Safeguarding and Child Protection Policy and Procedure

Policy prepared by: Tony Richards and Trustees
Approved by Trustees: May 2026
Next review date: May 2027

HP/25/02/26
Hope's Place is committed to safeguarding, child protection and promoting the wellbeing of all children, young people and members of the Hope's Place community.

Safeguarding and Child Protection Policy

HOPE'S PLACE DETAILS
Name: Hope's Place
Address: C/o Burton Sweet, The Clock Tower, Farleigh Court, Old Weston Road, Flax Bourton, BS48 1UR
Tel No: **07786617572** Email address: **education@hopesplace.org.uk**
Registered Charity No. 1105139

KEY PERSONNEL
Educational Facilitators: Anna Jeffery, Claire Reed, Elleanor Fass-Roads, Alistair Baker

Role	Name	Contact
DSL	Anthony Richards	Mobile 07786 617 572 Email Tony@hopesplace.org.uk
DDSL	Fiona Hallworth	Mobile 07971 189366 Email Fiona@hopesplace.org.uk
Local Authority First Response	N/A	For immediate child or adult safeguarding concerns in Bristol, call the **First Response Team on 0117 903 6444** (weekdays) or the **Emergency Duty Team on 01454 615 165** (evenings/weekends). For adult-specific safeguarding, contact Care Direct at 0117 922 2700
Police		101 or 999 in an emergency

RELATED DOCUMENTS AND APPENDICES

- Allegations against a member of staff *Appendix A*
- Role descriptions of the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead *Appendix B*
- Good Practice Guidance *Appendix C*
- Information about some other aspects of Abuse *Appendix D*
- Brook Sexual Behaviours Traffic Light Tool *Appendix E*
- Employment Handbook
- Trustee Code of Conduct
- Complaints Policy
- Equality and Diversity Policy (including Gender Statement)
- Health and Safety Policy

- Keeping Children Safe in Education 2025
- Additional advice and support *Appendix F*

HOPE'S PLACE COMMITMENT

This policy applies to all involved with Hope's Place: Hope's Place trustees [hereafter referred to as the trustees] and educational facilitators. Recognising this, it is Hope's Place policy for trustees and educational facilitators to be subject to an Enhanced DBS check.

Safeguarding and **promoting the welfare of children** refers to the process of protecting children from maltreatment, preventing the impairment of 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.

Child protection refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.

This policy should be read in conjunction with each school's safeguarding and child protection policy, including the child-on-child abuse policy.

The trustees of Hope's Place recognise the importance of the service provided to children and young people and their responsibility to protect and safeguard the welfare of children and young people placing trust and confidence in the services provided by Hope's Place.

Hope's Place is committed to:

- Valuing, listening to and respecting children and young people, and promoting their welfare and protection;
- Enabling those children and young people to have optimum life chances and to enter adulthood successfully;
- Protecting children and young people from maltreatment and any form of abuse;
- Safe recruitment, supervision and training for all staff in direct contact with children and young people;
- Maintaining good links with schools, the statutory childcare authorities and other relevant organisations;
- Establishing a safeguarding culture i.e. for all members of the Hope's Place, safeguarding is an attitude and a set of deeply held and adhered to beliefs;
- Viewing the welfare and safety of all children, young people, trustees and staff as a priority;
- Providing a safe learning environment for children, young people and staff;
- Ensuring trustees and educational facilitators take appropriate action to protect children and support their development;
- Ensuring trustees and facilitators understand and recognise abuse in its many forms and identify children and young people who are or might be suffering or likely to suffer harm;
- Communicating to members of Hope's Place and the wider community its commitment to safeguarding;
- Providing an environment in which children and young people feel secure, have their viewpoints valued, are encouraged to talk, and are listened to;
- All staff embracing the need for safeguarding children and young people's wellbeing in all aspects of their work and understanding their responsibilities in identifying abuse, sharing information and taking appropriate action;
- An open-culture where trustees and facilitators feel confident to speak-up whenever they have concerns about a child or a particular adult;
- Delivering courses which may include age-appropriate aspects of safeguarding;
- Keeping meticulous, written records of concerns about children and young people that are shared appropriately and stored securely;

- Having clear procedures, in line with best practice, for reporting allegations against staff members;
- Practising exemplary safe recruitment.

The trustees recognise the need to provide a safe and caring environment for children and young people. They also acknowledge that children and young people can be the victims of physical, sexual and emotional abuse, and neglect. The trustees have therefore adopted the procedures set out in this document. They also recognise the need to build constructive links with the appropriate child protection agencies. The policy and practice guidelines have been drawn up on the basis of English law and based on a model published by the Thirty-one:eight/Churches' Child Protection Advisory Service (CCPAS)**,** with particular reference to Working Together to Safeguard Children 2023, and Keeping Children Safe in Education 2025.

The trustees are committed to on-going child protection training for all those working in schools and will review the Safeguarding Policy annually.

SAFE RECRUITMENT AND SUPERVISION/TRAINING

Hope's Place promotes 'Safer Recruitment' practice including scrutinising applicants, verifying identity and qualifications, obtaining professional and character references, checking previous employment history, conducting online searches and ensuring that a candidate has the health and physical capacity for the role. Hope's Place undertakes interviews and appropriate checks including disclosure & barring checks and other checks as necessary and reasonable. Evidence of these checks is recorded. All recruitment materials include reference to Hope's Place commitment to safeguarding and promoting the wellbeing of children and young people.

Hope's Place discourages those unsuitable to work with children and young people by:

- Promoting safeguarding in Hope's Place literature and our website;
- Requiring Enhanced DBS clearance;
- Requesting professional and character references including safeguarding questions;
- Carrying out identity checks, and where practicable, qualification and employment checks.
- Informing shortlisted candidates that online searches may be done as part of pre-recruitment checks.

