

Peak Activity Centre Safeguarding Policy 2022

Abstract

This document is aimed at all Pursuits 'payroll' staff to act as a guide / reminder of processes usually covered during induction. A hard copy held in each center (Green Folder) and is also available through the company intranet



This document will be updated at the beginning of every year – Please make sure you refer to this year's version as noted on the title page and footer. Emergency changes / additions will be notified to staff through WhatsApp and or People HR as appropriate

Policy Statement

Peak is fully committed to safeguarding and protecting the welfare of all children, young people and adults at risk by taking all reasonable steps to protect them from threats risks and vulnerabilities.

All team members will always show respect and understanding for the rights, safety and welfare of all children, young people, and adults at risk with whom the organisation comes into contact and conduct themselves in a way that reflects our values.

We operate from a variety of locations across the UK including 7 activity centres. We deliver to school, youth, uniform, faith groups, corporate groups and adult groups, from across the UK and from overseas. We provide adventurous activity, social, emotional, and curriculum-based learning on residential and day-programme basis. This list is not exhaustive.

All adults in the employ of Peak have a duty to safeguard and promote the welfare of children and young people and adults at risk. This also applies to third party delivery agents who we may at times employ. All of these groups should be familiar with our policies and procedures, are expected to comply with them and have a duty to report any safeguarding, Child and adult protection concerns or welfare concerns to their Designated Safeguarding Lead.

In line with our values, we will treat children and adults at risk with respect and celebrate their achievements.

Matt Collins

Operations Manager

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Definitions

Participant - Any customer or external person taking part in an activity.

Client (party leaders) – the person enquiring or making a booking with Peak Pursuits.

Centre Manager (CM) - A Peak member of staff who is responsible for a centre / department.

Employees – Any paid, volunteer or in the employ of Peak Pursuits (including freelance)

Designated Safeguarding Lead (DSL) - Please see below for their role details.

Name	Matt Collins,
Position	Operations Manager,
Mobile No,	07854008272

Assistant Safeguarding Leads (ASL) - are based at every centre. Please see below for their role details. This is usually the Centre Manager.

Policy Review

This policy is subject to review on an annual basis, or sooner if changes to the company's circumstances or the legislative environment necessitate an earlier revision.

The annual review will be organised by the DSL.

Policy Objectives

In support of this policy, we will:

Ensure that all employees are recruited according to current safer recruitment policy and receive training and supervision appropriate to their roles.

Clearly communicate to all participants, clients, employee (or when relevant 'other' parties) what our expectations are of their behaviour, and what they can expect in return.

Provide information to clients, participants, and employees to allow them to raise concerns or complaints about safeguarding concerns.

Maintain contacts with statutory child and adult protection agencies to allow close liaison and joint working to the best possible standards.

Ensure arrangements are in place to maintain the health and wellbeing of all.

Assess all risks that individuals may encounter and manage these accordingly, including risks relating to radicalisation.

Take a proactive approach to safeguarding which constantly reviews internal practice and responds to issues promptly.

Ensure each site has a local arrangement document, including thresholds and criteria for action.

Our policy applies to everyone and ensures that all children, young people and adults at risk have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.

Roles and Responsibilities

The DSL and all ASL can draw on expertise provided by the Heads of School and Executive Head in Peak Education. This includes but is not limited to review safeguarding reports, make recommendations to improve practice and supporting this policy annually review.

Peak recognises that it is not the role of the organisation to investigate or to decide whether or not a child has been abused.

The DSL is responsible for:

1. Oversee and ensure that our safeguarding policy is fully implemented.
2. Act as the first point of contact for the Assistant Safeguarding Lead in the event of any safeguarding concerns or incidents
3. Ensure Child and Adult Safeguarding national standards are met.
4. Ensure our safeguarding standards are communicated to all employees.
5. Ensure details are made available to all relevant stakeholders.
6. Ensure all employees receive training in safeguarding, appropriate to their role.
7. Ensure DBS (Disclosure and Barring Service) recruiting and reporting procedures are adhered to.
8. Ensure accurate records are kept of all reported concerns.
9. Ensure reports are made to the relevant agency in all cases where children or vulnerable adults are thought to be at risk.

