

	Safeguarding Children and Adults at Risk Policy	Issued by: Trustees Date: Feb 2026 Next Review date: Oct 2026
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Safeguarding Children and Adults at Risk of Harm Policy

Our vision is that every child within our community will have opportunities to explore the values of the Christian faith, so that they may look forward with hope and confidence, as they experience Christian love in action.

Bridge Builders Christian Trust - Charity no: 1088885
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 Tel: 01438 314314 Email: admin@bridgebuilderstrust.org.uk

Bridge Builders Christian Trust works in partnership with primary school teachers, church leaders and many committed volunteers in Stevenage and the surrounding area to provide:

- opportunities for children to EXPLORE the Christian faith through [SCHOOLS' PROJECTS](#) such as assemblies and class work
- opportunities for class visits to local churches for themed events such as [THE EASTER JOURNEY](#) and [THE CHRISTMAS JOURNEY](#)

Role	Name	Contact details
Designated Safeguarding Lead	Gemma Campbell	gemma.campbell@bridgebuilderstrust.org.uk 01438 314314
Safeguarding trustee	Andrew Brown	Andrew.brown@bridgebuilderstrust.org.uk

Safeguarding Children and Adults at Risk of Harm Policy

Statement of Intent

Bridge Builders Christian Trust has a zero-tolerance approach to abuse and takes seriously its responsibility to prevent abuse. We fully acknowledge our duty for the care and protection of children and adults who are at risk of abuse, ensuring all our functions are discharged having regard to their rights and safeguarding principles. We promote wellbeing, harm prevention and will respond effectively if concerns are raised. We are committed to protecting our schools and church beneficiaries, community members, staff, volunteers and anyone else impacted by our work. In recognising that safeguarding people from abuse is both an organisational and an individual responsibility, we ensure that this policy applies to all employees and trustees of Bridge Builders.

Safeguarding as defined by The Children Act 1989, means:

- To prevent harm to a child's health and/or development.
- To protect children from abuse and maltreatment.
- To ensure children grow up with the provision of safe and effective care.
- To take action to enable all children and young people to have the best outcomes.

This policy is based upon the guidelines and procedures set out by the Charity Commission which are underpinned by UN declaration of Human Rights and the Rights of the Child, the Children Acts 1989 and 2004, Working together to Safeguard children 2023, and Keeping children safe in Education 2025.

Roles and Responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and trustees.

All trustees, staff and volunteers will ensure that when they work in a school, church or with any other organisation, they follow the guidelines of that particular group's safeguarding policy*. To do this, Bridge Builders will ensure that they:

1. Know who the Designated Safeguarding Lead is
2. Have access to a copy of the relevant policies of that group

**In the unlikely event that a group, church or school's policy or practice is considered inadequate or ineffective, the staff member or volunteer must bring their concerns to the Designated Senior Person of Bridge Builders in the first instance who will discuss with the head teacher or group leader as appropriate.*

The trustees have a strategic role within the leadership and management of Bridge Builders. The trustees will:

- Ensure safeguarding and child protection are at the forefront of all relevant aspects of process and policy development.
- Evaluate and approve this policy at each annual review, ensuring it complies with the law.
- Appoint a Designated Safeguarding Lead, ensuring they have the appropriate authority to carry out their role and the training required to fulfil their role.
- Appoint a link trustee to monitor the effectiveness of this policy in conjunction with all trustees.
- Ensure all staff undergo safeguarding and child protection training, and that such training is regularly updated.
- Ensure procedures are in place to manage safeguarding concerns.
- Ensure procedures are in place to manage allegations about staff members or volunteers.
- Ensure a copy of this policy is available on the Bridge Builders website.
- Ensure Safer Recruitment processes are followed (see page 3)

The designated safeguarding lead (DSL) takes the lead responsibility for child protection and wider safeguarding arrangements. The DSL will:

- Attend safeguarding training at least every two years.
- Ensure staff receive regular safeguarding training and updates.
- Be available for staff and volunteers to discuss any safeguarding concerns.
- Provide advice and support to other staff on child protection matters.
- Take part in strategy discussions and inter-agency meetings, if required.
- Refer relevant cases to relevant agencies.
- Ensure any child protection records are kept confidential and stored securely. (Records should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, a note of any action taken, decisions reached and the outcome).
- Ensure that written confirmation is received from partner organisations regarding the safer recruitment of their volunteers.