Hope's Place rejects unsuitable applicants and investigates:

- Gaps in employment;
- Warning signs within references, explicit and implied, such as references that are nothing more than statements of fact, excessively positive, negative, inconsistent with the candidate's application;
- A lack of awareness/understanding of safeguarding within the application;
- No mention of safeguarding training.

Hope's Place is aware that schools and youth groups are a magnet for those wishing to harm children and young people, is vigilant throughout the recruitment process and:

- Where practicable, contacts each referee to verify she/he wrote the reference and has no safeguarding concerns about the candidate;
- Conducts online searches on shortlisted candidates;
- Requests one referee is the previous employer;
- Checks qualifications, where practicable;
- Requires a current DBS clearance certificate;
- Keeps a record of all recruitment checks.
- Requires a Hope's Place application form in addition to any curriculum vitae submitted.

Once staff are appointed, Hope's Place continues to monitor and develop safeguarding awareness through:

- A supervised induction period which includes: observations, safeguarding training, discussion of and familiarisation with Hope's Place policies, particularly safeguarding, health and safety and related policies;
- A programme of observational visits;
- Regular and frequent training;
- An openness of communication within Hope's Place;
- Regular and frequent discussion of safeguarding at meetings; safeguarding is an agenda item for all Education meetings.
- The promotion of a safeguarding culture.

Hope's Place promotes its commitment to safeguarding through:

- Vacancy advertisements;
- Hope's Place website;
- Promotional materials e.g. flyer;
- Sending Hope's Place current Safeguarding Policy to schools;
- Applicant information packs and a Hope's Place application form;
- Job offer letters and employment contracts;
- Induction training;
- A statement on Hope's Place documents and correspondence i.e. *Hope's Place is committed to safeguarding, child protection and promoting the wellbeing of all children, young people and members of the Hope's Place community*;
- This policy and related policies.

At Hope's Place interviews:

- Candidates will be asked to bring to the interview originals of qualification certificates, their passport, a DBS, if they have one, and photocopies will be taken of these documents;
- Interviews will be conducted face-to-face before an interview panel which will include a minimum of two people, one of whom will be designated to ask safeguarding questions;
- Will be planned in advance with a set of core questions, including safeguarding questions. A proportion of the questions will relate to particular strengths/interests of the individual candidate and any concerns raised by references or her/his application;
- A selection of other techniques may be used e.g. a set presentation;
- Members of the selection panel will be vigilant for any safeguarding concerns and safeguarding awareness and understanding;
- Selection panel members will be alert to inappropriate language, a lack of understanding of and/or commitment to safeguarding;
- Any safeguarding concerns will be explored in detail and if a concern remains after further investigation, the candidate will not be considered for the role;
- The medical fitness of a candidate will be verified before he/she is appointed.

The full recruitment process will involve an advertisement making it clear that an Enhanced DBS check is required, an application form with job specifications, an interview including safeguarding questions, an online search, references and, where practicable, reference checks.

The Educational Facilitators, who deliver Hope's Place courses to young people, are subject to an Enhanced DBS check with Barred list check, and required to attend safeguarding training every three years. They are also required to familiarise themselves with Part 1 of 'Keeping Children Safe in Education, 2024', available on HP Cloud – *Education/Documents/Safeguarding.*

The DSL is qualified to deliver certificated Level 3 safeguarding training and will undertake update training at least every two years. The DDSL will undertake safeguarding training every three years.

WORK IN SCHOOLS GUIDELINES

We all have a duty to:

- **Recognise** possible abuse or neglect
- **Respond** appropriately
- **Report** concerns
- **Record** observations and actions

A facilitator working within a school will be familiar with and subject to the school's own Safeguarding Policy. Copies of schools' safeguarding policies are stored in the Education area of the HP Cloud. Facilitators will at no time work alone or be alone with children or young people from the school without the explicit authorisation of both the trustees of Hope's Place and the school leadership. At all other times, school staff will be present.

Facilitators must discuss all safeguarding, mental wellbeing/health and health issues that arise with a member of staff immediately after the session and also refer such issues to the school's Designated Safeguarding Lead, if appropriate. Any such issue should also be referred to the Hope's Place Designated Safeguarding Lead or Deputy Designated Safeguarding Lead; both are trustees of Hope's Place. A written record should be made of any such matter and be kept securely in the HP Cloud by the Hope's Place DSL.

TYPES AND INDICATORS OF ABUSE

The trustees are committed to offering pastoral care, working with statutory agencies as appropriate, and providing appropriate support to those who have been affected by abuse. The four categories of abuse as described in The Children Act 1989 are:

- Physical
- Emotional
- Sexual
- Neglect

Absenteeism

Being absent from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.

Physical Abuse

Physical abuse 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.

Some Indicators of Physical Abuse

- scratches / cuts / bite marks / pinch marks inconsistent with normal play activities
- burns / scalds inconsistent with explanations offered
- bruises in body areas not usually harmed through normal play activities
- bruises indicative of slaps, punches, being squeezed or violently shaken
- bruises suggesting the use of straps or sticks
- nervous / fearful watchfulness;
- fear of physical contact by adults
- unexplained fractures
- unexplained changes in behaviour

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children, as well as over protection or limitation of exploration of 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, 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, though it may occur alone.

Some Indicators of Emotional Abuse

- Undue aggression or withdrawal
- Constant wetting or soiling of clothing
- Poor language development / speech
- Disorders such as stammering or stuttering
- Inability to relate to adults and / or other children
- Telling lies
- Tantrums beyond the age where they would be expected as normal development.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.
The activities may involve physical acts, including penetrative or non-penetrative acts.

