and predictable element in the lives of children at risk. When at the project their behaviour may be challenging and defiant or they may be withdrawn. The Project will endeavor to support the pupil through:

5.1 The content of the curriculum.

5.2 The project ethos is to promote a positive, supportive and secure environment and give pupils a sense of being valued.

5.3The project behaviour policy which is aimed at supporting vulnerable pupils in the project.

5.4 Liaison with other agencies that support the pupil such as Children’s Services, Child and Adult Mental Health Service (CAMHS), Education Welfare Service and Educational Psychology Service and those agencies involved in the safeguarding of children.

5.5 Notifying Children’s Social Care immediately there is a significant concern. 5.6 Providing continuing support to a pupil about whom there have been concerns who leaves the project by ensuring that appropriate information is forwarded under confidential cover to the pupil’s new school.

**6. Supporting Staff**

6.1 We recognise that staff working in the project who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Director and to seek further support as appropriate.

**7. Safer Recruitment and Selection of Staff**

7.1 The project has a written recruitment and selection policy statement and procedures linking explicitly to this policy. The statement is included in all job advertisements, publicity material, recruitment websites, and candidate information packs. The recruitment process is robust in seeking to establish the commitment of candidates to support the project’s measures to safeguard children and to deter, reject or identify people who might abuse children or are otherwise unsuited to work with them.

**8. Allegations against staff**

\*Dealing with allegations against staff, if advised by LADO, referring to the DBS or

Teachers services to indicate potential prohibition from teaching.

8.1 We understand that a pupil may make an allegation against a member of staff.

If such an allegation is made, the member of staff receiving the allegation will immediately inform the DSL - Managing Director or other Director if the allegation is against the DSL. The Managing Director on all such occasions will discuss the content of the allegation with other Directors and seek advice from the LADO.

8.2 If the allegation made to a member of staff concerns the Managing Director, the designated Director will immediately inform LA’s Senior Adviser for Safeguarding Children in Education. The Project will follow it’s own policy for managing allegations against members of staff, a copy of which will be readily available in the project.

**9. Whistleblowing**

9.1 We recognise that students cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

9.2 Our response will depend on the nature of the concern raised and may be: • advice only.

• resolved by agreed action without the need for investigation.

• investigated internally (by management, Internal Audit, or other independent investigators).

• referred to the relevant safeguarding team (child protection or vulnerable adults). • referred to a relevant body.

• referred to the Police if a criminal matter.

• referred to the external auditor. or

• the subject of an independent inquiry.

**10. Complaints or Concerns expressed by Students, Parents, Staff or Volunteers**

10.1 We recognise that listening to children is an important and essential part of safeguarding them against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare. We will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the project will take but also the length of time that will be required to resolve the complaint. The project will also endeavor to keep the child or adult regularly informed as to the progress of his/her complaint.

**11. Prevention**

11.1 We recognise that the project plays a significant part in the prevention of harm to our students by providing them with good lines of communication with trusted adults, supportive

friends and an ethos of protection. The project will therefore:

11.2 Establish and maintain an environment where children feel secure, are encouraged to talk, and are always listened to.

11.3 Ensure children know that there are adults in the project whom they can approach if they are worried or in difficulty.

11.4 Include in the curriculum opportunities that equip children with the skills they need to recognise and stay safe from abuse.

**12. Physical Intervention**

12.1 Our policy on positive handling is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property. We understand that physical intervention of a nature that causes injury or distress to a child may be considered under safeguarding children or disciplinary procedures.

**13. Abuse of Trust**

13.1 We recognise that as adults working in the project, we are in a relationship of trust with the pupils in our care and acknowledge that it is a criminal offence to abuse that trust. We acknowledge that the principle of equality embedded in the legislation of the Sexual Offenders Act 2003 applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. We recognise that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.

**14. Racist Incidents**

14.2 Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding children procedures.

**15. Bullying**

15.1 Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under safeguarding children procedures.

**17. E-safety**

17.1 Our Acceptable Use Policy recognises that internet safety is a whole project responsibility (staff, pupils, parents). Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal. We therefore recognise our responsibility to educate our pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

**18. Health & Safety**

18.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safeguarding of our children both within the project environment and when away from the project when undertaking trips and visits.

**19 Modern Slavery**

All designated first responders should use the digital referral system to make National Referral Mechanism (NRM) and Duty to Notify (DtN) referrals. Further information can be found in the guidance documents using the link below.