Staff and volunteers will:

- Abide by the Bridge Builders code of conduct.
- Read the updated safeguarding policy annually.
- Know who the Designated Safeguarding Lead is.
- Pass on any safeguarding concerns or issues to the Designated Safeguarding Lead.
- Know the signs of different types of abuse and neglect.
- Treat all children and young people with respect and dignity befitting their age.

Partner projects

From time to time a Bridge Builders led project will require the assistance of a team of volunteers from the local church. In this specific circumstance, volunteers will follow their organisation's safeguarding policy and it is the church's responsibility to ensure their team members are safely recruited and have an appropriate level of check. Bridge Builders will request confirmation in writing that volunteers are safely recruited. All volunteers will be given a Volunteer Handbook and a copy of the code of conduct.

Safer recruitment procedures

The trustees will ensure all workers are appointed, trained, supported and supervised in accordance with guidance on safer recruitment. This includes ensuring that:

- There is a written job description and person specification for the post.
- Those applying have completed an application form and a self-declaration form.
- Those shortlisted have been interviewed.
- Safeguarding has been discussed at interview.
- Written references have been obtained and followed up where appropriate.
- A relevant criminal record check has been completed where necessary (we comply with requirements concerning the fair treatment of applicants and the handling of information).
- Qualifications where relevant have been verified.
- A suitable training programme is provided for the successful applicant, including safeguarding training.
- The applicant has completed a probationary period.
- The applicant has been given a copy of the organisation's safeguarding policy and knows how to report concerns.

Recognising Abuse and Neglect

All staff and volunteers are aware of the indicators of abuse and neglect outlined below. They understand that children and adults can be at risk of harm. They are also aware that harm can be caused by an adult or adults, adults to child, or by another child or children. We encourage our staff and volunteers to be professionally curious and mindful of what to look out for as this is vital for the early identification of abuse and neglect.

The four main areas of abuse and neglect of children are defined below. ***Further explanations and indicators can be found in Appendix 1.***

Physical abuse is where a child or young person's body is hurt or injured, which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocation.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

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

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.

Children and young people can be influenced by a whole range of environments and people outside of their family. For example, in school or college, in the local community, in their peer groups or online. Children and young people may encounter risk in any of these environments. Sometimes the different contexts are inter-related and can mean that children and young people may encounter multiple risks. ***Some of these risks, along with other further specific forms of abuse are outlined further in Appendix 1.*** These include:

- Child abduction
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- County Lines
- Children and the Court system
- Children with family members in prison
- Cybercrime
- Domestic abuse
- Homelessness
- Mental health
- Modern Slavery and the National Referral Mechanism
- Preventing radicalization
- The Prevent Duty
- Channel
- Sexual violence and Sexual harassment between children in schools
- Serious Violence
- FGM
- Forced marriage

The seven main areas of abuse and neglect of adults are defined below. ***Further explanations and indicators can be found in Appendix 2.***

Physical abuse is the infliction of pain or physical injury, which is either caused deliberately, or through lack of care.

Psychological or Emotional abuse are acts or behaviour, which cause mental distress or negate the wishes of the vulnerable adult. It is also behaviour that has a harmful effect on the vulnerable adult's emotional health and development or any other form of mental cruelty.

Sexual abuse is the involvement in sexual activities to which the person has not consented or does not truly comprehend and so cannot give informed consent, or where the other party is in a position of trust, power or authority and uses this to override or overcome lack of consent.

