

Hampshire Achieves & Secure & Specialist Safeguarding & the Prevent Duty Policy & Procedures

Date of last review/update	v1 March 2025
Review Frequency	Annual
Reviewer(s):	Debi Copeland

Contents

1.0 Introduction: Context	3
2.0 Definitions of Abuse, Harm and Neglect.....	6
3.0 Bullying and Harassment	8
4.0 Online E-Safety	8
6.0 Induction, Training and Development.....	11
7.0 Single Central Record	12
8.0 Learner Involvement.....	12
9.0 Disseminating Information to Learners and Staff	13
10.0 Principles of Obtaining, Recording and Sharing Information	13
11.0 Photographic Images	13
12.0 Dealing with Concerns	13
13.0 Dealing with Allegations of Abuse	14
14.0 Whistle Blowing	16
15.0 Embedding Quality Processes in Safeguarding Practice	16
16.0 The Prevent Duty	16
Appendix 1 Types of Abuse and Neglect	19
Appendix 2 Safeguarding Adults	27
Appendix 3 Information for Learners and Staff	29
Appendix 4 Sharing Information	30
Appendix 5A Hampshire Achieves - Safeguarding & the Prevent Duty	32
Appendix 5B Contact details for Adult Learning Providers	34

HA Safeguarding And Prevent Policy and Procedure

'The contents of this policy are an integral part of the Hampshire Achieves (HA) Quality Assurance Framework'

1.0 Introduction: Context

Hampshire Achieves is the name given to our regulated curriculum area within the Participation & Lifelong Learning Service. Participation & Lifelong Learning is part of our Ofsted Grade 1 Children's Services at Hampshire County Council. Hampshire Achieves provide a range of directly delivered and sub-contracted learning programmes, including Apprenticeships, Young Peoples Learning and Adult Learning (AL) Programmes, at different venues across the county.

The Secure & Specialist (S&S) Education service includes the delivery of a full education and enrichment programme for young people in specialist and secure settings, this includes Future You, Bluebird & Austen House, Swanwick Lodge and Serenity Path & Blake Day Centre, operational responsibility for Safeguarding at these settings remains the responsibility of the lead organisation, indicated below. Education staff in these settings have clear instructions on how to make a disclosure to the lead organisation and they also report all incidents/concerns to Head of Service (Secure & Specialist) or programme Manager (S&S) that involve education staff regardless of whether they occur in or out of the education environment.

- Bluebird & Austen and Serenity Path & Blake Day Centre – Southern Health NHS England,
- Future You – Home schools/ SEN services/ Registered Care Managers
- Swanwick Lodge – Residential Children's Homes, HCC
- Additionally, the sub-contracted Apprenticeships programmes – Subcontracted Training Providers

This Policy explicitly covers the Hampshire Achieves' regulated provision including Adult Learning (subcontracted and direct delivery); direct delivery of Apprenticeships (employer provider) and Young Peoples Learning plus the Secure & Specialist Education service.

Additionally, the Designated Safeguarding Lead (DSL) works alongside the DSOs for Hampshire Outdoors, Hampshire Futures (employability and careers) team and Secure and Specialist Education.

1.1 A Whole Organisation Approach to Safeguarding

Related Policies, this policy is developed in the context of other HCC policies, including:

- Hampshire County Council's Recruitment Policy
- Inclusion Strategy 2021 - 2024
- Internet & e-Safety Policy & Procedures
- Internal Quality Assurance Policy & Procedures
- Observation of Teaching, Learning & Assessment Policy & Procedures, including a supplementary OTLA policy for HA provision
- HA Young People's Learning Admissions Policy & Procedures

- Teaching, Learning & Assessment Policy & Procedures
- Equality Diversity and Inclusion Policy Guidance
- Bursary Policy

Hampshire County Council has specific duties for child and adult safeguarding both as social care and education providers. Where teaching and learning is provided by Hampshire County Council organisations, it will be the County Council's responsibility to ensure overall procedures are in place, and that the individual centres of provision have proper procedures.

Hampshire Safeguarding Children's Board (HSCB) is a statutory body which co-ordinates, monitors and challenges its partner agencies in safeguarding children in Hampshire. Hampshire Safeguarding Adults' Board (HSAB) ensures and oversees the effectiveness of the arrangements made by individual agencies and the wider partnership to safeguard adults from abuse.

Hampshire Achieves is a member of the HSCB; the DSL/O attends regular meetings and benefits from the strategic oversight and training provided.

Hampshire Achieves is required to complete an annual Safeguarding Audit using an Audit Tool provided by the HSCB. This completed audit is monitored by the Participation & Lifelong Learning Senior Management Team and areas for development and good practice are identified.

It is essential that everybody working in Hampshire Achieves and Secure & Specialist understands their safeguarding responsibilities, all staff are expected to read Part One of Keeping Children Safe in Education (KCSIE).

1.2 Strategic Responsibilities

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes
- ensuring the corporate IT filters and monitoring are appropriate

Hampshire Achieves and Secure & Specialist Education must ensure the following are in place:

- an effective Safeguarding Policy with systems for monitoring its implementation
- updated policies to include the Prevent Duty and the embedding of British Values
- all staff should receive regular safeguarding and child protection updates, including online safety
- protocols for sharing information

- effective planning and co-ordination of services and allocation of resources
- effective partnerships with other agencies including Health Services; Adult and Children's Services' Safeguarding Teams; and Local Safeguarding Boards
- a senior named person to have specific responsibility for safeguarding issues
- clear procedures for notification of concerns for Secure & Specialist Provision.

1.3 Legislative Framework

Our responsibilities are clearly set out in the Department for Education's "Keeping Children Safe in Education; Statutory Guidance for Schools and Colleges" (September 2024 update), for a copy see: [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/126556/Keeping-Children-Safe-in-Education-September-2024.pdf)

The guidance document specifies that children include everyone under the age of 18 years and the scope of the legislation relates to regulated activity i.e., teaching, training, instructing, and caring for children.

