Child protection and safeguarding policy

Approved by:	Justin Kelly
Date Approved:	24 January 2025
Date for Review:	23 January 2026
Distribution	Not confidential - for internal or external use as required

1. Purpose

Safeguarding involves protecting young people from maltreatment; preventing impairment of young people's mental and physical health or development; ensuring that young people grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all young people to have the best outcomes.

We recognise the responsibility placed on our team to safeguard and promote the welfare of all young people. We aim to provide a safe and welcoming environment in which young people can learn, underpinned by a culture of openness where both young people and adults feel secure, are able to raise concerns and believe they are being listened to, and that appropriate action will be taken to keep them safe.

How to Basically ("HTB") is privileged to work with the young people that we do and recognise that due to their circumstances some of these young people may be more vulnerable to harm than others.

How to Basically has a child and young person-centred approach to safeguarding which holds young people at the heart of everything we do. The How to Basically team are all trained and experienced in safeguarding young people including those with Special Education Needs (SEND) and Social and Emotional Mental Health (SEMH) Challenges. How to Basically is well positioned to recognise when a child or young person may start to share their experiences of abuse, neglect or exploitation and have a duty of care to take all disclosures seriously. Not all disclosures lead to a formal safeguarding process but should always warrant discussion with the Designated Safeguarding Lead (DSL) who is Justin Kelly. We recognise the value of working in collaboration with external agencies involved in the management of the child or young person.

We believe that where partner organisations and agencies collaborate, a shared and co-owned vision achieves improved outcomes for vulnerable young people.

How to Basically identifies that collaboration with partner organisations and agencies secures the best outcomes for the child or young person where safeguarding is a concern. To ensure such outcomes, How to Basically has a culture of working together, including but not limited to liaising with educational facilities, key workers and support workers for the child/young person. Such partnerships are built on trust and How to Basically is open to having our practice

challenged appropriately by partner organisations and agencies as part of our commitment to robust safeguarding process for the young people with whom we work.

How to Basically's Corporate Leadership Team (CLT) recognise the need to ensure that we follow best practice in safeguarding young people and this policy has regard to statutory guidance, Keeping Children Safe in Education (KCSiE), Working Together to Safeguard Children and locally agreed procedures put in place by East Sussex County Council. As a limited corporation and not a school, college or registered alternative provision, How to Basically is committed to following guidance under the above-referenced legislation.

This policy will be reviewed by HTB CLT annually, as a minimum, and will be made available publicly via our website and upon request.

This policy is for all staff, parents, volunteers, agency staff and contractors and the wider How to Basically community. It forms part of the child protection and safeguarding arrangements for our organisation and is one of a suite of policies and procedures which encompass the safeguarding responsibilities of How to Basically. This policy should be read in conjunction with our Code of Conduct Policy (including Acceptable Use of ICT), Safer Recruitment Policy, Behaviour and AntiBullying Policy, Off-site visits and Transport Policy, Lone Working Policy, additional related policies and Part Five of KCSiE.

The aims of this policy are to:

- Provide staff with a framework to promote and safeguard the wellbeing of young people, and ensure that all staff understand and meet their safeguarding responsibilities;
- Ensure consistent good practice across the organisation

How to Basically ensures that all staff will know and understand this child protection and safeguarding policy and their responsibility to implement it. Staff are required to read and understand Parts One and Two of KCSiE.

HTB CLT will ensure that arrangements are in place for all staff to receive appropriate safeguarding and child protection training which is regularly updated.

Compliance with the policy will be monitored by Designated Safeguarding Lead (DSL), Justin Kelly.

2. Legislation

This policy is based on the advice from the Department for Education (DfE) for After-school clubs, community activities and tuition: safeguarding guidance for providers and:

- Working Together to Safeguard Children outlines that every voluntary, community and social enterprise (VCSE), faith-based organisation and private sector organisation or agency should have policies in place to safeguard and protect children from harm. Details of the safeguarding partners in our local area to safeguard and promote the welfare of local children, including identifying and responding to their needs.

- Keeping Children Safe in Education (KCSiE)

In accordance with statutory guidance, local safeguarding arrangements must be established for every local authority area by the three safeguarding partners (Local Authority, Police and Clinical Commissioning Groups). All three partners have equal and joint responsibility for a range of roles and statutory functions including developing local safeguarding policy and procedures and scrutinising local arrangements. How to Basically will work in accordance with the multi-agency procedures developed by the East Sussex Safeguarding Children Partnership.

As an unregistered alternative provision, How to Basically is not subject to statutory legislation or registration. Our policies and procedures follow statutory guidance as best practice and follow recommendations set forth in the July 2024 government consultation, Strengthening protections in unregistered alternative provision. We are closely following the government response to the recommendations and wish to demonstrate compliance with national standards, as this helps to validate our practice, provides assurance and helps better protect young people. We proactively commit to the proposed national standards as set out in the consultation. For the purposes of this policy, the proposed safeguarding standard:

1. Safeguarding and the wellbeing of children

a) All staff and proprietors have appropriate recruitment checks including an enhanced Disclosure Barring Service check, which are recorded on a single central register, and persons failing to meet those checks are not employed.
b) Appropriate policies and procedures to safeguard children are in place and are accessible to relevant parties.
c) Staff are aware of the content of safeguarding policy and procedures and implement them effectively.
d) Robust procedures are set out for recording and escalating concerns and the actions taken.
e) Access to the site is restricted to registered learners, the organisation's own staff, and supervised visitors.
f) There is a safeguarding lead at the setting who has received appropriate, documented training.
g) Where appropriate, children with needs relating to health, disability or a special educational need should have individualised plans in place to help meet their needs.

3. Roles and responsibilities	
Corporate leadership team (CLT)	The Corporate Leadership Team (CLT) has a strategic and operational leadership responsibility for How to Basically's safeguarding arrangements to ensure compliance. The CLT ensure there are appropriate policies and procedures in place, which have regard to statutory guidance (though HTB is not legally subject to this guidance, we follow it as best practice), so that appropriate action be taken in a timely manner to safeguard and promote the welfare of young people. The CLT will also ensure that the policy is made available to parents and carers by publishing this on the website or in writing if requested.