ASL(s) are responsible for:

1. Make recommendations for change or improvements to current policies or operating procedures.
2. Receive information from anyone who have safeguarding concerns and record it.
3. Alert the DSL to any incident, and, if necessary, consult locally with a statutory child protection agency such as the Children's Social Care Services (formally known as Social Services) to test out any doubts or uncertainty about the concerns as soon as possible.
4. Assess the information promptly and carefully, clarifying or obtaining more information about the matter as appropriate.
5. Initially consult locally with a statutory child protection agency such as the Children's Social Care Services (formally known as Social Services) to test out any doubts or uncertainty about the concerns as soon as possible.
6. Where relevant, pass on concerns to the relevant client school's DSL.
And Or
Making a formal referral to social care services or the police, if a crime has, or may have been committed, without delay.
7. Ensure a detailed log is kept of all child or staff protection issues, even if at the time no further action is deemed necessary.

All employees are responsible for:

8. To openly encourage and nurture a protective culture and environment that puts children's interests first and actively supports the company's whistle-blowing policy.
9. To follow our Code of Conduct
10. To respond to concerns – See relevant section below.
11. To undertake appropriate training (and undertake CPD) in Safeguarding and Child Protection.

Training

All staff will undertake the following training, during induction, through the Educare system.

1. The Prevent Duty
2. Safeguarding Young People
3. Child Protection in Sport and Active Leisure (This may not be completed by admin and non-delivery staff unless the centre manager feels it is needed)

In addition, an annual update must be completed (usually over Christmas) by all staff.

Finally, DSL and ADSL will complete a Safeguarding Lead training course at least every 2 years. This is in line and organised by Peak Education,

Responding to Concerns: Guidance for employees

If you are concerned about a child, it is important that this is communicated to your ASL (usually your Centre Manager).

You may become aware of suspected or likely abuse because:

1. You have seen something.
2. A child says they have been abused.
3. Somebody else has told you they are concerned.
4. There has been an allegation against a team member.
5. There has been an anonymous allegation.
6. An adult has disclosed they are abusing a child.
7. An adult has disclosed they were abused as a child.

Remember the 4 Rs of safeguarding children:

1. Recognising – the signs of abuse. This may be physical, emotional, sexual or neglect and occur in many forms (see Appendix A)

2. Recording – the information you have, to the best of your ability, without adding your own opinions and emotions. This can be on or supported by an unplanned event form. See 'Record Keeping' section below.

3. Reporting – to the ASL, who may also need to report to the DSL to decide on the next steps.

4. Referral – to the appropriate external agencies. This may include:

1. Police
2. Local Safeguarding Partnership
3. Children's Social Care Services
4. Ofsted
5. Disclosure and Barring Service



CONSULTATION SHOULD NOT DELAY A REFERRAL; IF A CONCERN IS SIGNIFICANT, OR THE SITUATION IS AN EMERGENCY, DO NOT DELAY; CALL THE POLICE IMMEDIATELY.

Record Keeping

All relevant information will be recorded by the person with the concern on an Unplanned Event Form and will be factual and non-judgmental. All written records will be kept securely in a locked cabinet / drawer in the ASL office. Only the ASL will have access, and records will only be kept as long as necessary. Records will be uploaded to the relevant area within the Management folders for Synology within 24 hours; once this has been done, hard copies will be destroyed. If necessary, these records will be passed to Children's Social Care Services as soon as possible.

Safeguarding Procedures

In support of our Safeguarding Policy and to underpin legislation and national guidance Peak have developed comprehensive operational procedures including:

Recruitment and Induction

We have a clear recruitment, induction and training strategy. We will adhere to safer recruitment best practice; clear job descriptions, terms and conditions of employment, team member's responsibilities and training programmes which identify relevant procedures for each role. All new team members complete safeguarding training during their induction.

This includes the team code of conduct, reporting systems, KCSIE Part 1 and the role of the DSL. All new team members will have a probationary review within the sixth month of employment and will then be observed and appraised at regular intervals throughout their period of employment.

Safer Environment

Peak place a strong emphasis on ensuring each site is secure and has a consistent approach to safeguarding. Procedures have been developed to reflect and respond to the surroundings with the establishment of local arrangements. Each site is the subject of audit / inspection and review to ensure all procedures mitigate risk and enhance the learning experience.