Updated Definition of Safeguarding: 2024

The definition of safeguarding now includes providing help and support to meet children's needs as soon as problems emerge, protecting children from maltreatment, and ensuring their mental and physical health and development

1.4 Referral

Following any concerns raised, the DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached, or if it is not clear if the threshold is met, the DSL will contact Children's Services, MASH and, if appropriate, the police. If the DSL or DSLO is not available or there are immediate concerns, the staff member will refer directly to the police and the police if appropriate.

Generally, the DSL/DSLOs or person reporting incident will inform the parents/carers prior to making a referral. However, there are situations where this may not be possible or appropriate, particularly when informing parents/carers, may place the child at further risk.

N.B. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the person to report directly to the police. The DSL should also be made aware.

Holding and Sharing Information – page 176 KCSiE 2024
DSL/ DSLOs should:

- keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent programme etc.

2.0 Definitions of Abuse, Neglect and Exploitation

Children and adults can be put at risk of harm through a variety of actions, inadequate policies and procedures and failures to act.

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by a stranger, for example via the internet. They may be abused by an adult or adults, or another child or children. Abuse may be physical, emotional, or sexual. 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.

Adult abuse has been defined by the Department of Health as a violation of an individual's human and civil rights by any other person or persons and includes the following six categories: physical; sexual; psychological/emotional; financial or material; neglect and acts of omission; and discriminatory abuse.

All staff should be aware of the indicators of abuse, neglect and see below), understanding that children 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 and neglect so that staff are able to identify cases of children who may be in need of help or protection. vital for the early identification of abuse

Further information about abuse of children is contained at Appendix 1 and of adults at Appendix 2.

2.1 Mental and Physical Health

Following the COVID 19 Pandemic and resulting lockdown there is an increased focus on the mental health of our learners and our staff. Hampshire Achieves will continue to provide 1:1, small group and CPD support to enable all to build their resilience.

Hampshire Achieves has access to a range of advice to help staff identify young people in need of extra mental health support, this includes working with external agencies. More information can be found on the Virtual Learning Environment and at [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/mental-health-and-behaviour-in-schools)

If staff have a mental health concern about a learner that is also a safeguarding concern, immediate action should be taken, by speaking to the Designated Safeguarding Lead or Deputy.

2.2 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 in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors

including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited for example they believe they are in a genuine romantic relationship.

2.3 Child on child abuse

All staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse), and that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their setting it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important, that if staff have any concerns regarding child-on-child abuse, they should speak to their designated safeguarding lead (or deputy). Ofsted's report Review of sexual abuse in schools and colleges June 2021 highlights how prevalent child on child sexual abuse is and how it can happen inside and outside education and online. Staff should be aware that learners may not report their abuse, so extra vigilance is needed to keep children safe. All staff are required to read the appendix at the end of this document which sets out this very important area in more detail.

We have a zero-tolerance approach to sexual violence and sexual harassment.

2.4 Modern Slavery and the National Referral Mechanism

Hampshire Achieves is committed to acting ethically with regards to the Modern Slavery Act 2015 (the Act) and with integrity in all its business relationships and to implementing and enforcing effective systems and controls to ensure we do not, knowingly, work with sub-contractors which are promoting or funding slavery and human trafficking and to ensuring that our learners are not subject to behaviour or threats that may amount to modern slavery, human trafficking, forced labour or similar human rights abuses. Learners are encouraged to report any concerns to their tutor, or they can use the dedicated email HASafeguarding@hants.gov.uk

The prevention, detection, and reporting of modern slavery in any part of HA is the responsibility of all those working for us, or on our behalf. Both staff and those contracted by HA will not engage in, facilitate, or fail to report any activity that might lead to, or suggest, a breach of policy.

We can ensure due diligence of all procedures throughout HA provisions and subcontractors as this is referred to with the terms and conditions of contracts and audited through contract meetings. We take a risk-based approach to our

contracting processes and keep these processes under review. We review the potential for risk at regular intervals, including requesting confirmation of policies and process from our subcontracted provisions.

The County Council's Corporate Management Team is responsible for ensuring appropriate recruitment, employment and purchasing policies are in place and reviewed on an annual basis.

Hampshire County Council are committed to the highest standards of openness, probity, and accountability. The [Modern Slavery Statement](#) and the [Whistleblowing Policy](#) enable all to report any concerns including those relating to Modern slavery.

Further information on the signs that someone may be a victim of modern slavery, and the support available to victims and how to refer them to the National Referral Mechanism (NRM) is available in the Modern Slavery Statutory Guidance [Modern slavery: how to identify and support victims](#).

3.0 Bullying and Harassment

Hampshire Achieves is dedicated to maintaining a safe and supportive environment for all learners and staff. Bullying, harassment, and anti-social behaviour are not tolerated. Staff, especially tutors, play a crucial role in managing the learning environment and setting standards to prevent such behaviour. Managers and officers are responsible for implementing the policy and ensuring everyone is aware of it and complies with it.

4.0 Online E-Safety

Hampshire Achieves will work in partnership with all relevant stakeholders and learning providers to promote and secure the concept of the safe learner in respect of internet and e-safety.

With the current speed of online change, some learners have only a limited understanding of online risks and issues. They may underestimate potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming or radicalisation
- reading inappropriate materials
- online bullying including sexting
- identity theft or invasion of privacy
- breaking copyright law
- digital footprint.

All staff are made aware of the increasing online threats and how to guard our learners against such information. Learners under the age of 18 and their teaching and support staff will complete mandatory online safety training and will update this training annually.

4.1 Implementation

The use of the internet, email and other e-technologies by staff and learners is permitted and encouraged where such use supports goals and objectives of the learning programme.

All learning providers including our sub-contractor delivery partners will have their own Internet Safety Policy, and this should include practical steps that will achieve the objectives of this policy by providing and maintaining high standards of safety for staff and learners, as far as is reasonably practicable.