	The CLT will ensure they facilitate an organisation-wide approach to safeguarding. This means involving everyone at HTB ensures safeguarding and child protection are at the forefront of our practice. It must underpin all relevant aspects of process and policy development. All systems, processes and policies are to be transparent, clear and easy to understand and operate with the best interests of the child at their heart. The CLT will ensure that where there is a safeguarding concern, involved parties will make sure the young person's wishes and feelings are considered when determining what action to take and what services to provide. Systems will be in place that are well promoted, easily understood and easily accessible for young people to confidently report any form of abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. The CLT will ensure that HTB contributes to multi-agency working in line with Working Together to Safeguard Children and that our safeguarding arrangements consider the procedures and practice of the locally agreed multi-agency safeguarding arrangements in place. The CLT will ensure that, as a minimum, policies are in place to enable appropriate action to be taken to safeguard and promote the welfare of children and young people and cover the following concerns: • child-on-child abuse, • online safety, • behaviour, including measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying), • special educational needs and disability, • supporting young people with medical conditions, • staff code of conduct/behaviour policy (which should also include the procedures that will be followed to address low-level concerns and allegations made against staff, and acceptable use of IT, including the use of mobile devices and communications, including the use of social media), • procedure for responding to young people who go missing from education, particularly on repeat occasions, • safer recruitment. It is the responsibility of the CLT to ensure that staff and volunteers are properly vetted to make sure they are safe to work with the young people who attend our provision and that we have procedures for appropriately managing safeguarding allegations made against members of staff (including the mentors, contractors, and volunteers).

	The CLT will ensure that there is a Designated Safeguarding Lead (DSL) who is a senior member of the leadership team and has lead responsibility for safeguarding and child protection and a designated staff member to promote the educational achievement of young people who are looked after, or previously looked after, and will ensure that these people have the appropriate training. Designated Safeguarding Lead – Justin Kelly Designated supervisor of Looked After Children (LAC) – Justin Kelly
Designated Safeguarding Lead (DSL)	The DSL will take lead responsibility for safeguarding and child protection (including online safety). This is explicit in the role-holder's job description. The areas of responsibility and activities related to the role of the DSL are set out in Annex C of KCSiE. The DSL will have the appropriate status, authority, time, funding, training, resources and support they need to carry out the duties of the post effectively. The DSL will provide advice and support to staff in workshops and will liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children. The DSL should always be available during workshop hours for staff to discuss any safeguarding concerns. The DSL will plan for adequate and appropriate cover arrangements for any out of hours activities. The DSL will undergo training to provide them with the knowledge and skills to carry out the role. This training will be updated every two years. The DSL will liaise with the CLT to inform them of issues and in particular ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
Staff	All staff have a responsibility to provide a safe environment in which young people can learn. All staff should be aware of the indicators of abuse, neglect and exploitation, understanding that young people can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff can identify cases of children who may need help or protection. All staff working directly with young people must read and ensure they understand at least Part One of KCSiE. Those staff that do not work directly with children must read and ensure they understand either at least Part One or Annex A of KCSiE.

	All staff must ensure they are familiar with the systems within How to Basically which support safeguarding, including the child protection and safeguarding policy, the code of conduct policy, the behaviour policy, the safeguarding response to children who go missing from education (CME), and the role of the DSL (including the identity of the DSL and any deputies). These will be explained to all staff on induction. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may need help or protection. All staff should maintain a belief that 'it could happen here' where safeguarding is concerned and if staff have any concerns about a child's welfare, they must act on them immediately. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. All staff should know what to do if a child tells them he/she is being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal exploitation. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, especially Section 17 (children in need) and Section 47 (a child suffering, or likely to suffer, significant harm) along with the role they might be expected to play in such assessments. All staff should be aware of the early help process and understand their role within it. This includes providing support as soon as a problem emerges, liaising with the DSL, and sharing information with other professionals to support early identification and assessment. Knowing what to look out for is vital to the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation. If staff are unsure, they should always speak to the DSL (or deputy). If in exceptional circumstances the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from children's social care. In these circumstances, any action taken should be shared with the DSL as soon as is practically possible. Staff working at How to Basically must always consider what is in the child's best interests whenever they make child/ young person safeguarding decisions. In the first instance staff are signposted to **the Designated Safeguarding Lead (DSL) Justin Kelly**. This can be done either face to face, via telephone on **07957420195 or via email jk@howtobasically.co.uk**. The team

	is aware that all safeguarding concerns that are escalated are treated confidentially and acted on in an appropriate and timely manner as directed by the DSL. The flowchart of procedures for escalating a safeguarding concern can be found in Appendix 1. All staff should be particularly alert to the potential need for early help for a child who: • is disabled or has certain health conditions and has specific additional needs • has special educational needs (SEN) (whether they have a statutory Education, Health and Care Plan or not) • has a mental health need • is a young carer • is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines • is frequently missing/goes missing from care or from home • is at risk of modern slavery, trafficking or sexual or criminal exploitation • is at risk of being radicalised or exploited • has a family member in prison, or is affected by parental offending • is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse • is misusing alcohol and other drugs themselves • has returned home to their family from care • is at risk of 'honour'-based abuse such as Female Genital Mutilation (FGM) or forced marriage • is a privately fostered child • is persistently absent from education, including persistent absences for part of the school day.

4. Training

The Corporate Leadership Team (CLT) will ensure that all staff receive appropriate safeguarding and child protection training (including online safety) which is regularly updated. In addition, all staff will receive regular safeguarding and child protection (including online safety) updates (for example, via email and at staff meetings) as required, but at least annually, to provide them with relevant skills and up to date knowledge of emerging and evolving safeguarding issues to safeguard children effectively.

All new staff members will undergo safeguarding and child protection training at induction. This will include training on this policy as well as: online safety procedures, the organisation's code of conduct, the behaviour policy, the safeguarding response to children who go missing from education, and the role of the Designated Safeguarding Lead.