Neglect is the repeated deprivation of assistance that the vulnerable adult needs for important activities of daily living, including the failure to intervene in behaviour which is dangerous to the vulnerable adult or to others. A vulnerable

person may be suffering from neglect when their general well-being or development is impaired.

Spiritual abuse is linked to emotional abuse. It can be defined as an abuse of power, often done in the name of God or religion, which involves manipulating or coercing someone into thinking, saying or doing things without respecting their right to choose for themselves.

Financial or material abuse is the inappropriate use, misappropriation, embezzlement or theft of money, property or possessions.

Discriminatory Abuse is the inappropriate treatment of a vulnerable adult because of their age, gender, race, religion, cultural background, sexuality, disability etc. Discriminatory abuse exists when values, beliefs or culture result in a misuse of power that denies opportunity to some groups or individuals.

Responding to Abuse and Neglect

When working in a school, church or with any other organisation, follow the guidelines of that group's safeguarding policy and report the incident to the Designated Safeguarding Lead of the school, church or other organisation. All concerns must also be shared with the Bridge Builders Designated Safeguarding Lead.

If a child is suffering or likely to suffer harm, or in immediate danger

The DSL will make referrals in the following way:

- 1) If the adult is at immediate risk of significant harm or likelihood of significant harm, they will call Children's Services 0300 123 4043 and / or police 999.
- 2) Alternatively, if not an immediate risk but the child is considered to be suffering or at risk of suffering significant harm they will call Children's Services 0300 123 4043. **Anyone can make a referral to Police and/or Children's Services**, therefore we expect all staff and volunteers to act immediately and not delay if they consider a child to be in immediate danger.

If an adult is suffering or likely to suffer harm, or in immediate danger

The DSL will make referrals in the following way:

- 1) If the child is at immediate risk of significant harm or likelihood of significant harm, they will call Adult Safeguarding at Hertfordshire County Council on 0300 123 4042 and / or police 999.
- 2) Alternatively, if not an immediate risk but the adult is considered to be suffering or at risk of suffering significant harm they will call Adult Safeguarding at Hertfordshire County Council on 0300 123 4042 . **Anyone can make a referral to Police and/or Adult Safeguarding**, therefore we expect all staff and volunteers to act immediately and not delay if they consider a child to be in immediate danger.

Concerns about a child or adult (not considered to be suffering harm, at risk of suffering harm or in immediate danger)

Staff and volunteers should be mindful that early information sharing is vital for the effective identification, assessment and allocation of appropriate support. Where staff have a concern for a child or adult which does not indicate that they are suffering or likely to suffer immediate harm or in immediate danger, they should follow the processes for submitting a Record of Concern. The step-by-step process of doing so is as follows:

- 1. Share concerns verbally with the DSL as soon as possible.*
- 2. Record as soon as possible using the agreed proforma (Appendix 3)*
 - o Ensure the date, time, place is recorded, and any noticeable non-verbal behaviour and the words used by the child.*
 - o Use the body map to indicate the position of any injuries and a clear description of the injury.*
 - o Record statements and observations rather than interpretations or assumptions.*
- 3. Do not destroy the original records in case they are needed by a court.*
- 4. All records need to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer.*

Upon receipt of the Record of Concern, the DSL should, if needed, seek further consultation to consider an appropriate level of response to take. The DSL should acknowledge the concern and feedback wherever appropriate. Staff and volunteers must not assume that action has been taken unless they have received feedback from the DSL who responded.

All staff and volunteers are aware they should be prepared as children and adults can disclose spontaneously.

When a child discloses, we consider the term 'the child's voice' to represent not only what children say directly, but rather the many ways that children communicate with us, including both verbal and non-verbal communication. The child's lived experience means seeing and understanding their experiences from their point of view. Staff and volunteers understand that it is very important to always record exactly what a child has said rather than interpret this from an adult/ their own perspective. Bridge Builders work within areas that have a rich and diverse population; we cannot and do not assume that all children and their families will have English as their first language nor may a child with SEND have speech or language ability to convey verbally any difficulties they may experience without aids and methods to facilitate their voice. Therefore, our staff give careful consideration to knowing that a child may:

- Not feel ready or know how to tell someone that they are being abused, exploited or neglected.
- Not recognise their experiences as harmful.
- Feel embarrassed, humiliated, or threatened.