The provider will:

- do everything possible to ensure that hardware, software, and networks are safe and secure, using filtering, encryption, firewalls, and anti-virus software
- assess their use of technology for risks to staff, learners, and information security
- ensure that all users of technology abide by the County Council's and/or their learning providers Acceptable Use Policy/Statement
- educate all learners using IT as part of their class, in safe use of the internet, providing training and information for their staff, embed online safety in all policies and where appropriate curriculum plans.

4.2 All Staff Responsibilities in Relation to E-Safety

Regular training is provided to staff so that they are;

- aware of when it is appropriate to refer concerns about learners, colleagues, or sub-contractors to the Designated Safeguarding Officer
- report concerns where these arise
- refrain from making negative comments about learners, Hampshire County Council and other learning providers on blogs or social networking sites
- educate learners in keeping safe online
- educate learners on keeping within the law online (copyright, GDPR, libel)
- act as a good role model in their own use of ICT
- pre-check websites they plan to use with learners
- monitor learners' internet use in class
- ensure use of Moodle forums and chat is monitored to avoid cyber bullying.

[Hampshire Achieves Internet and e-safety Policy and Procedures](#)

4.3 Safeguarding in the curriculum

All young people completing a programme of education with HA will be taught about how to keep themselves and others safe, including online.

For pre 16s, in the Secure & Specialist Education service, relevant topics will be included within the Relationships and Sex Education and Health Education, for 16–18-year-olds this will form part of their tutorials. It is recognised that the learners in our Secure & Specialist settings will have specific vulnerabilities

and the education team works in a multi-disciplinary way to ensure they have a tailored programme of study. As a minimum the following will be covered:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice, and equality including *LGBTQ+.
- 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 Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Children who are lesbian, gay, bisexual, or gender questioning

N.B. This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.

*Note: For LGBTQ+ learners, all staff should ensure these learners know they have a safe place to speak out or share their concerns with any member of staff.

HA staff are referred to the one stop Hub for access to resources, Teaching about relationships sex and health (Gov.uk).

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>

4.4 Communications with parents regarding online activity

Teaching teams will ensure parents of any learners who access online learning will have been given information on the extent of online learning and who will be delivering that online learning. Additional information on e safety will be shared with parents/carers to support them to keep the learners safe.

4.5 Attendance Monitoring

All tutors monitor attendance and punctuality and follow up non-attendance to ensure learners are safe and they record periods of absence onto appropriate records system to enable monitoring and analysis. Teaching and support staff understand that non-attendance can be a red flag in terms of safeguarding and will report unexplainable and/or persistent non-attendance to their manager for further follow up and action.

5.0 Safer Recruitment Procedures

Hampshire Achieves and its subcontracted providers must have safer recruitment procedures for paid and voluntary staff to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject, or identify people who might abuse children. Governing bodies and management teams must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence, including criminal record checks. Disclosure and Barring Service (DBS

checks) and barred list checks, together with references and interview information.

Vetting staff and volunteers by conducting various checks is one of a number of actions that education and training providers such as HCC undertakes when recruiting. It is important to remember that none of the processes are fail-safe, and that obtaining a clear DBS or other checks does not guarantee that the person is suitable to work with children and adults. It is very important to verify that the person applying for employment is who they say they are. Furthermore, the nature of the job role must be looked at on a case-by-case basis and decisions about the suitability of applicants for the role should be taken.

CVs should only be accepted alongside fully completed Application Forms. Additionally, HA Recruiting Managers will conduct an online search of short-listed applicants to help identify any incidents or issues that have happened which may then be explored at interview.

It is important to reduce risk as much as possible. It is also important to remember that the final decision on whether to employ an individual in a paid or voluntary position rests with the named responsible person within Participation & Lifelong Learning. All PLL Managers complete Safer Recruitment training and this is updated every 2 years. This training covers all the best practice in relation to the recruitment and selection process.

Hampshire Achieves requirements for safeguarding include the expectation that providers will carry out appropriate checks, which will include enhanced DBS checks (rechecked every 3 years) with barred list information (children's or adults), for:

- tutors delivering family learning classes which involve children, with or without parental supervision
- tutors delivering adult learning courses in 'specified places' which include schools and children's centres
- Tutors delivering adult learning classes in which a young person under the age of 18 years is enrolled.

In addition, in some cases where a tutor is working with groups of adults where the adults in the group and the activities fall into the pre-September 2012 definition of regulated activity, the tutor may be eligible for, but not legally required to have, an enhanced criminal records check without barred list information.

It is the responsibility of all AL providers to familiarise themselves with the statutory requirements for safeguarding; to identify staff roles that require DBS checks, and to maintain an appropriate single central record.

6.0 Induction, Training and Development

All employees and volunteers receive a relevant induction that includes advice on appropriate conduct with children and adults and are given direct access to the Safeguarding Policy and clear guidance on safeguarding procedures. All

Hampshire Achieves staff undertake face to face safeguarding training during their induction.

Appropriate ongoing training and CPD opportunities for staff is also provided, including training on the issues of safe working practices and on creating safe environments for children and adults. All staff will update their training annually. Where appropriate, staff performance reviews should include a discussion about safeguarding issues.

AL Providers are responsible for ensuring that staff are conversant with their policies and procedures for raising a safeguarding concern, have undertaken initial training and receive regular and ongoing training and support.

All staff need to be aware of the processes to be followed if there are concerns about the conduct of colleagues or other adults towards children and adults and the need to record and share all such concerns, however, minor. Staff should be alert to any indications that a child or adult may need to be safeguarded from harm and know who to contact if they have concerns.

7.0 Central Staff Record

Hampshire Achieves and its sub-contracted learning providers are required to hold a central staff record of all staff, volunteers and all others who are in regular contact with learners. This record is a key element of safer recruitment and should contain dates and references in relation to vetting processes (criminal record disclosure reference number, the date it was obtained) and checks of relevant qualifications and training.