The location of our policies, procedures and Part One of KCSiE (or Annex A for those staff who do not work directly with children) will be highlighted to all new staff at induction.

The CLT will ensure that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of our safeguarding approach and wider staff training.

The DSL will ensure that an accurate record of safeguarding training undertaken by all staff is maintained and updated regularly.

5. Recognising concerns - signs and indicators of abuse

All staff should be aware of indicators of abuse and neglect so they are able to identify cases of young people who may need help or protection. Staff should be aware that young people can be at risk of harm inside and outside of How to Basically, inside and outside of the home and online. Staff should exercise professional curiosity and know what to look for, as this is vital for the early identification of abuse or neglect.

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

All staff should consider whether young people might be at risk of abuse or exploitation in situations outside their families – harms take a variety of different forms and children can be vulnerable to multiple harms including sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues and recognise that young people are at risk of abuse and other risks online as well as face to face. In many cases abuse will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL.

Indicators of abuse and neglect

Abuse is defined as 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. They may be abused by an adult/adults or another child/children.

Indicators of abuse – what to look out for:

- Unexplained changes in behaviour or personality

- Becoming withdrawn
- seeming anxious
- Becoming uncharacteristically aggressive
- Lacks social skills and has few friends, if any
- Knowledge of adult issues inappropriate for their age
- Running away or going missing
- Always choosing to wear clothes which cover their body
- Unexplained injuries like bruises, fractures, or burns
- Injuries inconsistent with the given explanation
- Injuries incompatible with the child's developmental ability
- Inappropriate sexual behaviour or knowledge for the child's age
- Pregnancy or sexually transmitted infections
- Genital or anal pain, bleeding, or injury
- Continual belittling, berating, or isolating the child
- Ignoring or rejecting the child's emotional well-being
- Providing false information about a child's illness, risking unnecessary medical care
- Failing to provide adequate food, clothing, shelter, supervision, or medical care
- Poor bond or relationship with a parent.

(NSPCC)

Physical abuse is 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 is 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 can involve serious bullying (including cyberbullying), causing children 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 in isolation.

Sexual abuse involves forcing or manipulating a child or young person to take part in sexual activities, not necessarily involving violence, whether the child is aware of what is happening or not. 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 (including via the internet).

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 (also known as child-on-child abuse) in education and all staff should be aware of it and our policy and procedures for dealing with it.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment), protect a child from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate caregivers), or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. (Source: Keeping Children Safe in Education 2023)

6. Specific safeguarding issues

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 abuse, deliberately missing education, serious violence (including that linked to county lines) and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk or are already being harmed.

Other safeguarding issues staff should be aware of include:

Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). Child-on-child abuse can happen both inside and outside of How to Basically and online. It is important that all staff recognise the indicators of child-on-child abuse and know how to respond to reports.

All staff should understand that even if there are no reports at How to Basically it does not mean it's not happening, it may be the case that it is just not being reported. As such, it is integral that if staff have any concerns regarding child-on-child abuse they should speak to the DSL immediately.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", or "boys being boys" can lead to a culture of unacceptable behaviours. This creates an unsafe environment for children and in worst-case scenarios 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 stand-alone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as 'sexting' or youth produced sexual imagery).
- Up-skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear about How to Basically policy and procedures with regards to child-on-child abuse and the important role they must play in preventing it and responding where they believe a child may be at risk from it.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of 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 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, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.
It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff 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, the act of 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 16/17 year-olds who can legally consent to have sex. Some children may not realise they are being exploited and may be led to believe they are in a genuine romantic relationship.

Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or pattern of incidents. Domestic 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). Witnessing domestic violence is enough to make someone a victim, they do not have the be the subject themselves. For children and young people domestic abuse can have a detrimental and enduring impact on their health, well-being, development, and ability to learn.

Female genital mutilation (FGM)

FGM is when a female's genitals are deliberately altered or removed for non-medical reasons. It's also known as 'female circumcision' or 'cutting', but has many other names. FGM is a form of child abuse. It's dangerous and a criminal offence in the UK. We know:

- there are no medical reasons to carry out FGM
- it's often performed by someone with no medical training, using instruments such as knives, scalpels, scissors, glass or razor blades
- children are rarely given anaesthetic or antiseptic treatment and are often forcibly restrained
- it's used to control female sexuality and can cause long-lasting damage to physical and emotional health.

FGM can happen at different times in a girl or woman's life, including:

- when a baby is new-born
- during childhood or as a teenager
- just before marriage
- during pregnancy.

All staff should speak to the DSL with regard to any concerns about FGM.

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. How To Basically 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.

Staff 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 How To Basically's policy and speaking to the DSL.

Serious violence

All staff should be aware of the indicators which may signal that young people are at risk from, or involved with, serious violent crime. These may include

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

7. Children potentially at greater risk of harm

How To Basically (HTB) Corporate Leadership Team (CLT) recognise that whilst all children and young people should be protected from harm, there are some groups of young people who are potentially at greater risk. In some cases, these children may find it difficult to communicate what is happening to them.
The HTB CLT also recognise that the cohort of young people at How to Basically often have complex needs and are aware of the additional risk of harm our young people may be vulnerable to.
The CLT will have regard to the following statutory guidance:
After-school clubs, community activities and tuition: safeguarding guidance for providers
Alternative provision – DfE Statutory Guidance, and
Education for children with health needs who cannot attend school – DfE Statutory Guidance

Children/young people with a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to complex safeguarding or welfare needs. Children may need this help due to abuse, neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them

vulnerable to further harm, as well as educationally disadvantaged, facing barriers to attendance and learning or behaviour and mental health difficulties.

The CLT expect that partners of How to Basically will share the fact a child has a social worker and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and outcomes. This should be considered as a matter of routine and is a part of the referral form. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or to a child missing education where there are known safeguarding risks) and about promoting welfare.