Safer Systems

Robust and effective systems have been established that all team members are familiar with and have been equipped to respond appropriately to all safeguarding and child and adult protection concerns.

Safer Communication

By utilising clear internal and external messaging regarding the importance of safeguarding together with reinforcing clear procedural messages is vital. This overarching strand has links to the marketing of safeguarding initiatives, developmental programmes and updates on safeguarding developments and learning underpinning a strong safeguarding culture.

Safer Data / Information

We have a clear policy regarding confidentiality and information sharing linked to GDPR and the Data Protection Act 2018. We will ensure that accurate records are made, stored securely and only shared appropriately.

We fully endorse the principle that the welfare of children and young people override any obligations of confidence we may hold to others.

Individual cases will only be shared or discussed on a "need to know" basis.

Celebrating Children's Achievements

We encourage all children and young people to succeed and celebrate their achievements by actively reviewing, realising different abilities and creating an environment where all achievements are given attention and praise. We are particularly sensitive to the needs of children with additional needs who may achieve in a different way to their peers but are equally entitled to celebration.

Allegations, Complaints, Disciplinary and Grievance Procedures

We have clear policies about handling allegations, dealing with complaints, and our own disciplinary and grievance procedures; these details will be made available to all adults, children, parents and carers as necessary.

Children's Social Care Services will manage any investigations, overseen by the LADO (Local Authority Designated Officer) in accordance with Local Safeguarding Partnership procedures. These are available on the Local Safeguarding Partnership website. PEak will make referrals to the DBS when deemed necessary or when advised by the LADO and in liaison with local agencies as relevant. With regard to disciplinary and grievance procedures, we are very clear that we will take no steps until we have fully discussed and agreed a strategy with the Local Authority, Designated Officer, Children's Social Care Services and/or the Police.

Any investigation will override the need to implement any such procedures. We will always inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children (whether that allegation relates to harm or abuse committed) on the premises or elsewhere, or any other abuse which is alleged to have taken place on company time, and of the action taken in respect of these allegation, within 14 days.

Whistle-blowing and Complaints

In very exceptional circumstances when someone is concerned that the company is not dealing with child or adult safeguarding concern appropriately, or when the concern is about a DSL they should contact Dan.Svensson@keys-Group.co.uk our Managing Director.

As a last resort they may contact Local Authority Children Social Care or Adult Social Care, or the police if a crime has, or may have been committed. This is an action that is legally covered by whistle-blowing.

Signatures

Designated Safeguard Lead



Matt Collins

Operations Manager

APPENDIX A – Recognising Abuse

Physical

When someone hurts or harms a child or young person on purpose. It includes hitting with hands or objects, slapping, and punching, kicking, shaking, throwing, poisoning, burning and scalding, biting and scratching, breaking bones, drowning. It also includes making up the symptoms of an illness or causing a child to become unwell.

If a child regularly has injuries, there seems to be a pattern to the injuries or the explanation does not match the injuries, then this should be reported.

Signs and symptoms include bruises, broken or fractured bones, burns or scalds, bite marks. It can also include other injuries and health problems such as scarring, the effects of poisoning, such as vomiting, drowsiness or seizures, breathing problems from drowning, suffocation, or poisoning.

Emotional

Any type of abuse that involves the continual emotional mistreatment of a child. It can involve deliberately trying to scare, humiliate, isolate, or ignore a child. It is often a part of other kinds of abuse, which means it can be difficult to spot the signs or tell the difference, though it can also happen on its own.

Examples include humiliating or constantly criticising a child, threatening, shouting at a child or calling them names, making the child the subject of jokes, or using sarcasm to hurt a child, blaming and scapegoating, making a child perform degrading acts, not recognising a child's own individuality or trying to control their lives, pushing a child too hard or not recognising their limitations, exposing a child to upsetting events or situations like domestic abuse or drug taking, failing to promote a child's social development, not allowing them to have friends, persistently ignoring them, being absent, manipulating a child, never saying anything kind or expressing positive feelings or congratulating a child on successes, never showing any emotions in interactions with a child.

There might not be any obvious physical signs of emotional abuse or neglect and a child might not tell anyone what is happening until they reach a 'crisis point'. That is why it is important to look out for signs in how a child is acting.