Sub-contracted learning providers should complete the document **Central Staff Record** and submit this to Hampshire Achieves annually, at the start of each academic year and this will be reviewed termly with each provider at contract review meetings. This record should include the following information:

- criminal record disclosure record number and date
- date, title, and level of the most recent Safeguarding Training attended
- date, title, and level of the most recent Prevent Duty Training attended
- Date of attendance at mandatory Hampshire Achieves British Values Training.

8.0 Learner Involvement

Learner involvement in the management and organisation of the learning provision is important for the continuous quality improvement agenda. Learners are involved in creating a safe and secure learning environment through induction, consultation, reviews, and curriculum-based activities.

Initial assessment and individual reviews provide opportunities for tutors to identify areas of concern for learners and address these through individual learning and/or course plans. These should be regularly reviewed by tutors and learners. Learners are asked for feedback during and at the end of their course and their personal safety and well-being is included in this process.

9.0 Disseminating Information to Learners and Staff

All learning providers should ensure that information and knowledge about discrimination, equality, wellbeing, personal safety, and security are conveyed and embedded in the curriculum and are supported by the culture of the organisation and corporate and individual behaviour.

Reference to these aspects should be included in learner and staff handbooks, learner contracts, posters and information leaflets, web-based resources, and any other forms of communication with staff and learners.

See Appendix 3 – Information for Learners and Staff.

10.0 Principles of Obtaining, Recording and Sharing Information

Where there are concerns about the safety and well-being of children or adults it is vital that information is shared with relevant organisations: most decisions to share information require professional judgement. There must be a legal basis for sharing information and a legitimate purpose for doing so. Whenever information is shared, it is important that the information should be recorded along with the date, the person(s) it was shared with and for what purpose.

A failure to share information, even at a level of 'niggling worry' may have serious consequences for the welfare of a child or adult and it is important that individuals are not deterred from sharing information because of perceived legal hurdles, or assuming that the 'safer' course is not to share information.

The Data Protection Act 2018 and General Data Protection Regulations do not prevent, or limit, the sharing of information for the purpose of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The main principles of obtaining, recording, and sharing information in relation to employees, as well as guidance for tutors and other staff, are contained at Appendix 3.

11.0 Photographic Images

There is a requirement to obtain the permission of anyone appearing in photographs, DVDs, and webcam images. This includes children and adults.

Managers are responsible for ensuring that clear guidance is available to staff and volunteers; that staff are aware of the requirements; and that appropriate consent forms are readily available and are appropriately used.

12.0 Dealing with Concerns

Staff should be made aware of the procedures to follow if s/he has a concern about any child's or adult's welfare. In cases where a child or adult discloses that s/he is being, or has been, harmed or abused, or such a disclosure is made by a staff member, learner or member of the public, the member of staff should record the nature of the concern in writing and speak to his/her line manager who will contact the Designated Safeguarding Lead/Officer. It is the role of the DSL/O to assess the concerns to determine whether an external

referral to Children's Services, Adult Services or the Police needs to take place, or whether the matter can be addressed via the county's internal procedures.

Where a staff member is unable to make contact with the DSL/O they will contact the MASH (Multi Agency Support Hub) on 0300 555 1384 to seek advice and then communicate any discussions with back to their DSL/O.

All staff have access to the Hampshire Achieves Safeguarding and Prevent Duty Leaflet which includes all relevant helpline numbers, acting as a quick guide reference. See Appendix 5A.

Where a referral is to be made externally, the DSL/O will report the matter to Children's Services or Adult Services, and/or to the police. The external agency will conduct their own investigation with regard to their policies and guidelines. Anonymity may not be maintained on reporting.

12.1 Sub-contracted Provision

Providers delivering work under sub-contracted provision for Hampshire Achieves must ensure their own policies are in line with the Hampshire Achieves Safeguarding Policy. In relation to dealing with concerns, Appendix 5B sets out the key information.

In addition, sub-contracted providers must provide Hampshire Achieves with information relating to concerns, disclosures, actions taken and the outcomes. This information should be summarised and sent to Hampshire Achieves DSO within 24 hours of any concern or incident.

This process will naturally form part of contract monitoring and will inform Hampshire Achieves' judgements on meeting performance.

13.0 Dealing with Allegations of Abuse

In all cases where there are allegations of abuse, it is vital that these are dealt with fairly, quickly, and consistently.

13.1 Allegations Against Members of Staff

If an allegation is made that a member of staff (including supply staff and volunteers) has harmed a child or vulnerable adult, committed a crime against a child or vulnerable adult or behaved towards a child or vulnerable adult in a way that indicates they may pose a risk of harm, this should be reported immediately to the DSO/Deputy and he/she will contact the Local Authority Designated Officer (LADO) immediately.

This guidance should be followed where it is alleged that anyone working in our settings that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

or

- behaved or may have behaved in a way that indicates they may not be suitable to work with children, e.g. a member of staff is involved in domestic violence at home, we would need to consider if that puts our learner/s at risk

No investigation should take place until advised by the LADO. Actions should be taken both to protect children and the accused member of staff. These may include ensuring that the member of staff is not placed in a vulnerable situation while investigations take place. Where it is appropriate, relevant human resources procedures may be initiated and/or a referral made to an external agency.

Where staff are concerned about the conduct of a member of staff that may not present as harm but have low level concern/s, this should always be reported to the DSO/Deputy. There may be a worrying pattern to behaviour that could eventually lead to harm or abuse.

13.2 Child on Child Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of this guidance, all staff working with children are advised to maintain an attitude of **‘it could happen here’**.

Subcontracted learning providers and their staff should be aware of the published detailed advice to support schools and colleges which includes what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities and advice on a whole school or college approach to preventing child sexual violence and sexual harassment.