They may include non-contact activities, such as involving children in looking at or in the production of sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Some Indicators of Sexual Abuse

- scratching / soreness / unexplained rashes in the genital area
- stained / blood-stained underclothes
- bruises on inner thighs and buttocks
- discomfort when sitting or walking
- constant wetting or soiling of clothing
- suggestion of undue sexual awareness through play, drawings or the use of inappropriate words

Neglect

Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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
- protect a child from physical and emotional harm or danger
- ensure adequate supervision
- ensure access to appropriate medical care and treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Some Indicators of Neglect

- inappropriate or inadequate clothing
- poor standards of personal hygiene / unwashed
- dirty clothing
- constant hunger
- constant tiredness / listlessness

- underweight
- untreated medical conditions
- difficulty communicating

SAFEGUARDING AWARENESS

All at Hope's Place are aware that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.

- We recognise there are many aspects to abuse and neglect including:
  - Discriminatory Abuse
  - Financial Abuse
  - Domestic Abuse
  - Self-neglect
  - Modern Slavery
  - Forced Marriage
  - Hate crimes/incidents
  - Mate Crime
  - Fabricated induced illness
  - Female Genital Mutilation - FGM
  - Honour-based abuse
  - Child exploitation – sexual, criminal, grooming
  - Radicalisation
  - Child-on-child abuse

- We recognise that there are several aspects to child-on-child abuse including: bullying, sexting, gender-based violence, child criminal and sexual exploitation, domestic violence, initiations, harmful sexual behaviour, sexual violence and sexual harassment, serious youth violence and coercive control.

- We are aware that a concern might emerge in various ways:
  - A child/adult might tell us about a worry
  - We might see changes in a child's/adult's behaviour or moods
  - We might see physical signs of abuse or neglect
  - Someone else might tell us about something they have seen or heard
  - An adult or child tells might tell us that they have hurt a child/adult or are having difficulties with them

- We recognise circumstances can affect parental capacity, such as social exclusion, domestic violence, drug or alcohol abuse, mental or physical illness or learning disability.

- We are aware of factors that affect children's vulnerability such as disability, being in care, having learning difficulties, having parents facing problems and deprivation.

EQUALITY

Hope's Place understands that all associated with the charity:

- must not unlawfully discriminate against pupils because of their protected characteristics
- must consider how they are supporting pupils with protected characteristics
- must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being subjected to sexual violence or harassment.

LGBTQ+

Hope's Place recognises the importance of providing LGBTQ+ children with a safe space for them to speak out or share their concerns with members of staff.

E-SAFETY

Hope's Place recognises that Information and Communication Technology provides a very important part of the learning experience and that children/young people benefit from the many opportunities ICT provides. It is understood that the ever-changing nature of the online environment can also pose threats to a child's/young person's wellbeing.

The issues within online safety are now categorised into four areas of risk:

- Content
- Contact
- Conduct
- Commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Some of the main safeguarding areas of risk for children, young people and Hope's Place staff are:

- Exposure to inappropriate content, including online pornography, age-inappropriate games and disturbing images;
- Lifestyle websites, for example pro-anorexia/self-harm/suicide/substance abuse sites;
- Extremist and hate sites;
- Grooming;
- Cyberbullying;
- Identity theft (including 'frape' i.e. hacking Facebook profiles) and sharing passwords;
- Privacy issues, including disclosure of personal information or publishing of images/videos without consent;
- Sexting (sending and receiving personally intimate images).
- Deep fake images using AI
- Disinformation, misinformation and conspiracy theories

Some signs of online abuse are:

- Low self-esteem;
- Reluctance to reveal online activity - laptop, tablet, phone
- Not wanting to go to school
- Not wanting to mix socially or with family
- Change in appearance – particularly weight loss
- Being unable to sleep
- Bed-wetting
- Self-harm

Facilitators must be vigilant for signs that children/young people are being affected by any form of online abuse and report any suspicions to the school staff member present at the session and/or the school DSL. Hope's Place DSL or DDSL should also be informed.

Facilitators and trustees must not use their mobile phones in school to take photos of children/young people or store information about children/young people. In the case of an emergency or with the school's permission, mobile phones may be used. Personal contact information including social media should not be shared with school children/young people.

RESPONDING TO SAFEGUARDING CONCERNS

Where we believe any aspect of abuse or neglect may affect a child, we follow the procedure for reporting concerns.