As children grow up, their emotions change. This means it can be difficult to tell if they are being emotionally abused. But children who are being emotionally abused might seem unconfident or lack self-assurance, have difficulty making or maintaining relationships, use language you would not expect them to know for their age, act in a way or know about things you would not expect them to know for their age, struggle to control their emotions, have extreme outbursts, seem isolated from their parents, lack social skills or have few or no friends.

Neglect

The ongoing failure to meet a child's basic needs and the most common form of child abuse. A child might be left hungry or dirty, or without proper clothing, shelter, supervision, or health care. This can put children and young people in danger. It can also have long term effects on their physical and mental wellbeing. It can be physical, emotional, educational, or medical.

Signs of poor appearance and hygiene include being smelly or dirty, being hungry or not given money for food, having unwashed clothes, having the wrong clothing, such as no warm clothes in winter, having frequent and untreated nappy rash in infants. Health and development-related signs include anaemia, body issues such as poor muscle tone or prominent joints, medical or dental issues, missed medical appointments, such as for vaccinations, not given the correct medicines, poor language or social skills, regular illness or infections, repeated accidental injuries, often caused by lack of supervision, skin issues, such as sores, rashes, flea bites, scabies or ringworm, thin or swollen tummy, tiredness, untreated injuries, weight or growth issues.

Housing and family signs include living in an unsuitable home environment, such as having no heating, being left alone for a long time, taking on the role of carer for other family members.

Behavioural signs include becoming clingy, aggressive, being withdrawn, depressed or anxious, changes in eating habits, displaying obsessive behaviour, finding it hard to concentrate or take part in activities, absence, showing signs of self-harm, using drugs or alcohol.

Sexual

A child or young person is forced or tricked into sexual activities. They might not understand that what is happening is abuse or that it is wrong, and they might be afraid to tell someone. It can happen anywhere – and it can happen in person or online. It is never a child's fault – it is important to make sure children know this. There are 2 types of this abuse – contact and non-contact.

Contact abuse is where an abuser makes physical contact with a child. This includes sexual touching of any part of a child's body, whether they are clothed or not; using a body part or object to rape or penetrate a child; forcing a child to take part in sexual activities; making a child undress or touch someone else. Contact abuse can include touching, kissing and oral sex – it is not just penetrative.

Non-contact abuse is where a child is abused without being touched by the abuser. This can be in person or online and includes exposing or flashing; showing pornography; exposing a child to sexual acts; making them masturbate; forcing a child to make, view or share child abuse images or videos; making, viewing, or distributing child abuse images or videos; forcing a child to take part in sexual activities or conversations online or through a smartphone.

Emotional signs include avoiding being alone with or frightened of people or a person they know; language or sexual behaviour you would not expect them to know; having nightmares or bed-wetting; alcohol or drug misuse; self-harm; changes in eating habits or developing an eating problem.

Physical signs include bruises; bleeding, discharge, pains, or soreness in their genital or anal area; sexually transmitted infections; pregnancy.

Child Sexual Exploitation

This is when a child or young person is given things, like gifts, drugs, money, status, and affection, in exchange for performing sexual activities. Children and young people are often tricked into believing they are in a loving and consensual relationship and may trust their abuser and not understand that they are being abused. Sometimes abusers use violence and intimidation to frighten or force a child or young person, making them feel as if they've no choice. They may lend them large sums of money they know cannot be repaid or use financial abuse to control them. Children and young people who are abused in this way may also be used to 'find' or coerce others to join groups.

Online, a child might be persuaded or forced to send or post sexually explicit images of themselves, film or stream sexual activities, or have sexual conversations. Gangs use this type of abuse to exert power and control, for initiation, and to use sexual violence as a weapon.

Sexual exploitation can be difficult to spot and sometimes mistaken for "normal" teenage behaviour. Knowing the signs can help protect children and help them when they've no one else to turn to. Signs include unhealthy or inappropriate sexual behaviour, being frightened of some people, places, or situations, being secretive, sharp changes in mood or character, having money or things they cannot or will not explain, physical signs of abuse, like bruises or bleeding in their genital or anal area, alcohol or drug misuse, sexually transmitted infections, or pregnancy.

Other things you might notice include having an older boyfriend or girlfriend, staying out late or overnight, having a new group of friends, missing from home or care, or stopping going to school or college, hanging out with older people, other vulnerable people or in antisocial groups, being involved in a gang, or being involved in criminal activities like selling drugs or shoplifting.