The <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> has further detailed information on:

- what sexual violence and sexual harassment constitutes,
- important context to be aware of, including; what is consent, power imbalances, and developmental stages,
- harmful sexual behaviour (HSB), including that a child displaying HSB may be an indication that they are a victim of abuse themselves,
- related legal responsibilities for schools and colleges,
- advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment, and
- more detailed advice on responding to reports of sexual violence and sexual harassment, including safeguarding and supporting both the victim(s) and alleged perpetrator(s).

13.3 Allegations of Events Outside of the Provision

Children or adults may allege that abuse or harm has occurred at home or in other situations outside of the learning and training provider's remit. It is important that these allegations are treated seriously, and that staff follow reporting procedures. AL providers should work in partnership with local Safeguarding Partnerships or Committees in dealing with these situations. For Hampshire Achieves directly delivered programmes, all staff follow the safeguarding reporting requirements.

14.0 Whistle Blowing

Hampshire Achieves is committed to the highest standards of openness and accountability and takes malpractice seriously. All staff have a right and duty to report concerns of malpractice seriously. All workers have a right and a duty to report concerns of malpractice that are in the public interest.

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker raises a concern about a danger, illegality or malpractice that affects others, for example members of the public.

A member of staff who has a whistleblowing concern should refer to the Hampshire County Council Whistleblowing Policy.

15.0 Embedding Quality Processes in Safeguarding Practice

It is important that all subcontracted providers have a quality assurance framework for safeguarding practice in their organisations. A set of standards enables providers to carry out a self-assessment of the provision. This quality process, and any subsequent evaluation of the quality process, is an effective way of ensuring that safeguarding practice is checked.

A framework for self-assessment of safeguarding practice incorporating the duties and responsibilities of learning providers is included at **Appendix 6**. This framework outlines guidelines for good practice in safeguarding. However, it is the responsibility of each learning provider to identify the most appropriate strategic approach and adapt this to their circumstances.

16.0 The Prevent Duty *This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024. Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.*

16.1 What is the Prevent Duty?

Prevent is the name given to a national strategy which aims to stop people from becoming extremists or supporting terrorism. Prevent aims to deal with all forms of extremism including right wing racist extremism, animal rights extremism and religious extremism.

The KCSIE guidance is set out in terms of three general themes: leadership and partnership, capabilities and reducing permissive environments. The school or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral and be able to

keep detailed, accurate, secure written records of all concern discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

Signs of possible radicalisation may include:

- notable changes in behaviour/mood
- may begin to express extreme political or radical views
- appear increasingly sympathetic to terrorist acts
- appearance may change
- friends may change and may spend excess time on their own or on the internet
- Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on certain bodies, listed in Schedule 3 to the Act, to have "due regard to the need to prevent people from being drawn into terrorism".

All staff have a legal responsibility under the Prevent Duty:

- all staff and volunteers must attend Safeguarding and Prevent Duty Training as identified or provided by their institution
- all staff and volunteers are expected to uphold the values always embedded within the Equality Act 2010 and embed these values into their practice
- all staff and volunteers should use any relevant opportunities to promote the values
- all staff and volunteers must report any safeguarding and/or Prevent concerns to the named staff responsible in their organisation
- all staff and volunteers should always refer concerns to the appropriate Prevent (normally the safeguarding) team internally.

16.2 What are British Values?

British Values are defined as:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

We are expected to encourage learners to respect other people with regard to the protected characteristics set out in the Equality Act 2010.

All Hampshire Achieves delivery staff are required to complete a mandatory British Values training session and update this on an annual basis. A tutor self-assessment checklist is available to support tutors to self-assess their application of Safeguarding, the Prevent strategy and British Values.

Sub-contracted learning providers are required to complete a Prevent Duty checklist to ensure their organisation is meeting the highest standards, this document will be reviewed at a provider contract review meetings.

Resources and documents are available on the Hampshire Achieves Virtual Learning Environment (VLE).

16.3 Making a Prevent Referral

By raising your concerns and making a referral to the DSO/Deputy, you can help someone who you believe is at risk of radicalisation get support and may prevent them becoming involved in potentially violent activities, long before any criminal activity occurs. If you suspect terrorism or violent extremism is being promoted or related activity is taking place you should contact the Police on 101 or in an emergency call 999. Sub-contracted learning providers should include information on these referrals in their monthly Safeguarding return.

Further information and guidance can be found on the Hampshire Prevent Partnership Board website: <http://www.hampshirepreventboard.org.uk/>

If you would like this document in an alternative format, then please use contact details below:

Hampshire County Council
Participation and Lifelong Learning
Hampshire Achieves
E11 South
The Castle
Winchester
SO23 8UG

By email: participation.lifelong.learning@hants.gov.uk

17.0 Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels us as a public organisation to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for HA to act in a way that is incompatible with the Convention.

The specific Convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination,²⁵ and
- Protocol 1, Article 2: protects the right to education.

Appendix 1 Types of Abuse Neglect and exploitation

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 with one another.

Abuse - a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical Abuse – A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse – The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse – Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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.

Domestic Abuse - Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a

detrimental and long-term impact on their health, well-being, development, and ability to learn.

Neglect – 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 as a result 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 care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Specific Safeguarding Issues

All staff should have an awareness of Safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and sexting put children in danger.

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) and/or breast ironing
- forced marriage (FM)
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- missing children and adults
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking
- Upskirting
- County lines/serious crime
- Sharing ‘nudes’ /photos of naked/partially naked children

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 cases, 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, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- 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 maintain 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 the Home Office guidance: Child sexual exploitation: guide for practitioners

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also 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 will, in all likelihood, 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 face to face (both physically and verbally) 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. Staff should be aware that some groups are potentially more at risk.

Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBTQ+ children are at greater risk. Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;

- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts and;
- Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003¹³⁷ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus, or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.¹³⁷

Further information about consent can be found here: Rape Crisis England & Wales – Sexual consent

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

When referring to **sexual harassment** we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

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

As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store, and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes, and care 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.

Female Genital Mutilation Mandatory Reporting Duty

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **staff** in education along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for staff to see visual evidence, and they should not be examining learners, 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.

