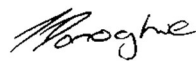


Safeguarding Policy

Document Information

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Scope of Document	This policy applies to apprentices, learners, staff, contractors, consultants and other workers at TNB.	
Objective	To outline and ensure compliance to the rights and responsibilities of TNB users in respect of Safeguarding, young people and adults at risk.	
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SAFEGUARDING CHILDREN & ADULTS AT RISK PROTECTION POLICY

Note: In this, and all related policies, the term ‘learner’ is applied to all receiving training through TNB Skills Training, including apprentices.

Policy statement

TNB are committed to practices that protect children and adults at risk from harm, radicalisation and exploitation. Staff, employers and volunteers working with TNB must recognise our common responsibilities to develop an awareness of the issues that may cause children and adults at risk harm and adopt appropriate safeguarding practices to minimise the chances of abuse. Committed to protecting the welfare of our children and vulnerable adults alike through the safeguarding arrangements covered within this policy we expect all staff members to share this commitment and it is the responsibility of all staff to ensure that they carry out their practice in accordance with the duty to safeguard and to take prompt appropriate action when they have concerns about a child or adult at risk.

Legislation and guidance underpinning this policy

Equality Act 2010

Keeping Children safe in Education (2023 and subsequent revisions)

Working together to Safeguard Children (2018 and its subsequent revisions)

Children and Families Act (2014)

The Care Act (2014)

The Children and Social Work Act (2017)

Safeguarding and Safer Recruitment in Education (2007)

Safeguarding Vulnerable Groups Act (2012)

Protection of Freedoms Act (2012)

Sexual Offenders Act (2003)

Ofsted’s inspecting safeguarding guidance for inspectors (2021)

Guidance for safer working practice for those working with children and young people in education settings and addendum 2020

The Prevent Duty as outlined in the Counter-Terrorism and Security Act 2015

The purpose of the policy therefore, is to provide protection for learners on programmes managed by TNB to ensure their welfare and to underline TNB’s commitment to Safeguarding.

The outcomes of the policy

TNB’s apprentices and learners are protected from hazards and all forms of abuse because TNB ensures that:

- Apprentices and learners use safe practices in learning and at work
- All staff have read and confirmed their understanding of, Part One of ‘Keeping Children Safe in Education’
- Staff, employers and volunteers fully understand their safeguarding responsibilities and the importance of working in partnership with other external agencies in order to promote learners’ welfare
- There is a culture which makes TNB a safe place to learn
- Appropriately trained staff are in place, all of whom have received training in Safeguarding and Prevent and passed an enhanced check by the Disclosure and Barring Service
- Learners have the knowledge and understanding to enable them to make informed choices about their health and wellbeing including when on-line
- Staff are able to identify and respond appropriately to learners’ welfare concerns

Definitions

The Children's Act defines a 'child' as a person under the age of 18.

Child at risk – Keeping Children Safe in Education 2023 recognises the additional vulnerabilities of 'looked after children' and care leavers. The Children Act 2004 also covers vulnerable adults with a disability up to the age of 25.

For the purposes of this policy and associated procedures, children and young people are any learners under the age of 18 years, and those adults who are considered at risk.

We accept the definition of a **vulnerable adult** as "a person aged 18 or over who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect themselves against harm or exploitation" (Safeguarding Vulnerable Groups Act 2006). We also recognise the wider indications of potential vulnerability such as children and young adults who may be living away from home, vulnerable through race or racism, potential victims of domestic violence, with families living in temporary accommodation, living as migrants, living with drug-misusing family members or who themselves have caring responsibilities.

Safeguarding looks at preventative action and covers the full range of measures in place to protect children, young people and vulnerable adults at risk from potential dangers, including the safer recruitment of staff, and is therefore a protective approach. We accept the definition of safeguarding and promoting the welfare of children as defined in statutory guidance:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

While there is no legal definition of child protection, we fully accept our duty of identifying and taking action to protect children and adults who are at risk of serious harm.

