Safeguarding

& Prevent Policy

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Policy Statement

Purpose

Pilot recognise our legal and moral duty to provide care, welfare and safety for our learners, participants and young people in our charge and we are fully committed to safeguarding and promoting welfare of all regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity as they have the right to equal protection from all types of harm or abuse.

We will carry out our responsibilities through this Policy, and our other related policies which aims to provide a caring, supportive and safe environment and values individuals for their unique talents and abilities - an environment in which all our learners, participants and young people can learn and develop to their full potential.

Therefore, the purpose of this policy is to provide clear advice and guidance to all our staff on how to protect all learners, participants and young people from exploitation and abuse. Furthermore, the policy outlines structured processes and systems that enable everyone within the team to maintain a proper focus on safeguarding.

Policy Aims

- To create an ethos that promotes consistent and effective safeguarding in which both learners and staff can speak freely about safeguarding issues and vigilance in protecting welfare of learners
- Provide staff with the necessary information needed to fulfil their safeguarding responsibilities
- Maintaining staff knowledge of our safeguarding policies and procedures
- Promote the health and welfare of learners by providing opportunities for them to take part in our programmes safely
- To display clear systems and processes of safeguarding

Our Safeguarding team are below with their contact details

Designated Safeguarding Lead (DSL)- Hester Holland – 07411460133

Deputy Designated Safeguarding Lead (DDSL) Bradley Pogson - 07376544278

Date of Last Review: Oct 2025

Next Review Date: Oct 2026

Responsible: A. Pettigrew

Signature*:*

Introduction

Pilot has a primary responsibility for the care, welfare and safety of learners, participants and young people in our charge, and we are fully committed to safeguarding and promoting welfare of all regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity as they have the right to equal protection from all types of harm or abuse.

Pilot believes that it is always unacceptable for anyone to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all learners, participants and young people by a commitment to practice which protects them. We will carry out our responsibilities through this Policy, and our other related policies which aims to provide a caring, supportive and safe environment and values individuals for their unique talents and abilities - an environment in which all our learners, participants and young people can learn and develop to their full potential.

Pilot recognises that safeguarding against radicalisation is no different from safeguarding against any other vulnerability and ensures that all staff receive as a minimum, awareness training. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

It is understandable that when a member of staff is faced with a safeguarding incident it can, in that moment, feel stressful and personally challenging. It is important that all staff, who get involved in reporting and escalating safeguarding incidents feel suitably equipped and able to support our learners, participants and young people and act in their best interest.

Purpose

We recognise our legal and moral duty to protect the welfare of our learners, participants and young people. Therefore, the purpose of this policy is to provide clear advice and guidance to our staff on how to protect all learners, participants and young people from exploitation and abuse.

This guidance has been collated to provide staff with core information to support them to navigate their way through what can feel like a daunting and difficult process.

Pilot has Designated Safeguarding Lead and Deputy Safeguarding Leads who are on hand to provide 1-2-1 support throughout the process.

Policy Aims

The purpose of this policy is:

- To provide a framework for protecting learners, participants and young people from abuse of any kind.
- To provide a safe environment for everyone to learn in.
- To ensure staff recognise their responsibilities (through guidance, support and training), to minimise risk and avoid situations where abuse or neglect might be alleged.

- To ensure staff are clear that they are responsible for their own actions and behaviour and avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- To provide staff with guidance on procedures to adopt in the event that they suspect a learner may be experiencing, or be at risk of, harm.
- To create an ethos that promotes consistent and effective safeguarding in which both learners, participants, young people and staff can speak freely about safeguarding issues and vigilance in protecting welfare of everyone.
- Provide staff with the necessary information needed to fulfil their safeguarding responsibilities
- Maintain staff knowledge of our safeguarding policies and procedures
- Promote the health and welfare of learners, participants and young people by providing opportunities for them to take part in our programmes safely
- To display clear systems and processes of safeguarding

Principles

We are committed to practices that protect all learners, participants and young people from harm and create a 'safe' learning environment that promotes well-being and security. This commitment is driven by our Senior Management Team and is reflected throughout all levels of our organisation. As such we embrace the following principles:

- The welfare of learners, participants and young people is our primary concern.
- All learners, participants and young people have the right to protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity.
- It is the responsibility of all staff to report any concerns about abuse to the designated person in line with our guidance.
- All incidents of alleged poor practice, misconduct and abuse will be taken seriously and responded to swiftly and appropriately.
- All allegations of abuse or harm will be treated seriously and consistently. This may lead to an investigation of a possible criminal offence by the police, involvement of an appropriate social care worker or an investigation of our provision and consideration of disciplinary action on staff or learners.
- All personal data will be processed in accordance with the requirements of the Data Protection Act 2018.
- All staff posts will be risk assessed to identify the appropriate level of disclosure and barring service check (DBS) required.
- All staff will be recruited in line with 'safer recruitment' practices.
- Additional specific safeguarding requirements and training needs will be considered and established as part of the contract implementation process.
- Reviewing our policy and good practice annually

Statutory Framework

This policy covers the legislative requirements and recommendations pertaining to the protection of children, young people and adults at risk in the UK, in accordance with statutory guidance on safeguarding and promoting the welfare of learners in education.

This policy has been reviewed in line with the following legal requirements:

- The Children Act 2004 which provides the legal framework for the protection of people under 18 in the UK.
- The Protection of Children Act 1999 which requires employers to apply for an enhanced disclosure from the Disclosure and Barring Service for all staff working with learners.
- Working Together to Safeguard Children 2023 is a document which sets out how all agencies and professionals should work together to promote the welfare of children and vulnerable adults.

DfE Keeping Children safe in Education 2025 places the following responsibilities on all educational organisations:

- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- A Designated Safeguarding Lead or Deputy have responsibility for coordinating action for liaising with other agencies.
- Staff with designated responsibility for learner protection should receive appropriate training.
- Educational organisations should be aware of and follow the procedures established by the Local Safeguarding Boards' and, where appropriate, by the Local Educational Authority.
- Educational organisations should have procedures, of which all staff are aware, for handling suspected cases of abuse, including procedures to be followed if a member of staff is accused of abuse.

• Modern Slavery Act 2015, which is designed to combat modern slavery in the United Kingdom and consolidates previous offences relating to trafficking and slavery.

• Section 26 of the Counter-Terrorism and Security Act 2015. The Act places a duty on certain bodies, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

• The Prevent strategy, published by the Government in 2011, is part of the overall counter-terrorism strategy, CONTEST.

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. The Prevent strategy has three specific strategic objectives:

- Respond to the ideological challenges of terrorism and the threat we face from those who promote it.
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

Local Safeguarding Boards that bring together all services for adults and vulnerable people in a local area to focus on improving outcomes for all.

Safeguarding Procedures

Recognise

The ability to recognise possible indicators of abuse is of fundamental importance. Whether the abuse may occur on the premises of our learners, participants or young people or in any other setting. All those playing a role in meeting the learner's needs should be aware and informed so that possible abuse can be recognised, investigated and acted on effectively. Signs and symptoms of abuse may include direct disclosure. All staff can identify concerns, so everyone will be trained to understand the signs of abuse and know how where and who to report concerns to.

Respond

Appropriate response is vital. No report of, or concern about, possible abuse should be ignored. To determine the most appropriate response, find out whether you are dealing with an allegation from a learner against a member of staff, a fellow learner or another.

Is this a disclosure from an individual alleging abuse to themselves or to another? Is the reporting of concern or suspicion? What precisely is alleged to have happened? Clarity is vital.

Do not lead or probe with questions, remain calm, try not to show shock, and demonstrate interest and concern while investigating

Listen well. Inform the person sharing a concern with you that what they have raised must be recorded and passed on so that possible abuse can be dealt with, and this will be done on a limited "need to know" basis with as few others as possible knowing the identity of the complainant and all in the chain of reporting will respect confidentiality. Do not promise to keep the information confidential.