Tutors **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. In Hampshire Achieves, tutors will be supported by the DSO or Deputy to make a referral. The duty does not apply in relation to at risk or suspected cases (i.e. where the tutor does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, tutors should follow local safeguarding procedures.

Patterns of Abuse

Most incidents of abuse by staff and volunteers towards children, when seen with hindsight, contain prior indications of the potential for abuse that have been missed, ignored, or overlooked by the department. Sexual abuse in particular is likely to be characterised by a process of **grooming** of one or more youngsters prior to a specific act. This will often consist of blurring of boundaries with children to allow opportunities for abuse to take place. It is essential that managers are fully aware of this possibility and are alert to indications of conduct that could be part of a grooming process.

"Grooming" can constitute an offence and applies to specific behaviour towards children up to 16 years. Further, whilst the age of consent for sexual activity is 16, any sexual activity between a learner up to the age of 18 and a member of staff, even if perceived to be with the consent of a pupil, is an 'Abuse of Trust' offence and should be brought to the immediate attention of the Designated Safeguarding Officer (DSO) who will liaise with the Local Authority Designated Officer (LADO).

Activities that might arouse suspicion or merit further investigation, especially when conducted in a clandestine manner, and are contrary to the department's policy, and

which **occur in combinations in relation to the same member of staff or volunteer** might include:

- meeting or visiting children and young people outside of the activity
- offering extra support to individual children and young people
- placing themselves in closed rooms or inappropriate situations with a child or young person
- a series of minor concerns about physical contact
- inappropriate behaviour/conduct/boundaries with children or young people
- use of inappropriate and/or familiar language
- communicating electronically children or young people
- underperforming in their job linked to other behavioural concerns
- a history of frequent moves from job to job working with young people or children
- constantly ignoring rules about safe levels of staff to children/ young people ratios.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism 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 or 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 radicalisation into terrorism, there are factors that may indicate concern. Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Allegations of Abuse Made Against Other Children or Young People

Staff should recognise that children and young people are capable of abusing their peers, and there are many forms of abuse that may occur between peers. This list is not exhaustive:

- physical abuse (biting, kicking, hair pulling etc)
- Verbal abuse (name calling)
- sexually harmful behaviour (inappropriate sexual behaviour, touching, exposing sexual parts, sexual assault etc)
- bullying (physical, name calling, homophobic etc.)
- cyber bullying
- sexting and sharing sexual images
- initiation, hazing

- teenage relationship abuse
- Upskirting
- County lines/serious crime.

Special Educational Needs and Disabilities

Children/young people who have special educational needs and/or disabilities can have additional vulnerabilities when recognising abuse and neglect. HA should consider extra pastoral support and attention for these learners, along with ensuring any appropriate support for communication is in place. Further information can be found in the department's:

- SEND Code of Practice 0 to 25 years,

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers
- have fewer outside contacts than other children
- receive intimate care from a considerable number of carers, which may increase the risk of exposure to abusive behaviour and make it more difficult to set and maintain physical boundaries
- have an impaired capacity to resist or avoid abuse
- have communication difficulties that may make it difficult to tell others what is happening
- be inhibited about complaining for fear of losing services
- be especially vulnerable to bullying and intimidation
- be more vulnerable than other children to abuse by their peers.

Children who are lesbian, gay, bisexual, or gender questioning

N.B. This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.

What you should do if you think a child is being abused:

If you have any concerns because you think that a child might be being abused, don't assume that someone else is doing something about it, you must do the following:

- In an emergency (i.e., a serious incident, the child is in need of medical attention, or a crime may have occurred) call 999
- Contact your line manager who will support you to report your concerns to the DSO who will report this to the MASH team
- If you are unable to contact your line manager and/or the DSO use the Children's or Adult Services helplines for advice: Childrens Services 0300 555 1384, Adult Services 0300 555 1386
- Keep a record of your concerns and any action taken.

Appendix 2 Safeguarding Adults

The following forms of abuse have been identified:

Physical abuse - including hitting, slapping, pushing, kicking, misuse of medication, restraint, drowning, stabbing, burning, poisoning, hair pulling or inappropriate sanctions

Sexual abuse - including rape and sexual assault or sexual acts to which the adult has not consented, or could not consent, or was pressured into consenting. Sexual abuse might also include exposure to pornographic materials, being made to witness sexual acts and encompasses sexual harassment and non-contact abuse

Psychological abuse - including emotional abuse, threats of harm, controlling, intimidation, coercion, bullying, harassment, verbal abuse, isolation or withdrawal from services or supportive networks

Financial or material abuse - including theft, fraud, exploitation (including cuckooing), pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions, or benefits

Neglect and acts of omission - including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition, and heating

Discriminatory abuse - including racist, sexist, that based on a person's disability or sexuality, and other forms of harassment, slurs, or similar treatment.

Domestic abuse – the Domestic Abuse Act 2021 introduces a statutory definition of DA and recognises children of victims of DA in their own right, 'Abusive behaviour' is defined as any of the following: physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse and psychological, emotional, or other abuse.

Bullying:

Bullying is to intimidate, threaten, humiliate, or persecute someone. It is unwanted behaviour by one or a group of individuals directed towards another, which is not justified by their relationship, and which is offensive to the recipient or others. This does not relate to the discomfort of a learner with a tutor or other staff member exercising their legitimate role in advising, instructing, monitoring, or assessing their performance but might relate to the manner in which it is carried out.

Harassment:

Harassment can take many forms, occur on a variety of grounds, and may be directed at an individual or a group of individuals. Harassment has been defined by legislation as "conduct which has the purpose or effect of either violating another person's dignity or creating an offensive environment that is intimidating, hostile, degrading, humiliating or offensive. It is not the intention of the perpetrator but the

deed itself and the impact on the recipient, which determine what constitutes harassment”.