Modern slavery victims: referral - GOV.UK (www.gov.uk)

**Links to other policies**

Child Protection

Health & Fitness Policy

Accessibility Policy

Equal Opportunities Policy

Educational Visits Policy

Medical / First Aid Policy

**19. Impact Assessment**

19.1 During the period that this statement remains in force (3 years) we will review all policies and practices on a rolling programme in respect of their effect on ; 19.2 We will collect and analyse relevant statistical information (see below).

**20. Use of Information**

20.1 The information collected will be reported to the appropriate bodies. 20.2 A summative report will be made to Suffolk Safeguarding Partnership between revisions and reviews of this policy;

20.3 It will be taken into account in decisions regarding staffing, curriculum and premises development;

**21. Actions Taken**

The actions that the project has taken so far in regard to Safeguarding are:

21.1 Established Safeguarding Steering Group (all project staff). 21.2 Risk Assessments in shared area

21.3 All relevant policies under Safeguarding store in shared area.

21.4 Visitors to be escorted at all times

**22. Reporting**

22.1 The actions of the project in regard to Safeguarding will be published annually.

**23. Revision**

22.1 The Senior Team will draw up a revised policy, taking account of the actions taken during the life of this policy and information collected on its operation. The revised Policy will be subject to approval.

**16/06/2024**

**Updated information**

The role of the Designated Safeguarding Lead (DSL) is to oversee the operational leadership of Child Protection at the project.

**Guiding Principles**

To best meet the leadership responsibilities for Child Protection operations, the DSL should:

• Maintain the projects focus on the scope of duty of care to protect children

• Promote Child Protection efforts within the school community

• Be the primary point of contact for Child Protection matters

• Ensure Child Protection practices are relevant, up-to-date, and tracked

• Sustain a relationship-focused approach to communication and support

• Safeguard confidentiality, accuracy, and security of Child Protection information

**Reporting Lines**

The DSL typically reports directly to the Local Authority, LADO for Child Protection or a member of the Senior Leadership of the students school if appropriate.

The DSL may supervise Deputy Designated Safeguarding Leads or staff members who have taken on posts within the Child Protection operations of the project.

It is best practice to separate the DSL from being supervised by the Child Protection Committee / Taskforce.

If a young persons placement is under the remit of the Alternative Education Service (Section 19 team) - Schools (norfolk.gov.uk), or Virtual school for looked after and previously looked after children - Norfolk County Council concerns will be addressed to the relevant adviser/key contact.

You can contact the Transitional Education Service by email at cs.educationalprovision@norfolk.gov.uk.

**Key Responsibilities**

The DSL is responsible for the project Child Protection operations, systems, and practices.

**These key responsibilities include:**

• Incident Management and Referrals – First and foremost, the DSL must manage and/or oversee management of any Child Protection reports, Child Protection incidents, and manage any referrals.

• Relationship Management – The DSL will need to maintain relationships with members of the project/school community, other schools and DSLs, legal experts, and resources in the local community or government.

• Oversight of the Child Protection Action Plan – The DSL should manage and oversee the projects action plan for protection of children.

• Point of Contact for Child Protection – The DSL should be the primary point of contact for Child Protection internally and externally.

• Training Management – The DSL should oversee and set standards for the Child Protection training of all adults and students in the project community.

• Data Management – The DSL should ensure the security and confidentiality of all Child Protection data.

• Manage the ITFCP Essential Questions – The DSL should coordinate responses to the Essential Questions for Schools from the International Task Force for Child Protection.

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### [Keeping children safe in education 2023](https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf)

**All Staff** at the WoodView Project are to complete annual mandatory training in safeguarding and to have read and understood the information contained in KCSIE 2023. Staff are to have read and sign to confirm they understand part 1 of KCSIE(see staff training matrix).

Guidance taken from KCSIE 2025.

What staff need to know

1. All staff should be aware of systems within their school or college which support

safeguarding, and these should be explained to them as part of staff induction. This

should include the:

• child protection policy (which should amongst other things also include the policy

and procedures to deal with child-on-child abuse)

• behaviour policy (which should include measures to prevent bullying, including

cyberbullying, prejudice-based and discriminatory bullying)6

• staff behaviour policy (sometimes called a code of conduct) should amongst other

things, include low-level concerns, allegations against staff and whistleblowing

• safeguarding response to children who are absent from education, particularly on

repeat occasions and/or prolonged periods and

2. Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.

3. The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers’ Appraisal) (England)

Regulations 2012.

4 All schools are required to have a behaviour policy (full details are here). If a college chooses to have a behaviour policy it should be provided to staff as described above.