Children missing from education (CME)

Though How to Basically is not an educational provider, we recognise that children missing education persistently can be a vital warning sign to a range of safeguarding issues including neglect, child sexual abuse and child sexual/criminal exploitation. For the purposes of this section, we will interpret 'education' as sessions at How to Basically.
It is important that How to Basically's response to children missing education supports identifying such abuse and helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to LA children's social care. A child/young person on a Child Protection Plan going missing from education may increase known safeguarding risks within the family or in the community. As such, all staff should be aware of How to Basically's safeguarding response to children missing from education.
Further information and support can be found in the government document - Missing Children and Adults Strategy.

Elective Home Education

Many home-educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.
Whilst How to Basically has no specific responsibility to monitor children in home education, if staff have concerns about children in home education, they should discuss these with the DSL.

Children requiring mental health support

Mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

The CLT will ensure there is a clear system and process in place for identifying possible mental health problems, including routes to escalate, and a clear referral and accountability system.

Staff can access further advice in a DfE guidance documents:
Preventing and tackling bullying, mental health and behaviour in schools and mental health and behaviour in schools which set out how staff can help prevent mental health problems by promoting resilience as part of an integrated approach to social and emotional wellbeing, which is tailored to the needs of young people.

Looked after children and previously looked after children

The most common reason for children becoming looked after is because of abuse and/or neglect. The CLT will ensure staff have the skills, knowledge and understanding to keep looked after children safe.
The DSL will ensure there are arrangements in place so that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility.

Appropriate staff will also have information about the child's care arrangements and the levels of authority delegated to the carer by the relevant authority. The DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. The CLT recognise that when dealing with looked after children and previously looked after children, it is important that all agencies work together, and prompt action is taken when necessary to safeguard these children.

For children who are care leavers, the DSL should have details of the LA Personal Advisor appointed to guide and support the care leaver and liaise with them as necessary regarding any issues of concern.

Children with SEN and disabilities, or health issues can face additional safeguarding challenges, both online and offline.

Staff should avoid making assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the child's disability or medical condition without further exploration.

Staff should also be aware that these children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. Similarly, staff should be aware of the potential for children with SEND or certain medical conditions to be disproportionately impacted by behaviours such as bullying, without outwardly showing signs or being able to communicate how they are feeling.

Staff also need to be mindful of the cognitive understanding of these children. For example, whether they can understand the difference between fact and fiction in online content and the consequences of repeating the content/behaviours in school.

As such, any reports of abuse involving children with SEND will require close liaison with the DSL.

Children who are lesbian, gay, bi, or trans (LGBT)

The CLT acknowledge that the fact that a child or young person may be LGBT is not in itself an inherent risk factor for harm. However, children that are LGBT can be targeted by other children. In some cases, a child who is perceived to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Staff should therefore endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with How to Basically staff.

8. Opportunities to teach safeguarding

Whilst How to Basically has no responsibility to teach safeguarding to the children and young people that attend its sessions, it does recognise the opportunity that one-to-one mentoring gives to encourage an understanding of how children and young people can keep themselves and others safe, including online.

The CLT recognise that any discussions should be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with SEND.

Any discussions with children or young people should encourage a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

The CLT expect that the How to Basically values and standards should be upheld and demonstrated throughout all aspects of our provision. This will provide the context for discussions that might tackle (in age-appropriate stages) issues such as:

- Healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship, including coercive and controlling behaviour
- The concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and FGM, and how to access support, and
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

How to Basically will ensure that there are appropriate filters and monitoring systems in place to safeguard children and young people from potentially harmful and inappropriate online material.

See How to Basically policy on Data and Information Security.

9. Online safety

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, radicalisation and sexual predation, and technology often provides the platform that facilitates such harm.

The CLT have due regard to the additional information and support set out in KCSiE and ensure that How to Basically has a holistic approach to online safety and has a clear policy on use of communications technology in the workshops. Online safety will be a running and interrelated theme when devising and implementing policies and procedures. This will include considering how online safety is reflected in all relevant policies and whilst planning mentoring sessions, any mentor training, the role of the DSL and any parental engagement.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. How to Basically's approach to online safety is designed to protect and educate young people and staff in their use of technology, and establishes mechanisms to identify, intervene in, and escalate any concerns as appropriate.

Online safety issues can be categorised into four areas of risk:

- Content being exposed to illegal, inappropriate or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, or radicalisation or extremism.
- Contact being exposed to harmful online interaction with other users. For example, peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images, and online bullying.
- Commerce risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If staff feel that either they or young people are at risk this should be reported to the AntiPhishing Working Group (https://apwg.org/).

The CLT will ensure that an annual review is undertaken of How to Basically's approach to online safety, supported by an annual risk assessment that considers and reflects the risks young people face online.

Staff can access resources, information, and support as set out in Annex B of KCSiE.

Please see How to Basically's online safety and acceptable use policy for further information.

10. Procedures

If staff notice any indicators of abuse/neglect or signs that a child or young person may be experiencing a safeguarding issue they should report their concerns without delay to the DSL.

What to do if you are concerned

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- Stay calm and listen carefully
- Accept what is being said

- Allow the child/young person to talk freely – do not interrupt or put words in the child/young person's mouth
- Only ask questions when necessary to clarify, do not investigate or ask leading questions
- Reassure the child, but don't make promises which you might not be able to keep
- Do not promise confidentiality
- Emphasise that it was the right thing to tell someone
- Reassure them that what has happened is not their fault
- Do not criticise the perpetrator
- Explain what must be done next and who must be told
- Make a written record, which should be signed and include the time, date and your position
- Do not include your opinion without stating that it is your opinion
- Pass the information to the DSL without delay
- Consider seeking support for yourself and discuss this with the DSL, as dealing with a disclosure can be distressing.