Reassure them that they have done the right thing in reporting their concerns and that you will do everything you can to help. Do not make unrealistic promises. Ensure that testimony is recorded and reported, and that the information disclosed is treated in line with Pilot's safeguarding policy and procedures.

Report

Report your concerns to the Designated Safeguarding Lead or deputies for dealing with all issues relating to safeguarding. If this is not possible you should report your concern to a Director. Once you have reported the cause for concern by completing a Safeguarding Report Form and informed your DSL, the responsibility resides with them.

Record

You should record precisely what has been alleged, using the words of the complainant. Your record should use accurate quotation. It should also, if felt appropriate, include factual observations about the physical and emotional state of the individual sharing their concerns with you.

This information should be recorded and stored securely, in line with confidentiality policy and should be accessible only to those who need to access it as part of the action taken. Please record all safeguarding incidents on the Safeguarding Report Form and send securely to your DSL.

Refer

It is the Designated Safeguarding Lead or their deputies who can make decisions to refer a complaint or allegation, having gathered and examined all relevant testimony and information. However, in exceptional circumstances where people are at immediate risk of harm OR where the DSL is acting inappropriately, anyone can make this referral. If a member of staff does make the referral, then they need to ensure that they still report this to the DSL.

Only the Designated Safeguarding Lead or their deputies should carry out an enquiry into complaints, allegations or suspicion of abuse. An enquiry may include questioning colleagues, learners, tutors, assessors or subcontractors. Actions of these sorts carried out by someone other than the Designated Safeguarding Lead or deputies could be construed as unjustified interference which could jeopardise an enquiry and any possible subsequent actions

Responsibilities

The Director is responsible for ensuring the requirements of the Safeguarding Policy Statement and this procedure is communicated to all staff through induction and ongoing training as necessary. They are responsible for appointing a Designated and Deputy Safeguarding Lead/s

The Designated Safeguarding Lead will ensure the requirements of the Safeguarding Policy Statement and this procedure are met.

All staff are responsible for complying with the Safeguarding Policy Statement and this procedure.

Director responsibilities:

- Ensuring effective policies, procedures and systems are in place in accordance with legislation, government and other agency guidance.
- Sufficient resources, time and training are allocated to ensure safeguarding responsibilities are effectively carried out.

Designated Safeguarding Lead (DSL) responsibilities are to:

- Complete a Level 3 Safeguarding qualification and undertake annual CPD.
- Update the Safeguarding Policy on an annual basis.
- Ensure that deputy Designated Safeguarding Lead/s are qualified in safeguarding to Level 3.
- Provide support and advice to staff (including deputies) who share a concern or disclosure about a learner.
- Maintain appropriate records of concern, incident or disclosure on a secure central risk register.

- Write, deliver and review staff training in safeguarding and ensure that such training is to an appropriate standard. Ensuring that staff have annual refresher training to keep their knowledge up to date.
- Compile, with the deputy, a central list of relevant local agencies, police and other bodies who might need to be contacted with regards to safeguarding concerns. Ensure Local guidance and frameworks are followed.
- Liaison takes place with employers that receive young persons or adults to ensure that appropriate safeguards are put into place.
- Ensure that the safeguarding policy and procedures is made available to all staff, learners, participants and young people and parents.
- Analyse information and sharing useful information to address common safeguarding themes.
- Ensure that DSL & deputies have received accredited refresher training on safeguarding as a minimum every two years in order to remain up to date.
- Liaise with Children's Services and other agencies and make referrals to the appropriate local Children's services or Local Authority Designated Officer (LADO) when required

Staff are responsible for:

- Undertaking initial training within their induction and annual refresher training covering Safeguarding and Prevent Duty and their role within this.
- Ensuring they are aware of, when it is appropriate to refer concerns about learners or colleagues to the DSL.
- Reporting concerns where these arise.
- Demonstrating British values of "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs" within their practice, as part of their professional behaviour and standards.
- Familiarise themselves with and become aware of the importance of safeguarding and associated polices.
- To adhere to the company's safeguarding policies, procedures and systems and know what to do in dealing with concerns and disclosures.