• role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies.

**Safeguarding issues**

5. All staff should have an awareness of safeguarding issues that can put children at

risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse,

deliberately missing education, serious violence (including that linked to county lines),

radicalisation and consensual and non-consensual sharing of nude and semi-nude

6. images and/or videos can be signs that children are at risk.

Below are some safeguarding issues all staff should be aware of.

**Child-on-child abuse**

7. 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 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.

8. 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).

9. 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.

10. 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)

11. Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.

• 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

videos11 (also known as sexting or youth produced sexual imagery)

• upskirting which typically involves taking a picture under a person’s clothing

without their permission, with the intention of viewing their genitals or buttocks to

obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and

• initiation/hazing type violence and rituals (this could include activities involving

harassment, abuse or humiliation used as a way of initiating a person into a group

and may also include an online element).

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

12. Both CCE and CSE are forms of abuse that occur where an individual or group

takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in 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)**

13. 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.

14. Children can become trapped by this type of exploitation, as perpetrators can

threaten victims (and their families) with violence or entrap and coerce them into debt.

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

**Child Sexual Exploitation (CSE)**

15. 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 non-penetrative 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.

16. 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.

17. CSE can affect any child who has been coerced into engaging in sexual activities.

This includes 16- and 17-year-olds who can legally consent to have sex. Some children

do not realise they are being exploited and may believe they are in a genuine romantic relationship.

**Domestic Abuse**

18. 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, wellbeing, development, and ability to learn.

**Female Genital Mutilation (FGM)**

19. 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 teachers13. 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. Mental Health

20. 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 to follow their school or college's child protection policy, and by speaking to the designated safeguarding lead or a deputy.

**Serious violence**

21. All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or college, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

22. Upskirting - All Staff are to report any signs of upskirting and report the behaviour to the DSL/Police immediately.

**What is Upskirting**

According to the UK Government 'upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person’s clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear).’

Upskirting can take place in multiple places from schools and colleges to public places such as on public transport or even in the streets. Anyone, of any age or gender, can be the victim of Upskirting and often the purpose of Upskirting is to obtain sexual gratification without that person’s consent or to cause humiliation, distress or alarm.

**Prevent Duty**

The aim of Prevent is to stop people from becoming terrorists or supporting terrorism. Prevent also extends to supporting the rehabilitation and disengagement of those already involved in terrorism.

The Prevent duty requires specified authorities such as education, health, local authorities, police and criminal justice agencies (prisons and probation) to help prevent the risk of people becoming terrorists or supporting terrorism. It sits alongside long-established safeguarding duties on professionals to protect people from a range of other harms, such as substance abuse, involvement in gangs, and physical and sexual exploitation. The duty helps to ensure that people who are susceptible to radicalisation are supported as they would be under safeguarding processes.

**Need advice or support?**

If it's not an emergency, please get in touch by emailing [**prevent@norfolk.police.uk**](http://prevent@norfolk.police.uk/).

You can also contact the Norfolk Police Prevent team on **01953 423905** or **01953 423896**. We don't investigate crimes within the Norfolk Prevent team, but these links may be useful:

* [**Norfolk police hate crime reporting point**](https://www.norfolk.police.uk/advice/advice-and-information/hco/hate-crime/how-to-report-hate-crime/)
* [**Report websites or online material promoting terrorism through the Report It website**](https://www.report-it.org.uk/your_police_force)

**Making a referral**

**The WoodView Project works closely with its Local Authority and commissioning schools and would ask anyone who has any concerns around a young person being radicalised or is susceptible to radicalisation to reach out and make us aware so we can all work together in safeguarding our young people.**

Delivery of early intervention support to people susceptible to radicalisation begins with referrals to Prevent.

Anyone can make a Prevent referral and under the Prevent Duty, institutions including schools, colleges, universities, health authorities, local authorities, police, and prisons must consider the risk of radicalisation as part of their day-to-day safeguarding work.

This includes referring individuals susceptible to radicalisation to Prevent for support. If you have concerns someone is being radicalised, [**fill in the referral form (PDF, 171 KB)**](https://www.norfolk.gov.uk/media/35022/Prevent-National-Referral-Form/pdf/ppPrevent_National_Referral_Form_2024.pdf?m=1736769049617) and email it to  **preventreferrals-NC@Norfolk.police.uk**

A copy is automatically sent to Children's Services. Here we work alongside the police and other partners to safeguard vulnerable people.