When a record of a safeguarding concern is passed to the DSL, the DSL will record the time and date the record of concern was received. The DSL will assess the concern and, considering any other safeguarding information known about the child/young person, decide whether it suggests that the threshold of significant harm has been reached. If the DSL is unsure whether the threshold has been met, they will utilise the below contacts as appropriate:

Children's Social Care

Single Point of Advice (SPoA) Mon-Thurs 8.30am-5pm and Fri 8.30am-4.30pm. **Contacting the Single Point of Advice (SPoA) | East Sussex County Council**
Phone: 01323 464222
Email: 0-19.SPOA@eastsussex.gov.uk
Out of Hours Social Care Service - Children's services: 01273 335905/6
Out of Hours Social Care Service Adult services: 01323 636399
East Sussex Safeguarding Children Board website - Home - ESSCP
Contacting the LADO - Allegations about adults who work with children - the LADO | East Sussex County Council

Safeguarding Investigations Unit

For all Safeguarding Investigations Unit, dial 101, and ask for the relevant team – Hastings, Eastbourne, Brighton, Littlehampton or Horsham

Safeguarding Partnership

Website Home - ESSCP
Independent Scrutineer - Chris Robson

Where the DSL believes that a child or young person may be at imminent and significant risk of harm, in an emergency, call 999. Otherwise, if you are worried that a child or teenager might be at risk of harm and you need advice straight away contact the: Single Point of Advice (SPoA) Phone: 01323 464222

If you feel that the child or teenager is not in immediate danger but you are still worried you can also:
email SPoA Monday to Thursday 8.30am to 5pm. Friday 8.30am to 4.30pm.

Out of hours

For a serious concern about a child that cannot wait until the next working day, contact the Emergency Duty Service. Weekdays from 5pm to 8.30am. Also weekends and bank holidays. 01273 335906 or 01273 335905

Staff might be required to contribute to multi-agency plans to provide additional support to children.
This might include attendance at Child Protection Conferences or core group meetings. How to Basically is committed to providing as much relevant information about the child as possible, including submitting reports for Child Protection Conferences in advance of the meeting in accordance with SSP procedures and timescales.

Where reasonably possible, How to Basically is committed to obtaining more than one emergency contact number for each young person.

11. Information sharing, record keeping and confidentiality

Information sharing is vital in safeguarding children by identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including in relation to their educational outcomes. How to Basically has clear powers to share, hold and use information for these purposes.

As part of meeting a child's needs, How to Basically understands that it is critical to recognise the importance of information sharing between professionals and local agencies and will contribute to multi-agency working in line with *Working Together to Safeguard Children*. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the *Data Protection Act 2018* places duties on organisations and individuals to process personal information fairly and lawfully, and to keep the information they hold safe and secure, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private family life would not prevent sharing where there are real safeguarding concerns. Staff should not assume a colleague, or another professional will act and share information that might be critical in keeping children safe.

Staff will have regard to the Government guidance: Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers which supports staff who must make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations regarding the *Data*

Protection Act 2018 and *General Data Protection Regulation (GDPR)*. If in any doubt about sharing information, staff should speak to the DSL.

Well-kept records are essential to good child protection practice. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL.

How to Basically recognises that confidentiality should be maintained in respect of all matters relating to child protection. Information on individual child protection cases may be shared by the DSL with other relevant members of staff. This will be on a 'need to know' basis and where it is in the child's best interests to do so.

Staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or young people) or promise a child to keep a secret which might compromise the child's safety or wellbeing.

In circumstances where sharing information would put a child at risk of serious harm, the DPA 2018 and the GDPR allow schools to withhold information. Whilst How to Basically is not an educational institution, we follow these guidelines as best practice. This may be particularly relevant where a child is affected by domestic abuse perpetrated by a parent or carer, is in a refuge or another form of emergency accommodation, and the serious harm test is met.

How to Basically will always undertake to share its intention to refer a child to Social Care with their parents/carers unless doing so could put the child at greater risk of harm or impede a criminal investigation. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot reasonably be expected that a practitioner gains consent; and if to gain consent would put a child at risk. If in doubt, staff will consult with the SPoA on this point.

In the instance that a child or young person leaves How to Basically, the DSL will ensure that any information on that child or young person is transferred to the appropriate person as soon as possible (within 5 working days). Any information will also be handled in line with How to Basically's data protection/GDPR obligations when any information is transferred, the DSL should ensure secure transit, and confirmation of receipt.

12. Managing allegations made against staff, volunteers and contractors

How to Basically will follow the Sussex Child Protection Safeguarding on Allegations against people who work with, care for or volunteer with children if a safeguarding concern or allegation is raised against an adult in a position of trust.

It might not be clear whether an incident constitutes an 'allegation'. It is important to remember that to be an allegation the alleged incident has to be sufficiently serious as to suggest that harm has or may have been caused harm to a child/ren or that the alleged behaviour indicates the individual may pose a risk of harm to children (or otherwise meet the criteria described in the linked guidance above). Issues that do not meet this threshold may constitute conduct or disciplinary issues and should be addressed by How to Basically using the appropriate organisational procedures.

Whether an incident constitutes an allegation and hence needs to be dealt with through these procedures, should always be discussed by the LADO and How to Basically's safeguarding lead. If it falls short of this threshold there may

still be a role for the LADO to provide advice and support. Where the matter constitutes a conduct or performance issue, the employer should follow the appropriate disciplinary procedures.

This applies to any child the staff, volunteer or contractor has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place at How to Basically. Concerns that do not meet the harm threshold will be dealt with in accordance with How to Basically's policy for managing low-level concerns.

If any member of staff has concerns that a colleague, volunteer or contractor might pose a risk to children, it is their duty to report these to the DSL. Where the concerns or allegations are about the DSL, these should be referred to to the Local Authority Designated Officer (LADO) within one working day.

Use the children's LADO referral form to submit an allegation to the Children's LADO about an adult who works with children. If the child is at immediate risk of harm, do not use this form. Instead, contact the emergency services on 999 or contact the Single Point of Advice team.

13. Whistleblowing

The CLT recognise that children cannot be expected to raise concerns in an environment where How to Basically staff fail to do so. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in How to Basically's safeguarding regime and know that such concerns will be taken seriously by the corporate leadership team (CLT).

Whistleblowing refers to 'making a disclosure in the public interest' and occurs when a worker (or member of the wider community) raises a concern about a danger or illegality that affects others, for example, the children or young people attending How to Basically workshops or members of the public.

The CLT wish for everyone in our community to feel able to report any child protection/safeguarding concerns through existing procedures, including the whistleblowing procedure where necessary.