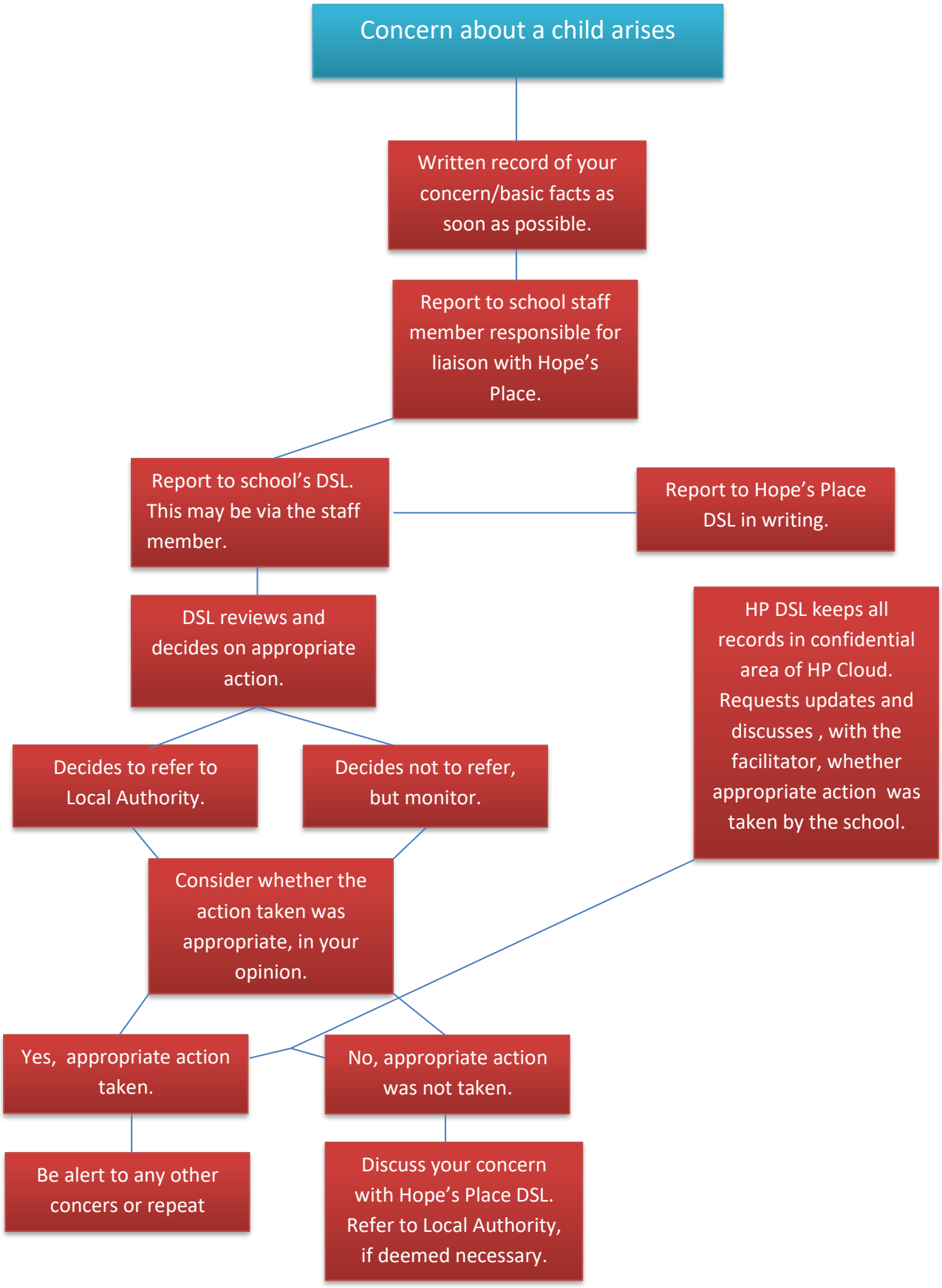
All facilitators should strive to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

The facilitator will make a dated record of the details of the concern and speak with the school staff member attending the session and/or the school's Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. They will also speak or write to the Hope's Place DSL or DDSL. Both the school DSL and the Hope's Place DSL should be sent a detailed, dated written record of the safeguarding concern.

In normal circumstances, the school's DSL and Safeguarding Team will then progress the concern following their safeguarding policy and procedure. Hope's Place trustees and facilitators will lend their full support and cooperation.

If dissatisfied with the school's response, Hope's Place DSL or DDSL and the facilitator will refer concerns to the Local Authority First Response Team (see below) and co-operate fully in any subsequent investigation.

Stage	Responsible Person	Action
1	Facilitator / Staff Member	Identify concern ➞ Record basic facts ➞ Inform school DSL/DDSL immediately ➞ Inform Hope's Place DSL.
2	Designated Safeguarding Lead and facilitator.	Review information with facilitator ➞ Consult with school DSL to see action taken. ➞ Decide whether action taken was satisfactory and whether referral to Local Authority First Response is required.
3	School DSL	If threshold for significant harm met, DSL makes formal referral to Local Authority First Response Team and co-operates with statutory investigation
4	Local Authority First Response Team Police	Take control of further action.
5	Trustees	Receive overview reports for monitoring purposes only


Concern about a child arises
Written record of your concern/basic facts as soon as possible.
Report to school staff member responsible for liaison with Hope's Place.
Report to school's DSL. This may be via the staff member.
Report to Hope's Place DSL in writing.
DSL reviews and decides on appropriate action.
HP DSL keeps all records in confidential area of HP Cloud. Requests updates and discusses , with the facilitator, whether appropriate action was taken by the school.
Decides to refer to Local Authority.
Decides not to refer, but monitor.
Consider whether the action taken was appropriate, in your opinion.
Yes, appropriate action taken.
No, appropriate action was not taken.
Be alert to any other concers or repeat
Discuss your concern with Hope's Place DSL. Refer to Local Authority, if deemed necessary.

We understand that at no point should Hope's Place trustees or facilitators carry out their own investigation into an allegation or a suspicion of abuse. The person in receipt of an allegation or a concern of abuse will follow the procedure as detailed above.

Concerns must be reported as soon as possible to the school's DSL and the Hope's Place trustee *Anthony Richards* (Designated Safeguarding Lead/DSL) telephone number: 07786 617572, who is nominated by the trustees, to act on their behalf, in dealing with the allegation or suspicion of neglect or abuse, including referring the matter on to the statutory authorities.

In the absence of the DSL, or if the suspicions in any way involve the DSL, then the report should be made to Hope's Place trustee Fiona Hallworth, (hereafter the "Deputy Designated Safeguarding Lead") telephone number: 07971189366. If the suspicions implicate both the DSL and the DDSL then contact should be made with the Local Authority First Response Team 0117 903 6444. The out of hours emergency number is 01454 615165. The Police telephone number is: 101 or in an emergency 999.

Suspicions must not be discussed with anyone other than those nominated above. A written record of the concerns should be made by the facilitator/ trustee/DSL/DDSL as appropriate and kept securely.

If the individual with the concern feels that the DSL/DDSL has not responded appropriately, or where they have a disagreement with the DSL/DDSL as to the appropriateness of a referral, they are free to contact the Local Authority First Response Team directly.