Russell Cole, Norfolk County Council's Prevention of Radicalisation Coordinator, can assist with enquiries and questions regarding the process. Russell Cole can be emailed on russell.cole2@norfolk.gov.uk

**Support**

If you or someone you know has experienced Upskirting, there are many organisations that offer support.

For Victim Support with upskirting contact UK Government Victim Support

NSPCC Helpline - call 0808 800 5000 or email help@nspcc.org.uk

Childline - call 0800 1111 or use the 1-2-1 online chat

**23. Channel and Prevent Multi-Agency Panel (PMAP) guidance**

**All staff -** are to be made aware of the guidance and support available for individuals at risk of being drawn into terrorism.

Channel and PMAP are part of the Prevent strategy. The process is a multi-agency approach to identify and support individuals at risk of being drawn into terrorism.

**24**. Channel was first piloted in 2007 and rolled out across England and Wales in April 2012 before being placed on a statutory footing in 2015. Channel focuses on providing support at an early stage to people who are at risk of radicalisation, supporting terrorism or committing terrorist acts. Section 36(1) (a) and (b) CTSA 2015 relates to a Channel panel in England and Wales, which should be a multi-agency partnership having the specific functions set out in section 36(4). Channel uses a multi‑agency approach to:

 identify people at risk

 assess the nature and extent of that risk

 develop the most appropriate support plan for the person concerned

**25**. Channel provides early support for anyone who is at risk of radicalisation, supporting terrorist organisations, or committing acts of terrorism, regardless of age, faith, ethnicity or background. People can receive support before they begin on, or once they are on a trajectory towards participating in terrorist related activity. Cases should not be adopted onto Channel where no such terrorism concerns exist.

**26. Online safety and cyberbullying**

**All staff** at the project are to be aware of the signs of online cyberbullying and be current with online safety measures. Any concerns around online safety are to be reported to the DSL and the online safety officer immediately.

**Cyberbullying: What is it and how to stop it**

**What is cyberbullying?**

Cyberbullying is bullying with the use of digital technologies. It can take place on social media, messaging platforms, gaming platforms and mobile phones. It is repeated behaviour, aimed at scaring, angering or shaming those who are targeted. Examples include:

 spreading lies about or posting embarrassing photos or videos of someone on social media

sending hurtful, abusive or threatening messages, images or videos via messaging platforms

impersonating someone and sending mean messages to others on their behalf or through fake accounts.

Face-to-face bullying and cyberbullying can often happen alongside each other. But cyberbullying leaves a digital footprint – a record that can prove useful and provide evidence to help stop the abuse.

If you are worried about your safety or something that has happened to you online, you can seek help by calling your national helpline. If your country does not have a helpline, please urgently speak to an adult you trust or seek professional support from trained and experienced carers.

**Children's Advice and Duty Service (CADS) Norfolk County Council**

Norfolk Children’s Advice and Duty Service (CADS) is made up of a team of Consultant Social Workers who have had specialist training and use a coaching style to empower partners to be more confident in working with families and meeting needs. The Consultant Social Workers will provide advice, support and signposting, identifying the correct services and support for the child or young person

If you are a professional, i.e. working with a child or young person in a formal or voluntary setting and not a family member or member of the public, you can contact the Children’s Advice and Duty Service on their direct line: **0344 800 8021**.

If you are a member of the public you can do this through Norfolk County Council’s Customer Services on **0344 800 8020**.

For any call raising concerns about a child, the Children’s Advice and Duty Service will ask for:

* all of the details known to you/your agency about the child;
* their family composition including siblings, and where possible extended family members and anyone important in the child’s life;
* the nature of the concern and how immediate it is;
* Any and what kind of work/support you have provided to the child or family to date.

They will also need to know where the child is now and whether you have informed parents/carers of your concern.

For further information (including information pages), visit our website: [https://www.norfolklscb.org/](https://norfolklscp.org.uk/)

### [Cyber bullying: advice for headteachers and school staff](https://assets.publishing.service.gov.uk/media/62611456e90e07168ad2b1ea/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

**Contacts Internal**

**Designated Director for Safeguarding (DSL)**

**Primary:** Darran Miah

**Secondary:** Andrea Carr

Designated online safety officer: Darran Miah - Director The WoodView Project – mobile: 07748804467

**External**

24hrs non-emergency 101

NSPCC Helpline 0808 800 5000

www.everychildmatters.gov.uk

www.dcsf.gov.uk

**(Department for Education)**

Department for Education - GOV.UK (www.gov.uk)

**(Child Safe)**

www.child-safe.org.uk

Suffolk Safeguarding Partnership

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