All staff and volunteers must ensure that no child or adult is ever made to feel that they are 'any trouble' if they need time and space to share their worries.

We endorse the following principles of meaningful engagement:

Listen

- Be patient – it may be hard to find the words to express themselves. Let them tell their story in their own words.
- Do not interrogate – you may 'taint' evidence by asking leading questions or suggesting what may have happened. Ask open-ended questions.

Reassure

- Reassure that they are not in trouble and that they have done the right thing in telling you.
- Do not tell them that they should have told you sooner.
- Reassure them that it is not their fault – victims can often be blamed by their abusers.
- Do not promise confidentiality – if they ask you to keep it a secret, explain who you need to tell to keep them safe, if appropriate.
- Explain that you will have to share the information and explain what may happen next.

Stay Calm

- Try not to panic; be aware of your own reactions and feelings; avoid showing shock, anger, or disgust.
- Do not insult the alleged abuser, however frustrated you may privately feel; victims can be very protective of people they care about, even if that person is abusing them.

Report

- Write up your conversation as soon as possible in their own words. Stick to the facts, and do not put your own judgement on it.
- Write a record of concerns. Alternatively, if appropriate, make a referral to Children's Social Care, Adults Social Care and/or the Police directly. Prioritise this above all other work.
- Inform the DSL of your actions as soon as possible.
- Do not disclose any information to anyone aside from the DSL, unless you are told to do so by a relevant agency involved in the safeguarding process.

Record Keeping

Bridge Builders will hold records confidentially, safely and securely.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached, and the outcome.

Supporting those affected by abuse

Bridge Builders is committed to offering pastoral care, working with statutory agencies as appropriate, and support to all those who have been affected by abuse who have contact with or are part of the place of the organisation.

Managing Allegations about Staff and Volunteers

Bridge Builders complies with the procedures set out in Hertfordshire Safeguarding Partnership procedures manual section [5.1.5 Managing Allegations Against Adults Who Work With Children and Young People](#) when there are concerns or allegations about staff or volunteers.

The procedures apply whenever there are suspicions or allegations that a person who works with children in a paid or unpaid capacity has in any activity connected with their role:

- Behaved in a way that has, or may have harmed a child; (Harm Threshold)
- Possibly committed a criminal offence against / related to a child; (Criminal Threshold)
- Behaved toward a child in a way that indicates he or she would pose a risk of harm; (Suitability Threshold) *
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. (Transferable Risk Threshold)*

Or

- It is discovered that an individual known to have been involved previously in child abuse, is or has been working with children.

** These categories can include behaviour that may have happened outside of an organisation that might make an individual unsuitable to work with children.*

All staff and volunteers know that if they have concerns about another member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, they should report it urgently to the Director. If the concern relates to the Director, it should be reported to the Chair of Trustees.

If an accusation is made against a worker (whether a volunteer or paid member of staff) whilst following the procedure outlined above, the Director or Chair of Trustees will review whether the allegation or concern meets the LADO threshold. If necessary, they will, in accordance with Local Safeguarding Children Board (LSCB) procedures:

- Liaise with Children's Social Services regarding the suspension of the worker.
- Make a referral to a Local Authority Designated Officer (LADO), whose function is to handle all allegations against adults who work with children and young people whether in a paid or voluntary capacity.
- Make a referral to Disclosure and Barring Service for consideration of the person being placed on the barred list for working with children or adults with additional care and support needs. This decision should be informed by the LADO if they are involved.