Code Of Conduct

Pilot expects its staff to follow a code of conduct, namely: -

- Respect all individuals, whatever their age, developmental stage, ability, sex, sexual orientation or ethnicity.
- Place the safety and well-being of learners, participants and young people first. It must be placed before any personal or organisational goals and before loyalty to friends and colleagues.
- Be committed to actively preventing the exploitation and abuse of children and vulnerable adults.
- Promote and safeguard the welfare of learners, participants and young people.
- Create a listening culture whereby, learners, participants and young people know they can come to you and be listened to.
- Be mindful that as a staff member, you are a role model for learners and in a position of trust.

- Form appropriate relationships with learners, participants and young people. These should be based on mutual trust and respect.
- Challenge inappropriate behaviour.
- Be cautious in the use of physical contact with learners, participants and young people.
- Avoid placing yourself, learners, participants or young people in a vulnerable position i.e. in a one-to-one situation in a closed room, or secluded part of the building.
- Keep professional boundaries in place with learners, participants and young people to see ourselves as "friendly, but not a friend or Parent figure".
- Not to enter into social contacts with learners, participants or young people including on social network sites
- Ensure social media settings are set to private
- Take care not to encourage learner, participant or young people "crushes" or infatuations.

This code of conduct must be read in conjunction with the code of conduct in the employee handbook.

Mobile Phones and Cameras

Pilot recognises that personal communication through mobile technologies is an accepted part of everyday life for learners, participants, young people, staff and parents/carers, but technologies need to be used safely and appropriately and in accordance with the law and other appropriate policies:

- Staff are allowed to bring their personal phones to the work for their own use, but will limit such use to time when learners, participant or young people are not present.
- Staff will not use personal phones to make contact with learners, participant, young people or parents/carers
- Staff are not permitted to use recording equipment on their personal mobile phones or other personal devices, for example: to take recordings of learners, participant or young people or the sharing of images. Legitimate recordings and photographs should be captured using Pilot equipment such as work phone. We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use by Pilot.

Staff should report any usage of mobile devices that causes them concern to the Designated Safeguarding Lead or appropriate deputies.

Missing Children in education

Pilot recognises that Children Missing Education represents a critical safeguarding and educational issue. Effective identification, early intervention, and collaboration between schools, local authorities, and families are essential to ensure that every child receives a suitable education and is protected from harm.

Staff recognise thy are responsible to

- Identify children who are missing education and make "reasonable enquiries" to locate them
- Maintain accurate admission and attendance registers, updating them when children move
- Share information with local authorities and other agencies to support tracing and safeguarding
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Pilot Safeguarding Team

Designated Safeguarding Lead :–
Hester Holland – 07411460133

Deputy Safeguarding Lead : –
Bradley Pogson - 07376544278

Safer recruitment and selection procedures

Pilot are aware that it is our responsibility to undertake safe recruitment to ensure that our staff are fit to work in a training provider setting with potentially vulnerable learners, participants and young people.
We will ensure we select appropriate staff that will be in the best interest of our learners, and we reserve the right to refuse to employ staff that we believe may pose a risk to our learners, participants or young people.
Pilot has systems in place to prevent unsuitable people from working with children or vulnerable adults and to promote safe practice.
These systems apply to all new staff and require the following checks to be made prior to appointment:

- A minimum of two references, satisfactory to Pilot, one of which should be from a previous employer.
- Employment history and reasons for gaps in employment
- Documentary evidence checks of identify, nationality, residency and “right to work” status.
- Enhanced or basic DBS (Disclosure & Barring Service) based on role.
- Documentary evidence of qualifications.
- Satisfactory completion of the probationary period.

If a DBS check is delayed for any reason the staff member will not be subject to lone working with learners or participants. They must always have a member of staff present who is fully DBS checked until the point they receive a full DBS check.