However, for members of staff who do not feel able to raise such concerns internally, there is a NSPCC whistleblowing helpline. Staff can call 0800 028 0285 (line available from 8.00am to 8.00pm, Monday to Friday) or email: help@nspcc.org.uk

14. Equality statement

The Equality Act 2010 provides protection from unlawful discrimination in relation to the following characteristics: age, disability, gender reassignment, pregnancy & maternity (which includes breastfeeding), race, religion or belief, sex, marriage and civil partnership, and sexual orientation.

How to Basically (HTB) recognises that under *The Equality Act 2010* all children/young people under the care of How to Basically and all staff and volunteers of How to Basically are protected from unlawful discrimination. HTB is committed

to eliminating all forms of discrimination in promoting equality and diversity and ensuring equal access to its services and facilities. No child/young person or group of children/young persons should be disadvantaged in being unable to access services which meet their needs.

All children have a right to equal protection from harm and abuse. HTB appreciates some children are more vulnerable to harm because of their circumstances, prior experiences, communication needs or level of dependency. HTB recognises that multi-agency working is key in protecting the health and wellbeing of children and young people. Key partners in the care of children and young people supported by How to Basically include parents, individuals with parental responsibilities, schools, educational providers and the local authority.

15. Awareness of the need for adult safeguarding

As part of our commitment to the wellbeing and safety of the children/young people we mentor, How to Basically recognises the importance of identifying safeguarding concerns amongst the significant adult/parent/or individual with parental responsibility of that child. Rapid identification of a safeguarding concern can lead to early targeted intervention for the child and their family which has improved outcomes for the child. Early help also assists in preventing further problems arising.

16. Prevent

How to Basically (HTB) is fully aware of our responsibilities under the *Prevent Strategy 2015*. We understand that we have the responsibility to protect children and young people from radicalisation and extremism. Terrorism and extremism in the UK can involve the exploitation of vulnerable children and young people to support terrorist activity.

The Prevent Strategy has three specific objectives:

1. Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
2. Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
3. Work with sectors and institutions where there are risks of radicalisation.

As of July 2015, there is a statutory duty for schools and alternative provisions to report on extremist behaviour or act upon concerns they have related to extremism. Whilst HTB is an unregistered alternative provision, we follow this guidance as best practice. How to Basically has a duty to safeguard children from extremist and violent views.

Any acts or suspicions of terrorist activities or ideologies will be escalated immediately to the DSL. The DSL will report these to the Police or contact the Prevent advice line and will cooperate fully if referred to the Channel and Prevent Mutli-Agency Panel.

All How to Basically staff are trained in Prevent and will work collaboratively with its partners to risk assess for several purposes, including extremism. Partners include Social Care, PSCO's, the Local Authority and other educational organisations.

17. Up-skirting

Up-skirting refers to incidents where someone takes a picture under a person's clothing without their permission. It is now a specific criminal offence in England and Wales. If a student or a member of staff has been the victim of up-skirting, this must be reported to the DSL. The DSL will then make a report to the Police.

18. East Sussex contacts

Children's Social Care

Single Point of Advice (SPoA) Mon-Thurs 8.30am-5pm and Fri 8.30am-4.30pm. **Contacting the Single Point of Advice (SPoA) | East Sussex County Council**

Phone: 01323 464222

Email: 0-19.SPOA@eastsussex.gov.uk

Out of Hours Social Care Service - Children's services: 01273 335905/6

Out of Hours Social Care Service Adult services: 01323 636399

East Sussex Safeguarding Children Board website - Home - ESSCP

Contacting the LADO - Allegations about adults who work with children - the LADO | East Sussex County Council

Safeguarding Investigations Unit

For all Safeguarding Investigations Unit, dial 101, and ask for the relevant team – Hastings, Eastbourne, Brighton, Littlehampton or Horsham