Important contact information

Designated Safeguarding Lead: Gemma Campbell 01438 314314

Hertfordshire Children's Services: 0300 123 4043

Hertfordshire Adult Safeguarding: 0300 123 4042

Child Abuse Investigation Unit: 101

Thirtyone:eight: 0303 003 1111

NSPCC Safeguarding helpline: 0808 800 5000

Child-line: 0800 1111

Appendix 1 – Definitions and Indicators of Abuse and Neglect of children

Physical abuse

Definition:	Indicators:
A form of abuse which may involve: • Hitting • Shaking • Throwing • Poisoning • Burning or scalding • Drowning • Suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (Fabricated induced illness FII)	Bruises: • Commonly on the head but also on the ear, neck or soft areas (abdomen, back and buttocks) • Defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet • Clusters of bruises on the upper arm, outside of the thigh or on the body • Bruises with dots of blood under the skin • A bruised scalp and swollen eyes from hair being pulled violently • Bruises in the shape of a hand or object • Bruises on non-mobile babies. Burns or scalds: • Can be from hot liquids, hot objects, flames, chemicals, or electricity • These may be on the hands, back, shoulders or buttocks. Scalds in particular may be on lower limbs, both arms and/or both legs • A clear edge to the burn or scald • Sometimes in the shape of an implement – for example, a circular cigarette burn • Multiple burns or scalds. Bite marks: • Usually oval or circular in shape • Visible wounds, indentations or bruising from individual teeth. Fractures or broken bones: • Fractures to the ribs or the leg bones in babies • Multiple fractures or breaks at different stages of healing • Risks and vulnerability factors Physical abuse can happen in any family, but babies and children who have a disability are at a higher risk of suffering physical abuse (Jones et al, 2012).

Emotional Abuse

Definition:	Indicators:
The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve: • Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person • Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate • Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction • A child seeing or hearing the ill-treatment of another • Serious bullying (including cyberbullying) • Causing a child to feel frightened or in danger • Exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. It can be difficult to recognise emotional abuse and children may not always realise they are experiencing it. However, there may be indicators in the way a child behaves and reacts to certain situations.	• Lack confidence • Struggle to control strong emotions • Struggle to make or maintain relationships • Display behaviour that is inappropriate to their stage of development (for example not being able to play, developing language late or using language you may not expect of a child their age). Older children may: • Struggle to control strong emotions or have extreme outbursts • Seem isolated from their parents • Lack social skills or have few, if any, friends • Use language, act in a way or know about things that you wouldn't expect them to know for their age • Risk and vulnerability factors • Children from any background can be at risk of emotional abuse. But some are more vulnerable than others.

Sexual Abuse

Definition:	Indicators:
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve: Physical contact - including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing Non-contact activities - such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse Online abuse - sexual abuse can take place online, and technology can be used to facilitate offline abuse Sexual abuse is not solely perpetrated by adult males, women can also commit acts of sexual abuse, as can other children. Child-on-child abuse - the sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school policy and procedures for dealing with it.	Not all children will realise they are being sexually abused, particularly if they have been groomed, but there may be physical, behavioural and emotional signs that indicate a child has experienced sexual abuse. Physical indicators include: • Bruising • Bleeding • Discharge • Pain or soreness in the genital or anal area • Sexually transmitted infections (Lindon and Webb, 2016) • Girls who are being sexually abused may become pregnant at a young age. Emotional and behavioural indicators include: • Being afraid of and/or avoiding a particular person (including a family member or friend) • Having nightmares or bed-wetting • Being withdrawn • Alluding to 'secrets' • Self-harming • Running away from home • Developing eating problems • Displaying sexualised behaviour or having sexual knowledge that is inappropriate for their stage of development • Misusing drugs or alcohol.