Safeguarding looks at all types of harm or potential harm including but not limited to:

- Sexual abuse or inappropriate relationships (including sexual violence and sexual harassment)
- Grooming
- Physical and emotional abuse and neglect
- Domestic violence
- Upskirting
- Sexting
- Inappropriate parenting
- Inappropriate supervision by staff and volunteers
- Bullying, cyber-bullying and acts of violence/aggression from within the learner community
- Victimisation
- Self-harm and risky behaviour
- Unsafe activities and environments (criminal exploitation: county lines)
- Crime (including gangs)
- Exploitation
- Homelessness/Missing persons
- So-called 'honour-based' violence (FGM, forced marriage, breast ironing)

- Preventing radicalisation (see Prevent policy)
- Teenage relationship abuse
- Peer on peer/child on child abuse – the term Peer on Peer abuse is in reference to any vulnerable adults, the term child on child abuse refers to learners under the age of 18

Ensuring commitment to and effectiveness of the policy

Responsibilities

TNB is committed to providing a secure environment for all customers and learners, where they feel safe and are kept safe. All staff at TNB recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether or not their role has direct contact or responsibility for customers and learners. The specific responsibilities are as follows:

Directors, Senior Managers and Section Managers/Team Leaders are responsible for ensuring compliance with this policy.

QIP/IQA Group is responsible for reviewing this policy and procedure on a regular basis to ensure it meets statutory guidance contained in 'Keeping Children Safe in Education' (September 2023) and "Working Together to Safeguard Children" and the Prevent Duty and Section 21 of the Counter Terrorism and Security Act 2015.

Training/Assessing staff are responsible for complying with this policy, for helping to identify learners at risk, completing the safeguarding report form and referring this to the TNB Designated Safeguarding Officers and assisting them to investigate the matter.

Designated Safeguarding Officers are responsible for investigating reports concerning safeguarding, extremism and radicalisation presented by TNB staff, determining and recommending an appropriate route of action and reporting and working with external agencies. The DSOs are responsible for keeping up to date records of investigations and outcomes.

All staff who have contact with learners understand how to raise and record complaints and TNB's process for investigating concerns. This is ensured through staff training with indicative content at Annexe A.

Related policies

This policy should be considered in conjunction with TNB's policies and procedures relating to

- Prevent
- Equality and Diversity
- Health and Safety
- Bullying & Harassment
- Social Networking
- Whistle-blowing
- Staff induction
- Learner induction
- Staff training
- Staff Code of Conduct
- Data Protection
- IT and Computer Policy
- TNB Training centre Covid-19 risk assessment

Staff training and development

All new recruited staff receive induction, which includes Safeguarding and Safer Recruitment (where relevant to role).

In line with good safer recruitment practice, all staff recruited at TNB undertake a full DBS check and full professional and character references are obtained, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

All staff have read and confirmed their understanding of at least part 1 of the statutory guidance on Keeping Children Safe in Education (updated annually).

TNB ensure that all staff receive safeguarding and child protection updates at least annually, to provide them with relevant skills and knowledge.

All staff are trained to recognise and respond appropriately to any learners showing signs of abuse (Annexe A). However, TNB is alert to more recent safeguarding concerns relating, for example to, peer-on-peer abuse, county lines, knife crime, FGM and honour-based violence and we ensure that staff training and development is responsive to these more recent dangers.

TNB recognises the additional potential for abuse arising from the pandemic and has ensured that staff are alert to these dangers. Ofsted research has identified the significant rise in the number of learners educated at home. Arising from this:

- Mental health and self-harm
- Bereavement
- Online bullying
- Exposure to domestic abuse and violence
- Increased exposure to sexual abuse

We have a staff code of conduct. TNB expect staff to adopt safe working practices at all times. Staff understand that they are responsible for their own actions and behaviour and should avoid any conduct which could lead any reasonable person to question their motivation and intentions.

TNB has a positive approach to safeguarding and therefore demonstrates good practice on educating and advising on:

- Learners' Health & Safety
- Safe Working Practices
- Anti-bullying
- Use of physical intervention
- Meeting the needs of learners with medical conditions
- Providing first aid
- Drug and substance misuse
- Internet safety
- Academy security
- Safer recruitment

Staff and volunteers in this organisation understand the importance of working in partnership with learners, their parents / carers, employers and other agencies in order to promote learners' welfare.

Categories of abuse and signs and symptoms

TNB aims to create a culture of professional curiosity where staff are aware of students' welfare and are alert to indicators of safeguarding concerns or abuse. Although these

signs do not necessarily indicate that there is a safeguarding concern or that someone has been abused, they may help staff to recognise that something is wrong.