Safeguarding Partnership

Website Home - ESSCP

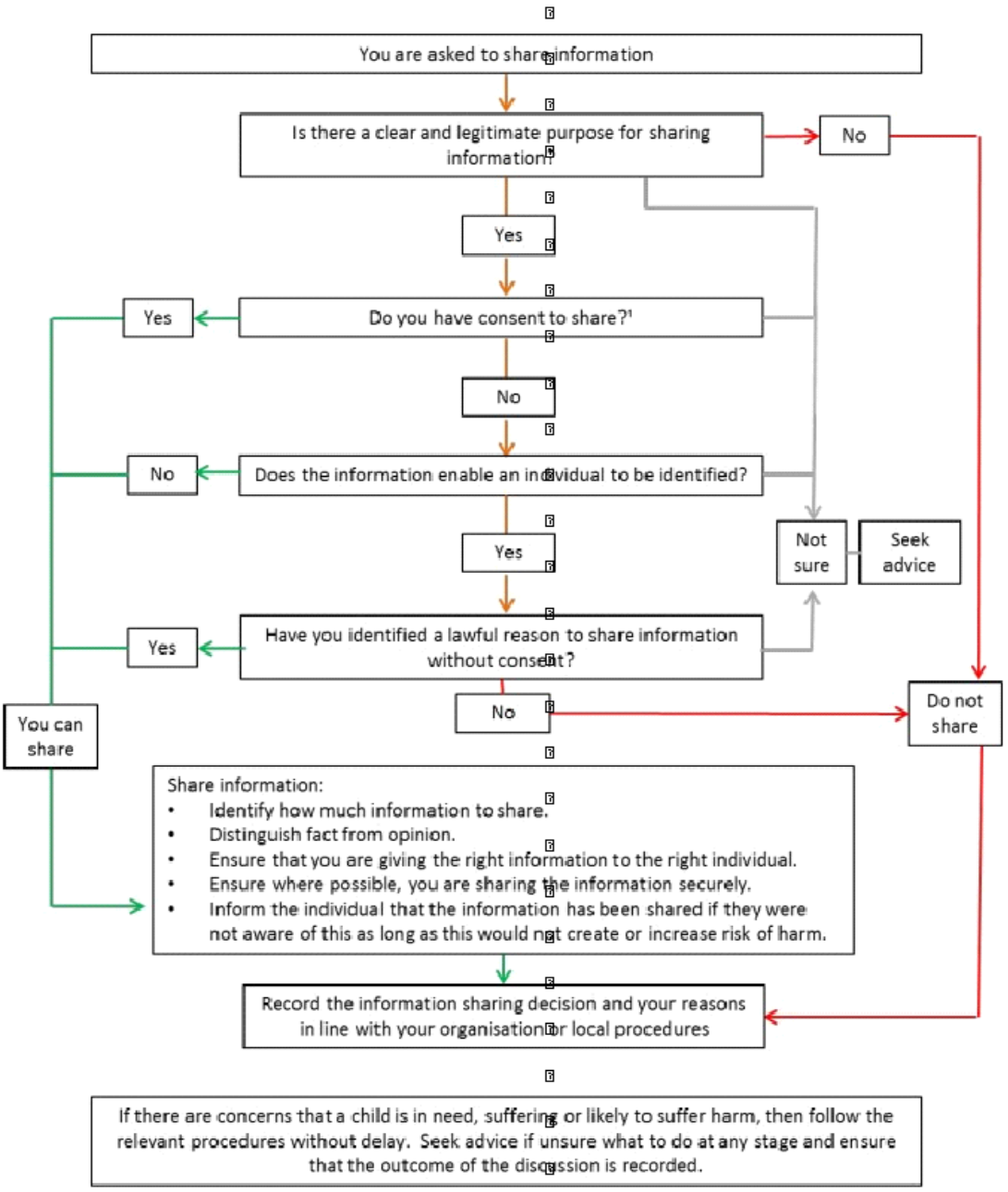
Independent Scrutineer - Chris Robson

19. Document history

Version	Date	Author	Comments	Approval
V1	24 Jan 25	H. Yorkston	Drafted in light of up to date guidance	J. Kelly

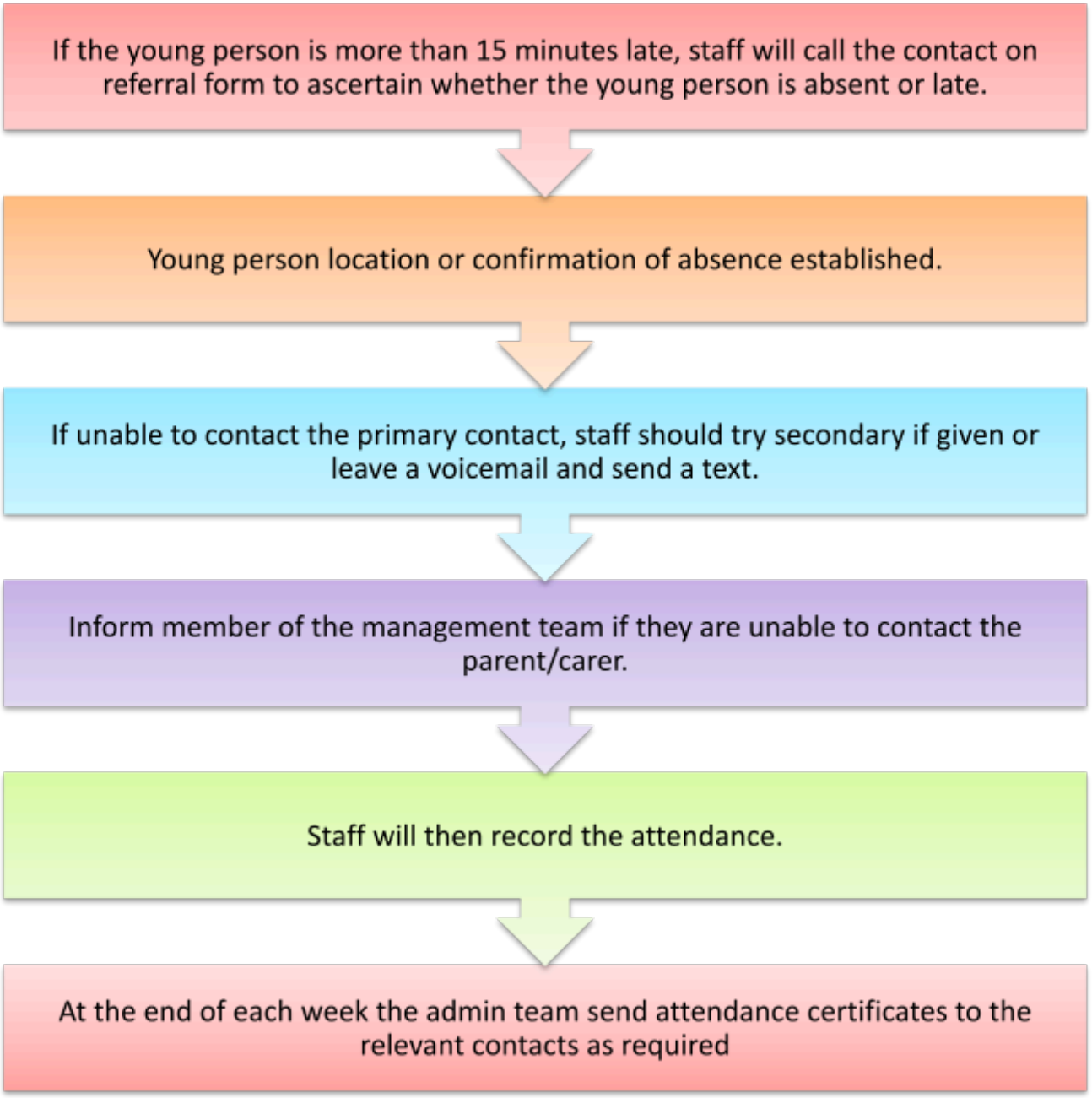
Appendix 1 - When and how to share information

Department for Education (2018), *Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers.* **Information sharing: advice for practitioners (publishing.service.gov.uk**



Appendix 2 How to report a safeguarding concern

Appendix 3 – Young person absence escalation procedure



Appendix 4 – Further information on specific safeguarding issues

Source: Annex B, Keeping Children Safe in Education

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of the Workshops can raise concerns amongst children and parents. For example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence it is important they are given practical advice on how to keep themselves safe.