Neglect

Definition:	Indicators:
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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: • Provide adequate food • Clothing and shelter (including exclusion from home or abandonment) • Protect a child from physical and emotional harm or danger • Ensure adequate supervision (including the use of inadequate caregivers) • Ensure access to appropriate medical care or treatment • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.	Neglect can be difficult to spot. Having one of the signs doesn't necessarily mean a child is being neglected. But if you notice multiple signs that last for a while, they might show there is a serious problem. Children and young people who are neglected might have: • Poor appearance and hygiene, being smelly or dirty (unkempt) • Being hungry or not given money for food • Having unwashed clothes, the wrong clothing, such as no warm clothes in winter • Health and development problems, regular illness or infections • Anaemia • Body issues, such as poor muscle tone or prominent joints • Medical or dental issues • Missed medical appointments, such as for vaccinations • Not given the correct medicines • Poor language or social skills.

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

Exploitation (CCE)	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)	CCE can include children being forced or manipulated into: • transporting drugs or money through county lines • working in cannabis factories, shoplifting, or pickpocketing • committing vehicle crime • threatening/ committing serious violence to others • become trapped by exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt • coerced into carrying weapons such as knives/ carry a knife for self-protection • children involved in CCE often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and not treated as victims despite the harm they have experienced • the experience of girls can be very different to that of boys and the indicators may not be the same, especially as they are at higher risk of CSE- girls are at risk of CCE too.
Child Sexual Exploitation (CSE)	CSE is a form of child sexual abuse and may involve: • physical contact, assault by penetration (rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing • non-contact activities like involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet • can occur over time or be a one-off and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media • includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited as they believe they are in a genuine romantic relationship.
County Lines	• County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line" • This activity can happen locally as well as across the UK - no specified distance of travel is required • Children are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure

	compliance of victims - Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes - Children are also increasingly being targeted and recruited online using social media.
Children and the Court System	- Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed - Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children - The Ministry of Justice has launched an online child arrangements information tool with clear and concise information may be unusual for parents and carers.
Children with family members in prison	Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.
Cybercrime	Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either: 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include: - unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources, and, - making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.
Domestic Abuse (DA)	- DA encompass a wide range of behaviours and may be a single incident or a pattern of incidents - Abuse can be psychological, physical, sexual, financial, or emotional - Children can be victims of DA abuse e.g. see, hear, or

	experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse) • DA can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
Homelessness	Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include: • household debt • rent arrears • domestic abuse and anti-social behaviour • the family being asked to leave a property. This is also a safeguarding issue and DSL should seek advice from Children's Social Care where a child has been harmed or is at risk of harm.
Mental Health	Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance, and progress at school. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a MH problem.
Modern Slavery and the National Referral Mechanism	Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: • sexual exploitation • forced labour, slavery and servitude • forced criminality • the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

The Prevent duty/ Preventing Radicalisation and Channel	Children may be susceptible to extremist ideology and radicalisation. • Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces • Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups • Terrorism is an action that endangers or causes serious violence to a person/ people; causes serious damage to property; or seriously interferes or disrupts an electronic system.
Sexual Violence and Sexual Harassment between children	Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur: • Online • through a group of children sexually assaulting • sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. 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.
Serious Violence	Indicators, which may signal children are at risk from, or are involved with, serious violent crime: • increased absence from school or other activities • change in friendships or relationships with older individuals or groups • significant decline in performance • signs of self-harm • significant change in wellbeing • signs of assault or unexplained injuries • unexplained gifts or new possessions. Anything which could also indicate they have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.
Female Genital Mutilation (FGM)	FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Forced Marriage	Forcing a person into a marriage is a crime in England. A forced marriage is: • one entered into without the full and free consent of one or both parties • and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.
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Appendix 2 – Definitions and Indicators of Abuse and Neglect of adults

Physical abuse

Definition:	Indicators:
the infliction of pain or physical injury, which is either caused deliberately, or through lack of care.	• Similar indicators to children (see appendix 1) • A history of unexplained falls, fractures, bruises, burns, minor injuries. • Signs of under or over use of medication and/or medical problems unattended.