Any complaint about bullying, harassment or anti-social behaviour should be promptly investigated. Behaviours which will be interpreted as bullying, harassment or anti-social behaviour include:

- ‘picking on’ someone and causing them distress or discomfort
- name-calling which may cause hurt and offence
- unwanted physical contact or abusive comments regarding someone’s race, gender, sexuality, disability, culture, or religion
- constant interruption, shouting or undermining someone
- gossiping in order to undermine and damage others
- unwanted, uninvited, offensive, and derogatory statements and comments – either verbally or in writing
- abusive or patronising language or gestures, jokes, or remarks
- circulation of sexist, racist, homophobic, xenophobic, or discriminatory material
- unwanted comments on dress, appearance, size, lifestyle, or body language
- offensive graffiti or badges
- intrusive questioning, banter, threats, gestures, or insults; excluding someone
- misuse of computer technology to target potential victims
- exercising undue pressure on some to bully, harass or discriminate against another person
- damaging other people’s goods and property
- offensive, unwanted, repetitive, obscene, or malicious phone calls.

What you should do if you think someone is being abused:

If you have any concerns because you think that an adult is being abused, don’t assume that someone else is doing something about it, you must do the following:

- In an emergency (i.e., a serious incident, someone is in need of medical attention, or a crime may have occurred) call 999 and then inform the DSL/DSO.
- Contact your DSL/DSO who will support you to provide the right support and/or referral.

Appendix 3 Information for Learners and Staff

It is recommended that guidance for learners and staff should include information about well-being, personal safety, security, and safeguarding issues.

For learners this may include:

- a description of the provider organisation that includes the mission statement, organisational structure with a message stating a commitment to well-being, security, and a safer environment
- what to expect from the organisation regarding its commitment to learners and their safety and well-being
- details of the learner induction programme which should include personal safety, security, and well-being
- how to use the internet, to include guidance on internet security
- arrangements for learning support; how to access support and where to go to seek help
- reporting procedures for ill-health, health and safety incidents, abuse, bullying and harassment
- policies and procedures on expected behaviours and codes of conduct
- equality and diversity policies that make it clear that discrimination, abuse, harassment, and bullying is not tolerated
- who to contact in different situations such as reporting abuse, security issues or unreasonable behaviour
- children and adult safeguarding procedures.

For staff this may include:

- the aim of the provision showing how its work fits into both the national and local context.
- details of partners, including those involved in well-being initiatives, personal safety, and safeguarding adults
- who to contact in different situations such as dealing with allegations of abuse, security breaches or unreasonable behaviour
- the services available including include learning support, human resources, staff counselling and where to go to seek help
- reporting procedures for ill-health, health and safety incidents, abuse, bullying and harassment
- how to use the internet, to include the policy and practice on internet security
- information, policies and procedures on expected behaviour and codes of conduct
- equality and diversity policies that make it clear that discrimination, abuse, harassment, and bullying is not tolerated
- adult safeguarding procedures
- details of the staff induction programme to include sessions on staff responsibility in relation to personal safety, security, and well-being
- an explanation of how diversity issues, safer practice and appropriate conduct are embedded into the curriculum
- safer recruitment of staff and volunteers' policy and risk assessment procedures.

Appendix 4 Sharing Information

Sharing Information in Relation to Employees

- Proper and thorough pre-employment checks must be carried out on all potential staff prior to offers of employment, including full references, DBS checks, verification of qualifications etc.
- Managers must seek full information on previous employment records from past employers and from the last employer within the children's/adult's workforce and examine this to assess whether there is any basis for concern.
- Managers must keep secure records of any concerns or incidents relating to individual staff, on confidential files. This includes where there is insufficient evidence to determine whether they are true or false. Patterns of such incidents over time may be significant. Such records should be made accessible to the member of staff.
- Any disciplinary or capability warnings about issues relating to child protection or adults with safeguarding need must be retained beyond their expiry date as part of recording patterns of concern.
- Managers must be willing to share full and relevant information concerning substantiated allegations or concerns relating to child protection and adults with safeguarding needs about an employee when they are moving to a new employer, prior to any offer of employment being made.
- References should include all relevant matters which relate to the job for which the employee has applied, to assist the recognition of patterns of behaviour, which may not be obvious when considered in isolation.
- Employees should be allowed to see any reference a manager has prepared.
- All staff and volunteers must be encouraged to discuss issues relating to child protection and adults with safeguarding needs and to share in confidence any concerns they may have about other staff, volunteers, contractors, hirers etc. It must be made clear to all staff to whom such matters should be reported, which would normally be Designated Senior Officer (DSO).
- Information or concerns raised by people outside of the department about the actions of staff or volunteers must be treated with the same level of seriousness and addressed in accordance with these guidelines, even if those concerns are raised anonymously.
- These approaches will enable complete information to be shared openly and the identification of an 'audit trail' in those rare cases where a genuine child protection or vulnerable adult with safeguarding need exists.

Sharing Information in Relation to Concerns about Children and Adults with Safeguarding Needs

- You should explain to children and adults at the outset, openly and honestly, what, and how information will or could be shared. You should seek their agreement. The exception to this is where to do so would put that child, adult, or others at increased risk of significant harm
- While you must always consider the safety and welfare of an individual when making decisions on whether to share information about them; where there is concern that the individual may be suffering or is at risk of suffering significant harm, the individual's safety and welfare must be the overriding consideration and a referral must be made
- You should, where possible, respect the wishes of children or adults who do not consent to share confidential information. You may still share information, if in your judgement there is sufficient need in the public interest, or in the case of children where there is risk of significant harm to override that lack of consent.
- You should seek advice where you are in doubt
- You should ensure that the information you share is accurate and up to date
- You should always record the reasons for your decision, whether it is to share information or not.