We recognise that while there is no official expiry date for a paper DBS certificate, we will request a new DBS check every 3 years as part of our ongoing safer working practices.
If an employee is on the update service, this would be checked on appointment and then again, every 3 years. The records would be held centrally and checked by the DSL

In addition, the process for recruitment and selection is detailed the Recruitment and Selection Policy

How to deal with allegations against a member of staff

Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the learners, participants and young people who attend our provision. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made

An allegation may relate to a person who works / volunteers with children who has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The 4th bullet point above recognises circumstances where a member of staff is involved in an incident outside of setting/agency/workplace which did not involve children but could have an impact on their suitability to work with children; this is known as transferrable risk.

At Pilot we recognise our responsibility to report/refer allegations or behaviours of concern and / or harm to children by adults in positions of trust known to us, but who are not employed by our organisation to the LADO service

We will take all possible steps to safeguard our learners, participants and young people and to ensure that the adults at Pilot are safe to work with children. When concerns arise, we will always ensure that the safeguarding actions outlined in the local protocol and procedures

Pilot take allegations against staff seriously and believe it is essential that all cases of suspected maltreatment or significant harm are investigated quickly and professionally whatever the validity. Staff should take care not to place themselves in a vulnerable position with a learner, participant or young person or a situation which could be misconstrued. Wherever possible, it is advisable to work with learners, participants and young people in view of other adults.

Staff should always consult the Designated Safeguarding Lead and this Safeguarding Policy ahead of working alone with learners or if they have concerns.

If a member of staff suspects any other member of staff of safeguarding malpractice or they identify a low level concern (as identified in the KCSiE Guidance), it is their responsibility to immediately bring these concerns to the Designated Safeguarding Lead (DSL) in the interest of the learner, participant or young person and the business.

If the DSL or Deputy is unavailable, then this concern should be immediately reported to the Director instead.

The Designated Safeguarding Lead will:

- Provide support and advice to the reporting member of staff including referring to and adhering to Pilot's Whistleblowing Policy.
- Ask the reporting member of staff to provide a written record of their concern following procedures for reporting concerns, which will be housed in the secure safeguarding single central file.
- Consult with a Director as appropriate.

- In the interest of the business and the learner, participant or young person immediately seek advice from the Local Authority Designated Officer (LADO) from the relevant Local Safeguarding Children's Board or Adult Safeguarding Board.
- Efficiently act on advice, whether this is to take further investigative action or not.
- If the allegation represents inappropriate behaviour or poor practice by the member of staff that is neither potentially a crime nor a cause of significant harm (i.e. -meeting the harm threshold) to the young person or adult at risk of harm, the matter will be addressed through professional development and mentoring, or in some cases Pilot's disciplinary procedure.
- Any internal enquiries will conform to the existing staff disciplinary procedures.
- In the event of further investigations that may involve external agencies, the person making the allegation will be informed that the allegation has been made and what the process is likely to involve.
- Suspension may be considered at any stage of the investigation and advice may be taken to ensure no breaches of contract. Consideration will be given to alternatives e.g. paid leave of absence, agreement to refrain from attending work, change of, or withdrawal from, specified duties.
- Written records of any allegation or low level concerns and the subsequent outcome will be kept.

Any allegation made against a Designated Safeguarding Lead should be reported directly to a Director, who will act as above, without notifying the Designated Safeguarding Lead.

All staff should be aware of their responsibility to immediately raise concerns, where they exist, about any member of staff, including the Designated Safeguarding Lead and deputies.

We recognise that our learners, participants and young people cannot be expected to raise concerns in an environment where staff fail to do so.

Confidentiality and Information Sharing

Pilot recognise that all matters relating to safeguarding are confidential, but all staff must act on the basis that the safety of the learner, participant or young person is the overriding concern. The degree of confidentiality will be governed by the need to protect the learner, participant or young person.

The Designated Safeguarding Lead/Deputy will disclose any information about a learner, participant or young person or concern to other members of staff, the individual's employer or other external agencies on a need-to-know basis only.

All staff must be aware that they have a responsibility to immediately disclose information which if not shared, may compromise a learner, participant or young person's safety or welfare; all staff will be fully supported by their Designated Safeguarding Lead/Deputy.