The role of the DSL/DDSL is to collate and clarify the precise details of the allegation or suspicion and pass this information on to the relevant children's social care department. It is the local authority's duty to investigate the matter under Section 47 of the Children Act 1989. *(See Hope's Place DSL and DDSL Role descriptions below)*

ALLEGATIONS AGAINST A HOPE'S PLACE FACILITATOR OR TRUSTEE

What constitutes an allegation?

A facilitator or trustee 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
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children

Procedure

- The facilitator or trustee will be subject to Hope's Place procedure regarding allegations against staff, *Appendix A*.
- The Local Authority Designated Officer (LADO) will be informed within one working day regarding any allegations or concerns regarding a facilitator's or trustee's behaviour towards a child. The LADO is responsible for managing allegations against anyone who works with children in an employed or voluntary capacity. The LADO for Bristol can be contacted by telephone: 0117 903 7795, email: LADO@bristol.gov.uk
- The facilitator/trustee will be referred to the Disclosure and Barring Service by Hope's Place if it is deemed appropriate to dismiss her/him or if he/she resigns prior to dismissal.

APPOINTMENT, SUPPORT, SUPERVISION & TRAINING OF TRUSTEES AND FACILITATORS

The trustees will ensure all staff will be appointed, trained, supported and supervised in accordance with the principles set out in government guidelines *Keeping Children Safe in Education 2024, Working Together to Safeguard Children 2023* and Local Safeguarding Children Board training arrangements.

The educational facilitators will each report to a designated trustee line manager and meet together frequently. It is Hope's Place practice that facilitators have the opportunity to attend supervision sessions with an experienced therapist and supervisor, who is fully registered with the UKCP and has considerable experience working with emotionally disturbed adolescents in education and mental health settings, including therapeutic groups. The professional development of Hope's Place facilitators is deemed very important and all attend relevant training courses whenever the opportunity arises. They attend safeguarding training provided by Bristol Safeguarding Children Board and other relevant bodies and have the opportunity to undertake online safeguarding training with NSPCC or Educare, if required. They receive safeguarding professional development training at least every 3 years.

The DSL receives safeguarding training at least every two years and the DDSL at least every 3 years.

Appendix A

Allegations against a Member of Staff
There may be an instance of suspected child protection and safeguarding issue being reported where a member of Hope's Place staff is implicated as the abuser.

Allegations or suspicions should be reported at once to the School's DSL and to the Hope's Place DSL or DDSL or another trustee if the allegation is against the DSL or DDSL. These parties will decide who is to manage the allegation.

In normal circumstances, the school at which the child/young person is a pupil will manage the allegation. The person who is managing the allegation will follow the steps below:

- The child and/or alleged abuser will not be questioned but a record will be made of what has been reported.
- The allegation will be reported, **within 1 working day,** to the Local Area Designated Officer who will consider the relevant facts and concerns and decide the next course of action in agreement with the person managing the allegation.
- In the case of serious harm, the police will be informed from the outset

Contacting the LADO
Each local authority has a LADO. Where the person, against whom the allegation has been made lives determines which LADO the School/Hope's Place DSL or DDSL will contact. Details of Bristol's LADO are above.

Action following initial consideration
Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the School/Hope's Place to deal with the allegation. In such cases, if the nature of the allegation does not require formal disciplinary action, the School/Hope's Place DSL or DDSL will institute appropriate action within 3 working days of the allegation.

If Hope's Place manage the allegation, then:
The possible risk of harm to pupils posed by any person who is the subject of an allegation needs to be effectively evaluated and managed – in respect of the pupil involved in the allegations, and any other children in the individual's home, work or community life, following advice from the LADO. In

some cases where there is cause to suspect a pupil is at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal, Hope's Place will suspend the accused person until the case is resolved. Hope's Place will also consider whether the result that would be achieved by suspension could be obtained by alternative arrangements e.g. the person subject of an allegation being given administration tasks.

If a disciplinary hearing is required and can be held without further investigation, the hearing will be held within 15 working days. Where further investigation is required to inform consideration of disciplinary action, the DSL and DDSL and LADO will discuss who will undertake that investigation. The investigation may be undertaken by a trustee not involved in the allegation to date. In some circumstances it may be appropriate for the disciplinary investigation to be conducted by a person who is independent of Hope's Place. In any case the investigating officer should aim to provide a report within 10 working days.

On receipt of the report of the disciplinary investigation, the DSL and/or DDSL will consult the LADO, and decide within two working days whether a disciplinary hearing is needed. If a hearing is needed it should be held within 15 working days.

In a case in which Children's Social Care has undertaken enquiries to determine whether the pupil is in need of protection, the DSL and/or DDSL should take account of any relevant information obtained in the course of those enquiries when considering disciplinary action. The LADO should continue to liaise with Hope's Place to monitor progress of the case and provide advice and support when required or requested.

Supporting those involved
Parents of a pupil involved should be told about the allegation as soon as possible, via the school, if they do not already know of it. They should be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution.

NB. The deliberations of a Hope's Place disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents of the pupils should be told the outcome.

In cases where a pupil may have suffered significant harm, or there may be a criminal prosecution, Children's Social Care, or the police (as appropriate), will consider what support the pupil involved may need.

Hope's Place will also keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. If the person is suspended, Hope's Place will also keep the individual informed about developments on a weekly basis as a minimum. If the person is a member of a union or professional association, they will be advised to contact that body at the outset.

Confidentiality
Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Resignations
The fact that a person tenders their resignation from Hope's Place must not prevent an allegation being followed up in accordance with these procedures. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children/young people including any in which the person concerned refuses to co-operate with the process. Wherever possible the person should be given a full opportunity to answer the allegation and make representations about it, but the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be regarded as substantiated on the basis of all the

information available should continue even if that cannot be done or the person does not co-operate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

Record Keeping
It is important that a clear and comprehensive summary of any investigations made, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on a person's confidential personal file, and a copy provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference if the person has moved on. It will provide clarification in cases where a future DBS Disclosure reveals information from the police about an allegation that did not result in a criminal conviction. It will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the person has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

Case subject to police investigation
If a criminal investigation is required, the police will aim to complete their enquiries as quickly as possible consistent with a fair and thorough investigation and will keep the progress of the case under review.