Holding and sharing information

The critical importance of recording, holding, using, and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners,
- other agencies, organisations, and practitioners.
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- be able to keep detailed, accurate, secure written records of concerns and referral and understand the purpose of this record-keeping

Appendix 5A Hampshire Achieves - Safeguarding & the Prevent Duty

A Quick Guide for Staff

All those who come into contact with children, young people and vulnerable adults in their everyday work have a duty to safeguard and promote the welfare of these individuals. They should:

- be familiar with, and follow their organisation's policy and procedures for Safeguarding & Prevent
- know who to contact to express concerns about a child's, young person's, or adult's welfare, including Safeguarding & Prevent concerns
- attend regular training that raises awareness of Safeguarding and Prevent issues and equips them with the skills and knowledge needed.

If you become aware of concerns that a child, young person, or vulnerable adult is at risk of harm or is being abused, or if you have any other safeguarding concerns, you must report it immediately to your Centre's Designated Safeguarding Lead/Officer (DSL/O), ensure you tell the DSL/O the name and date of birth of the young person along with details of your concerns.

Designated Safeguarding Lead

Hampshire Achieves Apprenticeships, Young Peoples Learning, AL including Sub-Contracted Provision:
Debi Copeland, deborah.copeland@hants.gov.uk Mobile: 07926 077442

Designated Safeguarding Officers

Secure & Specialist Education

Rebecca Parrett, rebecca.parrett@hants.gov.uk Mobile: 07759 135547

Designated Safeguarding Officers

Hampshire Outdoors:

Stuart Cousens stuart.cousens@hants.gov.uk Mobile: 07714 768182

Hampshire Futures:

Dee John, dee.john@hants.gov.uk Mobile: 07784 264713

Rachael Ives, rachael.ives@hants.gov.uk Mobile: 07740 700471

If you are unable to contact a DSL/Deputy/DSOs and need to seek immediate advice, please contact the Hampshire County Council, Multi Agency Safeguarding Hub (MASH) through the Children's Professionals Line 01329 225379 or by email to csprofessional@hants.gov.uk

Ensure you always inform the DSO/L in writing of any disclosure made direct to MASH.

This helpline brings together professionals from a range of agencies into an integrated multi agency team providing triage and multi-agency assessment of

safeguarding concerns. To refer a concern, you should complete the Inter Agency Referral form.

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/contacts>

Additional Contact Telephone Numbers

During office hours 8.30am – 5pm

Children's Services 0300 555 1384

Adult Services 0300 555 1386 Out of Hours Service 0300 555 1373

If you believe a crime has been committed contact Hampshire Police 101 or, if the individual is in immediate danger call 999.

The Prevent Duty - *refer using the above contact details.

All staff have a duty to comply with the Prevent Duty and this includes the responsibility to:

- understand the potential indicators that someone may be drawn into terrorism
- recognise potential signs of individual vulnerability to radicalisation
- exemplify and promote British values
- encourage all learners and staff to respect other people with particular regard to the protected characteristics under the 2010 Equality Act
- know how to report a concern or suspicion.

Remember: RECOGNISE – RESPOND - REPORT – RECORD - REFER

Appendix 5B Contact details for AL Providers

Dealing with concerns

If you become aware of concerns that a child or adult is being abused, or if you have any concerns, you must report it to your **Designated Safeguarding Officer**. If you think someone is being abused, don't assume that someone else is doing something about it.

To refer a concern, you should complete the **Inter Agency Referral form**. All **immediate Safeguarding concerns should be made initially by telephone on the Children's Professionals line 01329 225322**, or professionals should complete the **Inter-Agency Referral Form for Hampshire** or the **Inter-Agency Referral**. We no longer accept these by email.

If you are enquiring about the Homes For Ukraine please email: childrens.services@hants.gov.uk by email to csprofessional@hants.gov.uk

Additional contact phone numbers for Children's Services or Adult Services:

Children's Services: 0300 555 1384	<ul style="list-style-type: none">Monday to Thursday – 8:30am to 5pmFridays – 8:30am to 4:30pm All other times, and for weekends and Bank Holidays, please use the Out of Hours number.
Out of hours: 0300 555 1373	<ul style="list-style-type: none">Monday to Thursday – 5.00pm to 8:30amFriday 4:30pm to Monday 08:30amAll day on Bank Holidays and Christmas Day The helpline is staffed by social workers and other specialists who can deal with anything. If this line is engaged, you will be put through to an answerphone. Leave your name and number and your call will be returned as quickly as possible.

Adult Services: 0300 555 1386	<ul style="list-style-type: none">Monday to Thursday – 8:30am to 5.00pmFridays – 8:30am to 4:30pm All other times, and for weekends and Bank Holidays, please use the Out of Hours number.
Out of hours: 0300 555 1373	<ul style="list-style-type: none">Monday - Thursday 5pm to 8:30amFriday 4:30pm to Monday 8:30amAll day on Bank Holidays and Christmas Day The helpline is staffed by social workers and other specialists who can deal with anything from advice about how best to help an elderly relative to getting help in an emergency.

If you believe a crime has been committed, contact Hampshire Police 101 or, if the child, young person, or adult is in immediate danger call 999.

Where there are concerns or specific allegations about the conduct of a member of staff or a volunteer, the line manager should contact a senior officer who will liaise with the Local Authority Designated Officer (LADO) who is the **single point of contact** on such issues. It is the responsibility of the LADO to liaise with other agencies such as Human Resources or the police in appropriate cases.

Contact details are as follows:

Local Authority Designated Officer (LADO)

Phone: 01962 876 364

Email: child.protection@hants.gov.uk

Address:

The Safeguarding Unit

Children's Services Department

Clarendon House

Monarch Way

Winchester

SO22 5PW

The LADO should be advised of all cases where it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against, or related to, a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

Dealing with PREVENT concerns: If you have any concerns about an individual, please call Hampshire Constabulary non-emergency number 101, or email:

Prevent.engagement@hampshire.pnn.police.uk

Anti-terrorism hotline 0800 789 321

Crimestoppers 0800 555 111

All referrals should be notified to the Hampshire Achieves DSO within 48 hours of the incident and in the monthly Safeguarding return.