Psychological or Emotional Abuse

Definition:	Indicators:
Acts or behaviour, which cause mental distress or negate the wishes of the vulnerable adult. It is also behaviour that has a harmful effect on the vulnerable adult's emotional health and development or any other form of mental cruelty.	• Alteration in psychological state e.g. withdrawn, agitated, anxious, tearful • Intimidated or subdued in the presence of the carer • Fearful, flinching or frightened of making choices or expressing wishes • Unexplained paranoia

Sexual Abuse

Definition:	Indicators:
The involvement in sexual activities to which the person has not consented or does not truly comprehend and so cannot give informed consent, or where the other party is in a position of trust, power or authority and uses this to override or overcome lack of consent.	• Pregnancy in a woman who is unable to consent to sexual intercourse • Unexplained change in behaviour or sexually implicit/explicit behaviour • Torn, stained or bloody underwear and/or unusual difficulty in walking or sitting • Infections or sexually transmitted diseases • Full or partial disclosure or hints of sexual abuse • Self-harming

Neglect

Definition:	Indicators:
The repeated deprivation of assistance that the vulnerable adult needs for important activities of daily living, including the failure to intervene in behaviour which is dangerous to the vulnerable adult or to others. A vulnerable person may be suffering from neglect when their general well-being or development is impaired.	• Malnutrition, weight loss and /or persistent hunger • Poor physical condition, poor hygiene, varicose ulcers, pressure sores • Being left in wet clothing or bedding and/or clothing in a poor condition • Failure to access appropriate health, educational services or social care • No callers or visitors

Spiritual Abuse

Definition:	Indicators:
Linked to emotional abuse. It can be defined as an abuse of power, often done in the name of God or religion, which involves manipulating or coercing someone into thinking, saying or doing things without respecting their right to choose for themselves.	• A leader who is intimidating and imposes his/her will on other people, perhaps threatening dire consequences or the wrath of God if disobeyed. • He or she may say that God has revealed certain things to them and so they know what is right. • Those under their leadership are fearful to challenge or disagree, believing they will lose the leader's (or more seriously God's) acceptance and approval.

Financial or Material Abuse

Definition:	Indicators:
The inappropriate use, misappropriation, embezzlement or theft of money, property or possessions.	• Disparity between assets and living conditions • Unexplained withdrawals from accounts or disappearance of financial documents • Sudden inability to pay bills • Carers or professionals fail to account for expenses incurred on a person's behalf • Recent changes of deeds or title to property

Discriminatory Abuse

Definition:	Indicators:
The inappropriate treatment of a vulnerable adult because of their age, gender, race, religion, cultural background, sexuality, disability etc. Discriminatory abuse exists when values, beliefs or culture result in a misuse of power that denies opportunity to some groups or individuals.	• Inappropriate remarks, comments or lack of respect • Poor quality or avoidance of care

Appendix 3: Record of Concern

Record of Concern

Name of Child:	Date of birth and age:	Male/female:	
Date and time of incident:		Date and time recorded / reported:	
Initial report of the concern / s: <i>In factual terms; and use of open-ended questions to clarify e.g. Who, what, when and how – what did the CYP say? How are they feeling? How is their behaviour? Are there any signs of injuries or pain? (if so illustrate on body map over page) Are any other children or adults involved?</i>			
Your response and actions to the concern: <i>What you have done / said to CYP or agreed to do?</i>			
Your name:	Your role or position:	Your signature:	
Designated Safeguarding Lead's immediate response and actions taken: <i>Include sharing and gathering information, speaking to CYP, parents or carers and gauging their response. This may also include undertaking a professional consultation. Has any immediate risk assessment been carried out if so what?</i>			
Information shared with Parents / carers? <i>Are they aware of concerns / actions carried out to support / safeguard CYP? Do you have consent for this? If not rationale for not sharing information?</i>			
Information shared with other staff/ agencies? <i>Who, what, how and your rationale for this?</i>			
Outcome for the CYP:			
DSL name:	Your role or position:	Date, day and time of this recording:	Your signature:

Body map