The issue of safeguarding will raise confidential concerns for those involved. We aim to protect all learners from harm by ensuring that sensitive information shared is kept between the appropriate persons. However, we cannot offer or guarantee absolute confidentially in instances where:

- safeguarding concern will lead to harm or threat of life (learner or anyone else)
- risk of serious crime being committed

The limit to confidentiality must be explained and understood by the learner before they proceed to disclosing information. Where confidentiality has been broken, staff must ensure that the learner is informed as soon as possible. Staff will only discuss concerns with the Designated Safeguarding Lead or Director.

The seven golden rules for safeguarding information sharing:

- Data Protection/Human Rights laws are not a barrier
- Be open and honest (unless unsafe or inappropriate)
- Seek advice (if necessary)
- Share with consent if appropriate
- Consider safety and wellbeing
- Necessary, proportionate, relevant, adequate, accurate, timely and secure
- Keep a record of decision and reason for it

Incidents and concerns that need to be reported/shared with the relevant outside referral partners organisations will be passed on via the appropriate local route:-

Location	Contact Number	Website
Dudley MASH	Adults - 0300 555 0055 Children 0300 555 0050	Multi Agency Safeguarding Hub (MASH) - Dudley Safeguarding Children
Sandwell MASH	MASH Number 0121 569 3100 .	Report a concern - Sandwell CSP
Wolverhampton MASH	Adults -01902 551199 Children- 01902 555 392 (8:30am-5:00pm) or 01902 552 999 (out of hours).	Report a Concern - Wolverhampton Safeguarding Together
Birmingham	Birmingham Children's Safeguarding Board - 01213031888	Safeguarding Concerns - Birmingham Safeguarding Children Partnership (lscpbirmingham.org.uk)
Norfolk Children's advice and Duty service (CADS)	CADS Contact Number - 0344 800 8021 Norfolk Local Authority Designated Officer (LADO) Contact number - 0344 800 8020.	How to Raise a Concern | Norfolk Safeguarding Children Partnership | PWWC (norfolklscp.org.uk) Follow the Norfolk Continuum of Needs Guidance produced by the Norfolk Safeguarding Children Partnership (NSCP) **See Appendix 4**
Cambridgeshire	Social Care: **0345 045 5203** 8am-5.30pm (Mon-Thur 8am-4.30pm (Fri) **01733 234724** Emergency Duty Team (out of hours)	Earlyyears.service@cambridgeshire.gov.uk LADO@cambridgeshire.gov.uk

		Safeguarding children and child protection | Cambridgeshire County Council
Leicestershire	First Contact Team 0116 305 0005	Report abuse or neglect of a child | Leicestershire County Council
Leicester City Council	Contact 0116 454 1004,	Email - early-help@leicester.gov.uk Early help (leicester.gov.uk)
Derbyshire	First Contact Team 01332 641172	Worried About a Child? (ddscp.org.uk)
Lincolnshire	Children - 01522 782111 Adults - 01522 782155 (8am to 6pm) 01522 782333 (outside office hours)	Report a safeguarding concern – Lincolnshire County Council
Nottinghamshire MASH	MASH number 0300 500 80 90 Out of hours- 0300 456 4546.	Multi-Agency Safeguarding Hub (MASH) | Nottinghamshire County Council
Northamptonshire MASH	MASH number -0300 126 7000	Worried about a child? - Northamptonshire Safeguarding Children Board (northamptonshirescb.org.uk)
Walsall MASH	MASH number 0300 555 2866 Out of Hours - 0300 555 2922	Walsall Safeguarding Partnership > Report a concern > Report a concern - for a child
Swindon	MASH number - 01793 466903 Emergency Duty Service -01793 436699.	Multi agency safeguarding hub | Swindon Borough Council
Wiltshire	Mash number - 0300 456 0108 Out of Hours – 0300 456 0100	Contact children's services - Wiltshire Council

PREVENT – West Midlands Police 101

Record keeping of complaints

Any concerns regarding our learners, participants and young people will be recorded ASAP and within 24 hours. Staff will be encouraged to understand the importance of recording concerns in a timely and accurate manner. All incidents will be recorded e.g. verbal complaints, phone calls to other parties etc. This is to build a picture as well as provide substantial reference for the DSL to take the correct action.