Female Genital Mutilation (FGM)

This 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, including sunna, gudniin, halalays, tahur, megrez and khitan.

The summer months (July, August, and September) are sometimes referred to as 'Cutting season' – when many girls are on break from school. This is often the period when there is time to commit this act. Girls might be flown abroad during this time, so it is important to be aware of this risk.

There are no medical reasons to carry it out. It is 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 is used to control female sexuality and can cause long-lasting damage to physical and emotional health. It can happen at various stages of a child's life, including when a baby is new-born, during childhood or as a teenager, just before marriage, or during pregnancy.

Signs it might happen include a relative or someone known as a 'cutter' visiting from abroad, a special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage', a female relative, like a mother, sister or aunt has undergone it, a family arranges a long holiday overseas or visits a family abroad during the summer holidays, a girl has an unexpected or long absence from school, a girl struggles to keep up in school or a girl runs away – or plans to run away – from home.

Signs it has happened include having difficulty walking, standing, or sitting, spending longer in the bathroom or toilet, appearing quiet, anxious, or depressed, acting differently after an absence from school or college, or a reluctance to go to the doctors or have routine medical examinations. The child may also ask for help – though they might not be explicit about the problem because they are scared or embarrassed.

Prevent Duty / Extremism.

Prevent is about safeguarding and supporting those vulnerable to radicalisation. Prevent is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.

Prevent uses a range of measures to challenge extremism including supporting people who are at risk of being drawn into terrorist or extremist activity through the Channel process, working with and supporting community groups and social enterprise projects who provide services and support to vulnerable people, supporting local schools, local industry and partner agencies through engagement, advice and training, and working with faith groups and institutions to assist them in providing support and guidance to people who may be vulnerable.

Prevent is not about spying on students or intruding unnecessarily into their families. It is about making sure you can identify worrying behaviour and know how to refer those students who may be at risk of radicalisation for appropriate support. If you have a concern, you should follow the safeguarding reporting procedures.

Radicalisation

The process may involve being groomed online or in person, exploitation, including sexual exploitation, psychological manipulation, exposure to violent material and other inappropriate information, or the risk of physical harm or death through extremist acts.

Anyone is at risk, but there are some factors which may make a young person more vulnerable. These include being easily influenced or impressionable, having low self-esteem or being isolated, feeling that rejection, discrimination or injustice is taking place in society, experiencing community tension amongst different groups, being disrespectful or angry towards family and peers, having a strong need for acceptance or belonging, or experiencing grief such as loss of a loved one.

Indicators include becoming disrespectful and intolerant of others, becoming angrier, avoiding discussions about their views, using words and phrases that sound scripted, becoming isolated and secretive, and not wanting to anyone else to know what they are looking at online.

County Lines

This is when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs. These dealers will use dedicated mobile phone lines, known as 'deal lines', to take orders from drug users. Heroin, cocaine, and crack cocaine are the most common drugs being supplied and ordered. In most instances, the users or customers will live in a different area to where the dealers and networks are based, so drug runners are needed to transport the drugs and collect payment. In some cases, the dealers will take over a local property, normally belonging to a vulnerable person, and use it to operate their criminal activity from. This is known as cuckooing.

Signs of this include an increase in visitors and cars to a house or flat, new faces appearing at the house or flat, new and regularly changing residents (e.g. different accents compared to local accent), a change in resident's mood and/or demeanour (e.g. secretive/ withdrawn/ aggressive/ emotional), substance misuse and/or drug paraphernalia, changes in the way young people you might know dress, unexplained, sometimes unaffordable new things (e.g. clothes, jewellery, cars etc), residents or young people you know going missing, maybe for long periods of time, young people seen in different cars/taxis driven by unknown adults, young people seeming unfamiliar with your community or where they are, truancy, exclusion, disengagement from school, an increase in anti-social behaviour in the community, or unexplained injuries.

Bullying and Cyberbullying

This type of abuse can take different forms. It could include hitting, slapping, or pushing someone, name calling, gossiping, or threatening someone, hand signs or text messages, threatening, intimidating, or humiliating someone, ignoring, or isolating someone, undermining, constant criticism or spreading rumours, controlling, or manipulating someone, making silent, hoax or abusive calls, racial, sexual, or homophobic abuse, or targeting someone because they have a disability.