If the police and/or CPS decide not to charge the individual with an offence, or decide to administer a caution, or the person is acquitted by a Court, the police should wherever possible aim to pass all information they have which may be relevant to a disciplinary case to the Hope's Place DSL or DDSL ideally within 3 working days of the decision.

In any case in which children's social care has undertaken enquiries to determine whether the child or children are in need of protection, any information obtained in the course of those enquiries which is relevant to a disciplinary case should also be passed to Hope's Place. If the person is convicted of an offence the police should also inform Hope's Place straight away so that appropriate action can be taken.

Reporting to the DBS
If on conclusion of the case, Hope's Place ceases to use the facilitator's services, or the facilitator ceases to provide her/his services, then Hope's Place must report the person to the DBS. The form for such referrals can be found on the DBS website.

Whistleblowing
If any member of Hope's Place has concerns about something that is happening within the charity which they believe could be unlawful conduct, financial malpractice, a concern for the welfare or safeguarding of a child, it is important that they bring it to the trustees' attention or if the concern involves the trustees, then to the Charity Commission, First Response team or the police.

Appendix B

The Role of the Designated Safeguarding Lead
The key responsibilities within this role at Hope's Place are to be a central contact point for safeguarding children and adults and to provide support and advice.

Other aspects of the role include:

- Promoting safeguarding so it is at the heart of the Hope's Place ethos
- Being the guardian of Hope's Place safeguarding policy and procedures
- Raising safeguarding awareness
- Providing staff training – including induction training and trustee training as required

- Providing regular updates and reminders of responsibilities
- Reporting concerns and making referrals
- Collaborating with local child protection agencies, DBS, police, health professionals and advisory bodies
- Developing safeguarding resources
- Keeping up-to-date, attending regular training
- Responding effectively to disclosures
- Keeping detailed, secure records
- Transferring records as required
- Keeping records of staff training

In the event of the DSL being away or for other reasons being unable to undertake their duties as DSL, the Deputy Designated Safeguarding Lead should then assume these duties.

Appendix C

Good Practice Guidance

Do:

- Understand your responsibilities – your duty of care;
- Undertake appropriate training for your role;
- Revisit that training frequently;
- Make the child/children/victim your priority at all times;
- Foster a culture of openness amongst children and colleagues;
- Avoid placing yourself or colleagues in vulnerable situations;
- Treat everyone equally, promoting fairness;
- Be a role model – clothing, boundaries, treatment of others;
- Keep your personal life separate from your professional life, including use of social media;
- Avoid behaviour inappropriate to your role, even outside work;
- Maintain safe and appropriate relationships;
- Avoid unnecessary physical contact;
- Follow policies and guidance;
- Act when you see inappropriate behaviour – children, school staff and colleagues;
- Keep up-to-date;
- Avoid unnecessary one-to-one situations;
- Speak to the DSL about any concern, however slight;
- Take due care when reporting and recording allegations;
- Be alert to the need for sensitivity and confidentiality;
- Report any indications that a child may be forming an inappropriate attachment to you e.g. asking for your email address, where you live, birthday etc.
- Before a session, undertake a risk assessment when entering a classroom. Are there any hazards that could be a risk to the welfare of the students?

Do not:

- Use oppressive/offensive language;
- Engage in sexual or sexualised behaviour with anyone under 18 or under your professional care;
- Be alone with a child away from others;
- Engage in horseplay;
- Try to be the child's friend rather than the facilitator;
- Use inappropriate touching;
- Provide intimate care; it is not your role
- Take photos unless in line with Hope's Place policy;
- Store photos on your phone, laptop;
- Give out personal information;
- Communicate on social media, including sharing photos;
- Use inappropriate language on social media;

- Behave in a manner which could lead people to question its appropriateness in your role;
- Make or encourage unprofessional comments intended to ridicule.

Appendix D

Information about some other aspects of Abuse

Preventing Radicalisation

Hope's Place understands its statutory duty to help protect all pupils from extremist and violent views. Protecting children from radicalisation is seen as part of its wider safeguarding duties. The purpose must be to protect children from harm and to ensure that they are taught in a way that is consistent with the law.

We appreciate that a school constitutes a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

Definitions

'Extremism' is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

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

Hope's Place is committed to working with others to prevent vulnerable young people being drawn into terrorism or activity in support of terrorism.

Female genital mutilation (FGM)

FGM is the partial or total removal of external female genitalia or other injury to the female genital organs for non-medical reasons. It's also known as female circumcision, cutting or Sunna. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

It is mandatory to report to the police cases where an act of FGM appears to have been carried out on a girl who is under 18. It is best practice for the school's DSL and Head to be involved in such a case but a member of Hope's Place staff can report a case directly by calling the police on 101. If a facilitator suspects a pupil to be in immediate danger, call 999 immediately.

Child Trafficking and Modern Slavery

Child trafficking and modern slavery are child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold.

Children are trafficked for:

- Child sexual exploitation
- Benefit fraud
- Forced marriage
- Domestic servitude such as cleaning, childcare, cooking
- Forced labour in factories or agriculture
- Criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another

Child sexual exploitation (CSE)
CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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.