Is it important that advice focuses on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

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

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some case the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

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

Children who have been exploited will need additional support to help keep them in education.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex, organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

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

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK – no specific distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and move or look after sums of money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be recruited into county lines in several locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units and children's homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

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

- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a young person's involvement in county lines is available in guidance published by the Home Office.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11 year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

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

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Cybercrime

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

- unauthorised access to computers (illegal 'hacking')
- denial of service (Dos or DDos) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide Police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general online safety.

Additional advice can be found at Cyber Choices, 'NSPCC – When to call the Police' and National Cyber Security Centre – NCSC.GOV.UK

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures the different types of relationship are captures, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, economic abuse and coercive and controlling behaviour.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can become a victim of domestic abuse, regardless of sexual identity, age, ethnicity or socio-economic status and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

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

Operation Encompass

Operation Encompass operates in all police forces across England. It helps Police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the incident,

the police will inform the key adult in school (usually the DSL/DDSL) before the child or children arrive at school the following day. This ensures that we have up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the Police and/or schools should make a referral to children's social care if they are concerned about a child's welfare.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC-UK domestic-abuse signs symptoms effects

Refuge what is domestic violence/effects of domestic violence on children

Safelives: young people and domestic abuse

Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)

Home: Operation Encompass (includes information for schools on the impact of domestic abuse on children)

Homelessness

Being homeless or at risk of becoming homeless presents a real risk to a child's welfare. The DSL should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, this does not replace the need for a referral into local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help. This includes an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties - Homeless Reduction Act Factsheets.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their family home and will require a different level of intervention and support. Local authority children's services will be the lead agency for these young people and the DSL/DDSL should ensure appropriate referrals are made based on the child's circumstances.

Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these experiences can impact on the child's mental health, behaviour, and education.

More information can be found in the Mental health and behaviour in schools guidance. Public Health England has produced a range of resources to support teachers to promote positive health, wellbeing and resilience among children.

See Every Mind Matters for links to all materials and lesson plans.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance.

Modern slavery: how to identify and support victims – GOV.UK (www.gov.uk)

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Extremism[1] is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation[2] refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism[3] is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use of threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to

[1] As defined in the Government's Counter Extremism Strategy
[2] As defined in the Revised Prevent Duty Guidance for England and Wales
[3] As defined in the Terrorism Act 2000 (TACT 2000)

a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

It is possible to protect vulnerable people from ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in behaviour which could indicate that they may need help or protection. Staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Further information and a list of behaviours to look out for can be found at Radicalisation and Extremism – Examples and Behavioural Traits (educateagainsthate.com).

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the *Counter-Terrorism and Security Act 2015* (the CTSA 2015), in the exercise of their functions, to have "due regard[4] to the need to prevent people from being drawn into terrorism".[5] This duty is known as the Prevent duty.

The Prevent duty should be seen as part of our wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, particularly paragraphs 57-76 which are specifically concerned with schools and education providers. The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

How to Basically's DSL should be aware of local procedures for making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to be drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, who will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from How to Basically may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

The DSL (or deputy) should consider if it would be appropriate to share any information with the new school or college in advance of the child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme.

Guidance on Channel is available at: Channel Guidance.

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[4] According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

[5] "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

Additional support

The Department for Education has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support teachers and leaders to help them to safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector-specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals. The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

London Grid for Learning have also produced useful resources on Prevent (Online Safety Resource Centre – London Grid for Learning (lgfl.net)

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary and into further education. It can occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report. Detailed advice is available in Part Five of KCSiE.

Serious violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

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

The likelihood of involvement in serious violence may be increased by factors such as:

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

A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy.

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance.

The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence.

Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found here. As the strategic co-ordinators for local violence prevention, each VRU is mandated to include at least one local education representative within their Core Membership group, which is responsible for setting the direction for VRU activity. Schools and educational partners within these areas are encouraged to reach out to their local VRU, either directly or via their education Core Member, to better ingrain the partnership working to tackle serious violence across local areas and ensure a joined-up approach.

The Police, Crime, Sentencing and Courts Act introduced in 2023 a new duty on a range of specified authorities, such as the Police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved. **'Honour-based' abuse (including Female Genital Mutilation and Forced Marriage)**

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

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with Police and local authority children's social care. Where FGM has taken place, since October 2015 there has been a mandatory reporting duty placed on **teachers**[6] that requires a different approach (see below).

FGM – female genital mutilation

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

FGM mandatory reporting duty for teachers

Section 5B of the *Female Genital Mutilation Act 2003* (as inserted by section 74 of the *Serious Crime Act 2016*) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a person under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should **not** be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

[6] Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Teachers **must** personally report to the Police cases where they discover that an act of FGM appears to have been carried out.[7] Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over.

The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13.

Forced marriage

Forcing a person into 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 a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example.) Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage, schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage – GOV.UK (www.gov.uk).

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

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:

Abuse

Supporting practice in tackling child sexual abuse - CSA Centre 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
Disrespect NoBody campaign - GOV.UK - Home Office website

[7] Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

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

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

'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 provide 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- 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 provide 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
Net-aware provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
Parentzone provides help for parents and carers on how to keep their children safe Online
Talking to your child about online sexual harassment: A guide for parents – This is the Children's Commissioner's parent guide on talking to your children about online sexual harassment
#Ask the awkward – Child Exploitation and Online Protection Centre guidance to parents to talk to their children about online relationships

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

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 - Provide 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.
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.
Contextual Safeguarding Network – Beyond Referrals - Schools levers for addressing HSB in schools.

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.
Report Remove | Childline – Tool for confidentially reporting nude images and information on how to have them removed from online spaces.

Support for parents/carers

NCA CEOP Thinkuknow: Advice/resources on how to deal with concerns about what children may be doing online including advice on how to help challenge harmful sexual attitudes and start a conversation to support positive sexual behaviour.