Physical abuse

Includes hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating or otherwise causing physical harm to a child or adult at risk. It may be deliberate or reckless or the result of a deliberate failure to prevent injury occurring. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child. Signs and symptoms include:

- Unexplained, recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for activities
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact – shrinking back if touched
- Admitting that they are punished but the punishment is excessive (such as a child being beaten every night to 'make them study' and/or
- Fear of suspected abuser being contacted

Emotional abuse

May involve conveying to a person that they are worthless, unloved, inadequate or valued only insofar as they meet the needs of another person. It can include not giving the child or adult opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate. It can also feature age or developmentally inappropriate expectations or interactions beyond developmental capability or conversely overprotection or limitation of exploration and learning.

Emotional abuse can also involve seeing or hearing the ill-treatment of another. It may also include serious bullying or cyber-bullying or the exploitation or corruption of a child or adult. Possible signs and symptoms include:

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless.....')
- Over-reaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting, self-harm) and/or
- Extremes of passivity or aggression

Neglect

The persistent failure to meet a child's or adult at risk's basic physical and/or psychological needs, likely to result in the serious impairment of their development. It can involve a parent or carer failing to:

- Provide adequate food, clothing or 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) and/or
- Ensure access to appropriate medical care or treatment
- Be responsive to basic emotional needs

Possible signs and symptoms include:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies

Sexual abuse

Forcing or enticing a child or adult at risk to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child or adult at risk is aware of what is happening. The activities may involve physical contact, including assault by penetration or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. Abuse may also involve non-contact acts, such as involving children or adults at risk in looking at, or in the production of, images or other media of sexual activities, encouraging children or adults at risk to behave in sexually inappropriate ways or grooming and the apparent consent of a child or adult at risk in preparation for abuse (including via the internet). Sexual abuse can be carried out by anyone, including other children and adults at risk. Possible signs and symptoms include:

- Being excessively affectionate or knowledgeable in a sexual or inappropriate way
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, eating disorders
- Personality changes such as becoming insecure or clingy
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- Starting to wet again, day or nightmares
- Becoming worried about clothing being removed
- Suddenly drawing sexually explicit pictures and/or
- Trying to be 'ultra-good' or perfect; over-reacting to criticism

Domestic abuse

It is important staff remain vigilant to early signs of domestic abuse and ensure that all staff have up to date training in order to support learners. We recognise that domestic abuse can:

- Be psychological, physical, sexual, financial or emotional
- Impact on children and vulnerable adults through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships

Child on child abuse

Children and young people can abuse other children/young people. This can take the form of inappropriate behaviour that to the instigator can be seen as 'harmless fun' such as banter, making jokes etc to the more obvious bullying, sexual/physical abuse and consensual and non-consensual photography. TNB understand the importance of:

- Explaining to children that the law is in place to protect rather than criminalise them
- Understanding intra-familial harms, and any necessary support for siblings following incidents
- The need to be part of discussions with statutory safeguarding partners and pro-actively engage with opportunities to do so

Staff should challenge all inappropriate behaviour between peers and not ignore or downplay actions that are in fact abusive. Where other stakeholders have concerns, these must be raised with the DSL's.

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

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

Child Criminal Exploitation (CCE)

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

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crime themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly older children) and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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

Further information about CCE including definitions and indicators is included in Annex A of the KCSIE September 2023 document.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. 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.

Further information about CSE including definitions and indicators is included in Annex B of the KCSIE September 2023 document.

Multi-agency practice principles for responding to child exploitation and extra-familial harm



Female Genital Mutilation (FGM)

Whilst all staff should speak to the DSL with regard to any concerns about FGM, there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this on the police. See Annex B of KCSIE for further details.

Others forms of abuse

Other forms of abuse staff should remain vigilant for are:

- **Financial or material abuse** – including theft, fraud, internet scamming, coercion in relation to an adult’s financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.
- **Modern slavery** – slavery, human trafficking, forced labour and domestic servitude. People are bought and sold for sexual exploitation, forced labour, street crime, cannabis cultivation, grooming and pimping, domestic servitude, forced marriage or even the sale of organs and human sacrifice.
- **Discriminatory abuse** – including forms of harassment, slurs or similar treatment;

because of race, gender and gender identity, age, disability, sexual orientation or religion.

- **Self-neglect** – this covers a wide range of behaviour neglecting to care for one’s personal hygiene, health or surroundings and includes behaviour such as hoarding. It involves no other perpetrator.
- **Psychological abuse** - including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.

Mental health and well-being

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriate trained professionals should attempt to make a diagnosis of a mental health problem but staff should be aware that mental health problems could be an indicator that a child or vulnerable adult has suffered or is at risk of suffering abuse, neglect or exploitation. Where safeguarding concerns are highlighted staff should refer to the Safeguarding Officer/DSL to ensure safeguarding processes and procedure are in accordance with the Mental Capacity Act 2007.