Child Criminal Exploitation (CCE)
Child criminal exploitation is when someone uses a child (under 18 years old) to commit crimes for them.
It includes things like forcing a child to work on a cannabis farm, or targeting, grooming, coercing and exploiting a child to sell drugs in county lines operations.
Child criminal exploitation can involve bribery, intimidation, violence and/or threats. The child does not need to have met whoever is exploiting them - children can be exploited via the internet or using mobile phones.
They can also be targeted via social media platforms and gaming forums.
A child may have been exploited even if it looks as if they have been a willing participant. Many young people do not see themselves as victims.
Children can be exploited by individuals or groups, men or women, and adults or young people.
People who exploit children use the fact that they have power over children, because of an age difference or some other factor like gender, intelligence, strength, status or wealth.
Who is likely to be exploited
Any child can be a victim of child criminal exploitation, not just those who are known to social care or local authorities. But risk factors include:

- neglect or abuse
- not having a safe and stable home
- poverty
- social isolation or other social difficulties
- connections with people involved in gangs or crime
- disability
- mental health issues
- alcohol or drug problems
- being in care
- being excluded from mainstream education

Signs of criminal exploitation
Signs to look out for include:

- displaying aggressive/violent behaviours
- often going missing from home or school and being found away from their normal area
- unexplained money, clothes, designer wear, jewellery, gadgets or mobile phones
- having multiple mobile phones
- getting lots of phone calls or texts
- use and/or possession of drugs and/or alcohol
- possession of hotel key cards/keys
- committing theft/shoplifting
- relationships with older people
- unexplained injuries
- carrying weapons
- abandoning friends and their social circle
- school performance getting worse

- self-harm
- changes in well-being
- significant emotional changes (like becoming angry or sad), or becoming fearful, withdrawn or isolated
- using different language/terminology
- new peer groups and/or relationships with unknown associates

Domestic abuse
Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes emotional, physical, sexual, financial or psychological abuse.

Abusive behaviour can occur in any relationship. It can continue even after the relationship has ended. Both men and women can be abused or abusers.

Domestic abuse can seriously harm children and young people. Witnessing domestic abuse is child abuse, and teenagers can suffer domestic abuse in their relationships.

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

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Forced marriage
Forced marriages happen in many religions and nationalities, and can affect both boys and girls. It doesn't only happen to young people; it can happen to adults too. There are some people and communities that think forced marriage is acceptable.

It is important to remember that all major religions (Muslim, Hindu, Sikh, Christian and Jewish) are against forced marriage. Forced marriage is never acceptable. It is different to arranged marriage, which is consensual. Forced marriage is against the law in the UK. The minimum age for marriage in the UK is 16. Forced marriage is abuse.

Should you require further information about other aspects of abuse and/or neglect mentioned within Hope's Place Safeguarding Policy, please do not hesitate to speak with the Designated Safeguarding Lead.

What is the difference between a forced marriage and an arranged marriage?
In a forced marriage, one or both spouses do not consent to the marriage, but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced. Honour-based abuse can be a trigger for a forced marriage.

In an arranged marriage, the families of both prospective spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement still remains with the couple.

Sexual violence, sexual harassment and harmful sexual behaviour
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.

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection. HSB can occur online and/or face to face and can also occur simultaneously between the two.

Appendix E is the Brook Sexual Behaviours Traffic Light Tool and should only be used for guidance.

Upskirting
Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and has been added to the list of examples of child-on-child abuse, with the observation: "What may seem like harmless fun can have deeper consequences for both the victim and the perpetrator and everyone should be made aware of this." If you suspect upskirting has occurred, you must report it to the school's DSL and the Hope's Place DSL or DDSL.

Serious Violence
Serious Violence has also been added as a specific safeguarding issue. The Serious Violence Strategy, which was introduced by the government in 2018, identifies offences such as homicides and knife and gun crime as key aspects of serious violence. The proposed new guidance states: "All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs."

All facilitators and trustees should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Opportunities to teach safeguarding

The DfE have expanded the paragraph on Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), to refer to the changes to Personal, Social, Health and Economic (PSHE) education which meant than subjects specific to age groups became mandatory in September 2020. It is important that Hope's Place monitors closely the changes being made to schools' curricula.

Appendix E

BROOK SEXUAL BEHAVIOURS TRAFFIC LIGHT TOOL

Behaviours: age 0 to 5 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/ skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Behaviours: age 5 to 9 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Behaviours: age 9 to 13 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- Interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peer

Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/
or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

Behaviours: age 13 to 17 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/
or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- Taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face-to-face meeting with an online contact alone

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

Appendix F

Additional advice and support

There is a wealth of information available to support organisations. The following list is not exhaustive but might be useful when particular concerns arise:

Abuse

Supporting practice in tackling child sexual abuse - CSA Centre Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.
What to do if you're worried a child is being abused – DfE advice
Domestic abuse: Various Information/Guidance - Home Office (HO)
Faith based abuse: National Action Plan - DfE advice
Disrespect NoBody campaign - GOV.UK - Home Office website
Tackling Child Sexual Abuse Strategy – Home Office policy paper
Together we can stop child sexual abuse – HM Government campaign

Bullying

Preventing bullying including cyberbullying - DfE advice

Children missing from education, home or care

Children missing education - DfE statutory guidance
Child missing from home or care - DfE statutory guidance
Children and adults missing strategy - Home Office strategy

Children with family members in prison
National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation
Trafficking: safeguarding children - DfE and Home Office guidance
Care of unaccompanied and trafficked children – DfE statutory guidance
Modern slavery: how to identify and support victims – HO statutory guidance
Child exploitation disruption toolkit - HO statutory guidance
County Lines Toolkit For Professionals - The Children's Society in partnership with Victim Support and National Police Chiefs' Council

Confidentiality
Gillick competency Fraser guidelines - Guidelines to help with balancing children's rights along with safeguarding responsibilities.