It can also happen online. This can include sending threatening or abusive text messages, creating and sharing embarrassing images or videos, trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games, excluding children from online games, activities or friendship groups, shaming someone online, setting up hate sites or groups about a particular child, encouraging young people to self-harm, voting for or against someone in an abusive poll, creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name, sending explicit messages (also known as sexting), or pressuring children into sending sexual images or engaging in sexual conversations.

No single sign will indicate for certain that a child is being abused in this way, but watch out for belongings getting 'lost' or damaged, physical injuries, such as unexplained bruises, being afraid to go to school, being mysteriously 'ill' each morning, or skipping school, not doing as well at school, asking for, or stealing, money (to give to whoever's bullying them), being nervous, losing confidence, or becoming distressed and withdrawn, problems with eating or sleeping, or bullying others.

Online Abuse

Any type of abuse that happens on the internet. It can happen across any device that is connected to the web, like computers, tablets, and mobile phones. It can happen anywhere online, including social media, text messages and messaging apps, emails, online chats, online gaming, or live-streaming sites.

Children can be at risk of this type of abuse from people they know or from strangers. It might be part of other abuse, which is taking place offline, like bullying or grooming. Or the abuse might only happen online.

A child or young person experiencing abuse online might spend a lot more or a lot less time than usual online, texting, gaming, or using social media, seem distant, upset, or angry after using the internet or texting, be secretive about who they are talking to and what they are doing online or on their mobile phone, or have lots of new phone numbers, texts or email addresses on their mobile phone, laptop, or tablet.

Some of the signs of online abuse are like other abuse types – cyberbullying, grooming, sexual abuse and child sexual exploitation.

Peer on Peer Abuse

Recognition should be given to the fact that children are capable of abusing their peers. Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Victims of peer abuse should be supported as they would be if they were the victim of any other form of abuse, in accordance with this policy.

Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same age or similar age. Peer-on-peer abuse can relate to various forms of abuse (not just sexual abuse) and exploitation, some forms of peer-on-peer abuse are:

Sexting - is when someone sends or receives a sexually explicit text, image, or video. This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender, or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation or Hazing - is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are several different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour - The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Teenage relationship abuse - is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Upskirting

Upskirting is the practice of taking non-consensual photographs under a person's skirt or kilt, capturing an image of the crotch area, underwear, and sometimes genitalia. An upskirt is a photograph, video, or illustration which incorporates an image made by upskirting.

As of April 2019, upskirting is a specific offence of voyeurism under the Sexual Offences Act 2003. It is defined as creating images of or operating equipment to view genitals, buttocks, or underwear beneath clothing where they would not normally be visible, for the purpose of sexual gratification or to cause humiliation, alarm, or distress. The maximum sentence for the offence is two years' imprisonment and in the more serious sexual cases those convicted are added to the Violent and Sex Offender Register.

Domestic Abuse

This is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. It can seriously harm children and young people, and witnessing domestic abuse is child abuse. It is important to remember domestic abuse can happen inside and outside the home, can happen over the phone, on the internet and on social networking sites, can happen in any relationship and can continue even after the relationship has ended, and that both men and women can be abused or abusers.

Signs that a child has witnessed domestic abuse can include aggression or bullying, anti-social behaviour, like vandalism, anxiety, depression or suicidal thoughts, attention seeking, bed-wetting, nightmares, or insomnia, constant or regular sickness, like colds, headaches and mouth ulcers, drug, or alcohol use, eating disorders, problems in school.

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

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

Individuals 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. Those involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children and adults), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following can be indicators of CCE:

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

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 e.g., through others sharing videos or images of them on social media.

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

The above CCE indicators can also be signs of CSE, as can having older boyfriends or girlfriends and/or suffering from sexually transmitted infections/becoming pregnant.

Honour-based Abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

It is important to be aware of this dynamic and additional risk factors, when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Mental Health

All staff have an incredibly important role to play in supporting the mental health and wellbeing of our clients and are aware that mental health problems can, in some cases, be an indicator that an individual has suffered or is at risk of suffering abuse, neglect or exploitation.

Our staff are trained in Mental Health First Aid.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. 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.

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

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

Serious Youth Violence

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

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, 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.