Ensuring learners’ understanding of the support and guidance available to them

Learners are informed during the induction process of the safeguarding team including those they might talk to if they have any concerns regarding their own or others’ safety. Information is also in the learners’ induction packs and via our website student wall. Learners receive information on external support agencies, for example, Childline and Samaritans.

We ensure that learners are supported to understand and recognise risk, for example risks associated with criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, and are aware of the support available to them.

Learners with Special Educational Needs, disabilities or health issues

These learners may face additional safeguarding challenges both online and offline. These could include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s condition without further exploration
- Learners being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for learners with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so

However, it is important to remember that learners with learning difficulties may exhibit some of the signs mentioned above (e.g constant tiredness). These are not necessarily signs of abuse but symptoms of their condition and may be more pronounced when the learner is uncertain e.g when starting their course. However, it must also be remembered that disabled young people are three times more likely to experience abuse or neglect than non-disabled peers.

Children absent from education

All staff should be aware that children/adults at risk, going absent, particularly repeatedly, can act as a vital warning sign of a range of safeguarding concerns. If staff are unable to contact a learner and have concerns about their safeguarding they must report this to the DSL who will take appropriate action.

Working with employers (Traineeship and Apprenticeships)

We ensure that employers who take on young people and adults at risk while they are on programme with TNB understand and support our commitment to safeguarding. All employers are given a copy of the safeguarding information in induction packs and information on whom to contact at TNB if they have concerns.

This policy is displayed on TNB's website and links to the policy are included in learner and staff handbooks and employers' guidance.

Allegations against staff

All TNB staff are 'People in Positions of Trust' and as such where allegations are made against them these will be taken seriously and must be reported to the relevant senior manager. If the allegation concerns a member of the SMT it should be reported to the Managing Director. The member of staff concerned must NOT be informed of the allegation at this point. The senior manager will then refer the matter to the Managing Director who will decide if the incident is serious enough to be considered as a potential safeguarding matter and raised with the DSL OR whether the allegation is less serious, in which case it should be dealt with under TNB's Code of Conduct and/or Disciplinary Procedures.

Where allegations are considered to be a Safeguarding matter these must be referred to the relevant Local Authority Designated Officer (LADO) and request that an emergency strategy meeting be convened to plan the process of investigation. The relevant LSCB/Children's board procedures and DfE guidance must be followed.

The Managing Director will also need to decide whether for the duration of the investigation, the member of staff should continue in their work, be moved to other duties or be suspended in accordance with the terms of the Disciplinary Policy and Procedures. The LADO will be kept informed of all decisions taken by TNB in relation to the staff member.

If, the matter is to be investigated then the MD will advise the staff member that an allegation has been made against him/her and the matter has been referred to the Local Authority for investigation. To avoid prejudicing the investigation the details of the allegation should not be disclosed prior to investigation and the staff member will be instructed not to discuss this with other colleagues. The staff member will be advised to take legal advice.

Once the investigation is completed, the MD will decide whether any further action is needed in relation to the information arising from the investigation. Depending on the outcome of the investigation it may be necessary to commence TNB's formal disciplinary policy and this must be conveyed to the staff member within seven days of the completion of the investigation.

Framework for Assessment of Need

Child's Developmental Needs: Illustrative indicators of a child in need

Learners who are low achievers	Learners with poor attendance and children missing education
Learners with disabilities	Learners with mental health difficulties
Learners with chronic health problems	Learners with developmental delay
Learners with communication difficulties	Learners experiencing loss/bereavement
Learners with low self-esteem	Learners who present as tired/lethargic
Learners who are in a 'caring' capacity	Learners who are parents themselves
Learners at risk of engaging in under age sexual activities	Learners who may be/are engaging in substance misuse
Learners who present problems around personal hygiene/diet/dress	Learners who are unable to form appropriate peer relationships
Learners who may be engaged in illegal employment/working hours	Learners experiencing harassment and/or bullying
Learners who bully	Learners who are withdrawn

Carer/Parenting Capacity: Illustrative indicators of a child in need

Learners whose carers show no interest and/or involvement in their education	Learners whose carers resist agreed professional partnership support
Learners living with high criticism, low warmth	Learners whose carers are unable to provide a safe/secure environment
Learners living in inconsistent, transient, family situations	Learners who are under/over disciplined or stimulated
Learners/Family members with mental health problems	Learners living with domestic violence
Learners whose family are involved in substance abuse	Learners whose carers have learning difficulties
Learners whose carers might neglect to meet their basic personal/health needs	