Drugs
Drug strategy 2021 - Home Office strategy
Information and advice on drugs - Talk to Frank website
Drug and Alcohol education — teacher guidance & evidence review – PSHE Association

"Honour Based Abuse" including FGM and forced marriage
Female genital mutilation: information and resources- Home Office guidance
Female genital mutilation: multi agency statutory guidance - DfE, Department for Health, and Home Office
Forced marriage - Forced Marriage Unit (FMU) resources
Forced marriage - Government multi-agency practice guidelines and multi-agency statutory guidance
FGM resource pack – HM Government guidance

Health and Well-being
Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England
Supporting pupils at schools with medical conditions - DfE statutory guidance
Mental health and behaviour in schools - DfE advice
Overview - Fabricated or induced illness - NHS advice

Homelessness
Homelessness code of guidance for local authorities – Department for Levelling Up, Housing and Communities guidance

Information Sharing
Government information sharing advice - Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.
Information Commissioner's Office: Data sharing information hub - Information to help schools and colleges comply with UK data protection legislation including UK GDPR.

Online safety-advice
Childnet provide guidance for schools on cyberbullying
Educateagainsthate provides practical advice and support on protecting children from extremism and radicalisation
London Grid for Learning provides advice on all aspects of a school or college's online safety arrangements

NSPCC E-safety for schools provides advice, templates, and tools on all aspects of a school or college's online safety arrangements
Safer recruitment consortium "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective
Searching screening and confiscation is departmental advice for schools on searching children and confiscating items such as mobile phones
South West Grid for Learning provides advice on all aspects of a school or college's online safety arrangements
Use of social media for online radicalisation - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
Online Safety Audit Tool from UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring
Online safety guidance if you own or manage an online platform DCMS advice
A business guide for protecting children on your online platform DCMS advice
UK Safer Internet Centre provide tips, advice, guides and other resources to help keep children safe online

Online safety- Remote education, virtual lessons and live streaming
Guidance Get help with remote education resources and support for teachers and school leaders on educating pupils and students
Departmental guidance on safeguarding and remote education including planning remote education strategies and teaching remotely
London Grid for Learning guidance, including platform specific advice
National cyber security centre guidance on choosing, configuring and deploying video conferencing
UK Safer Internet Centre guidance on safe remote learning **Online Safety- Support for children**
Childline for free and confidential advice
UK Safer Internet Centre to report and remove harmful online content CEOP for advice on making a report about online abuse.

Online safety- Parental support
Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support
Commonsensemedia provide independent reviews, age ratings, & other information about all types of media for children and their parents
Government advice about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
Internet Matters provide age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world
How Can I Help My Child? Marie Collins Foundation – Sexual Abuse Online
Let's Talk About It provides advice for parents and carers to keep children safe from online radicalisation
London Grid for Learning provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
Stopitnow resource from
The Lucy Faithfull Foundation can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
National Crime Agency/CEOP Thinkuknow provides support for parents and carers to keep their children safe online
Parentzone provides help for parents and carers on how to keep their children safe online
Talking to your child about online sexual harassment: A guide for parents – This is the Children's Commissioner's parental guide on talking to their children about online sexual harassment
#Ask the awkward – Child Exploitation and Online Protection Centre guidance to parents to talk to their children about online relationships

Radicalisation

Prevent duty guidance- Home Office guidance
Prevent duty: additional advice for schools and childcare providers - DfE advice
Educate Against Hate website - DfE and Home Office advice
Prevent for FE and Training - Education and Training Foundation (ETF)
Extremism and Radicalisation Safeguarding Resources – Resources by London Grid for Learning

Serious Violence

Serious violence strategy - Home Office Strategy
Factors linked to serious violence and how these factors can be used to identify individuals for intervention – Home Office
Youth Endowment Fund – Home Office
Gangs and youth violence: for schools and colleges - Home Office advice
Tackling violence against women and girls strategy- Home Office strategy
Violence against women and girls: national statement of expectations for victims - Home Office guidance

Sexual violence and sexual harassment Specialist Organisations

Barnardo's - UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.
Lucy Faithful Foundation - UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.
Marie Collins Foundation – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.
NSPCC - Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.
Rape Crisis - National charity and the umbrella body for their network of independent member Rape Crisis Centres.
UK Safer Internet Centre - Provides advice and support to children, young people, parents, carers and schools about staying safe online.

Harmful sexual behaviour

Rape Crisis (England & Wales) or The Survivors Trust for information, advice, and details of local specialist sexual violence organisations.
NICE guidance contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working.
HSB toolkit The Lucy Faithfull Foundation - designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families.
NSPCC Learning: Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework- free and independent advice about HSB.
Contextual Safeguarding Network – Beyond Referrals (Schools) provides a school self- assessment toolkit and guidance for addressing HSB in schools.
Preventing harmful sexual behaviour in children - Stop It Now provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

Support for Victims

Anti-Bullying Alliance - Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.
Rape Crisis - Provide and signpost to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.
The Survivors Trust- UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.

Victim Support - Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.
Childline provides free and confidential advice for children and young people. **Toolkits**
ask AVA - The Ask AVA prevention platform has been created to support education practitioners across the UK to develop and deliver a comprehensive programme to stop Violence Against Women and Girls.
NSPCC - Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.
NSPCC - Resources which help adults respond to children disclosing abuse.
NSPCC also provides free and independent advice about HSB: NSPCC - Harmful sexual behaviour framework
Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire - Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.
Contextual Safeguarding Network – self-assessment toolkit for schools to assess their own response to HSB.
Childnet - STAR SEND Toolkit equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities.
Childnet - Just a joke? provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.
Childnet - Step Up, Speak Up a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.
NSPCC - Harmful sexual behaviour framework an evidence-informed framework for children and young people displaying HSB.
Contextual Safeguarding Network – Beyond Referrals - Schools leavers for addressing HSB in schools.
Farrer & Co: Addressing child on child abuse: a resource for schools and colleges. This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse.

Sharing nudes and semi-nudes
London Grid for Learning-collection of advice - Various information and resources dealing with the sharing of nudes and semi-nudes.
UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

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