Family and environmental factors: that may indicate a child is in need

Families who present persistent neighbourhood nuisance	Families with low expectations/opportunities for work
Families living in social/cultural isolation	Families living in temporary accommodation
Families who are asylum seekers/refugees	Families who are victims of harassment and racism
Families who lack support networks	Families where there is violence/crime
Families where there is a high level of instability	Families living in areas of deprivation

It is important to note that children may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

Handling Disclosure – information for staff

If a member of staff is informed by a girl under 18 that an act of FGM has been carried out on her; or observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and has no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth it is mandatory to report the incident to the police. The duty doesn't apply to women aged 18 or over and members of staff will follow existing safeguarding procedures in these cases.

A learner may disclose abuse, fear of abuse or a safeguarding cause for concern to any member of staff at any time. When this happens, you need to follow the procedure set out below.

1: Contact/report to safeguarding officer (Jayne Anderson or Ann Cattermole) within 24 hours of the incident. Information is to be recorded on a safeguarding referral form and should include:

Name of person taking information

Date and time

Learner details: name, course, workplace, date of birth, address and postcode, email address, has there been any involvement from other agencies (social services etc.).

Next of kin, name and contact number

Any disability.

Include an outline of the concern.

When a learner discloses information on a safeguarding issue, you need talk to the learner discreetly. The situation needs to be dealt with sensitively.

- Do ensure the safety of the individual.
- Call for help if necessary.
- Listen carefully and believe.
- Remain calm.
- Ensure that your response is caring, respectful and reassuring.
- Explain that you will need to share this information with the relevant safeguarding officer.
- Act within the individual's wishes as far as possible
- Reassure them that you and your colleagues will take steps to protect and support them.
- Reassure the individual that the situation will be dealt with sensitively and they will be kept informed of what is happening.

Never:

- Show shock or disbelief
- Promise not to tell anyone
- Act within the individual's wishes if this would put them or others at risk or would go against organisational or legal requirements, prevent an individual from giving information freely.
- Be judgmental
- Ask investigate or leading questions
- Contact the alleged person or anyone else mentioned in an allegation

Useful Contacts

Victim Support	0808 168 9276
DAVVS (Domestic Abuse)	01892 570536
The Survivors Trust (Sexual Abuse) www.thesurvivorstrust.org/find-support	08088 010818
Child Sexual exploitation Early Help	03000 419222
Kent Adult Social Services	03000 416161
East Kent Rape Line	0800 458 2818
Kent Safeguarding Children's Board	03000 411111
LGBT Counselling fred@metrocharity.org.uk	0208 305 5009
NSPCC Advice Line (FGM)	0800 028 3550
Operation Willow (CSE)	101
Police (Non emergency)	101
Porchlight (Homeless help)	0800 567 7699
Crimestoppers	0800 555 111
Young Minds (up to 25 years) www.youngminds.org.uk	0808 802 5544 (9.30am-4.00pm)
MIND (13-24 years) www.mind.org.uk	0300 123 3393
National Drugs Helpline	0800 776600
Anxiety UK www.anxiety.org.uk	08444 775 774 (9.30am-5.30pm)

Amendment Record

Date	Issue No.	Section/Page	Details of Change	Authorised By:
01/07/17	3.0	N/A	No updates	SMT
27/07/17	4.0	P1	Information & frequency of staff training	SMT
27/07/17	4.0	P7	Additional paragraph reporting FGM	SMT
28/08/18	5.0	ALL	Reviewed whole document and updated safeguarding officer names and details	SMT
22/03/19	6.0	ALL	Updated to include latest KCSIE guidance and updates to safeguarding officers	SMT
17/07/2020	7.0	ALL	Updated guidance checked and dates updated in policy for KCSIE	SMT
10/11/2020	8.0	Annexe B	Update to SG Officers	SMT
20/07/2021	9.0	Page 4	Ref to Covid 19 risk assessment	SMT
01/09/2021	10.0	ALL	Legislation updates	SMT
01/09/2022	11.0	ALL	KCSIE Updates	SMT
10/07/2023	12.0	ALL	KCSIE Updates	SMT
15/04/2024	13.0	ALL	KCSIE & Legislation Updates Added categories of abuse and signs/symptoms of abuse Added allegations against staff section	SMT