Records will be kept in a safe place where there is no access to unauthorised persons. The records will be safe from any form of damage that would affect the authenticity of the file. Records will be kept up to date and reviewed regularly by the Designated Safeguarding Lead.

Prevent Strategy/Duty

Prevent is a safeguarding duty and is part of the Counter-Terrorism and Security Act (2015). It means that all schools and childcare providers have a duty to help prevent people from being drawn into or supporting terrorism.

The Prevent strategy has 3 key objectives which are:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it.
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.
- Work with sectors and institutions where there is a risk of radicalisation that we need to address, including education, criminal justice, faith, charities, the internet and health.

Prevent is about identifying people and behaviours that are a cause for concern before any actions taken by that individual become criminal.

The government's counter-terrorism strategy, CONTEST, is designed to reduce the risk from terrorism, so people can go about their daily lives freely and with confidence.

The 4 'P' work strands

CONTEST is organised around 4 work strands, each comprising a number of key objectives. They are:

- **Prevent**
  To stop people becoming terrorists or supporting terrorism
- **Pursue**
  To stop terrorist attacks
- **Protect**
  To strengthen our protection against a terrorist attack
- **Prepare**
  To mitigate the impact of a terrorist attack

The Counter-Terrorism and Security Act 2015 places a duty for Channel Panels to be in place. The act requires partners to cooperate with the panel in identifying and assessing the extent to which individuals are at risk of being drawn into terrorism, and the support needed to be provided to those individuals.

The government definition of extremism is; '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; and / or calls for the death of members of our armed forces, whether in this country or overseas'. Therefore within this duty, all specified authorities, including those providing services on their behalf, are expected to exemplify 'Fundamental British Values' in their management, service delivery and general behaviours.

Indicators that someone may be being drawn into terrorist related activity may include:

- **Disclosures**: Graffiti symbols, writing or artwork promoting extremist messages or images, voicing opinions drawn from terrorist related ideologies and narratives.
- **Support for terrorism**: Members/co-members accessing terrorist related material online, including through social networking sites, using extremist texts or tattoos, use of extremist or hate terms to exclude others or incite violence; using language such as 'us and them', justifying the use of violence to solve real or perceived grievances, tattoos or literature.
- **Personal crisis**: Parental/family reports of changes in behaviour, friendships, appearance or actions and requests for assistance, family tensions, sense of isolation, low self-esteem, and uncertainty about their identity, faith or belonging.
- **Concerns from professionals**: Partner healthcare organisations, local authority services and police reports of issues affecting patients in other health care organisations.
- **Personal circumstances**: migration, local community tensions within set groups, events affecting the student's country of origin, a sense of grievance triggered by personal experience of racism or discrimination.

Safeguarding children and adults exposed to extremist ideology

Children, young people and adults can be radicalised in different ways:

- They can be groomed either online or in person by people seeking to draw them into extremist activity. They might be radicalised over the internet or through the influence of their peer network – in this instance their families might not know about this, or feel powerless to stop the radicalisation;
- They can be groomed by family members who hold harmful, extreme beliefs, including parents/carers and siblings who live with the child and/or person(s) who live outside the family home but have an influence over the child's life;
- They can be exposed to violent, anti-social, extremist imagery, rhetoric and writings which can lead to the development of a distorted world view in which extremist ideology seems reasonable. In this way they are not being individually targeted but are the victims of propaganda which seeks to radicalise.

A common feature of radicalisation is that the child or young person does not recognise the exploitative nature of what is happening and does not see themselves as a victim of grooming or exploitation. It is important that staff are aware of the ways learners, young people and participants can be radicalised and alert to indications that this may be the case and make the appropriate response.

Radicalisation - Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. There are some factors that might make individuals more vulnerable to being radicalised: -

Identity Crisis – those exploring issues around their identity may feel removed or out of touch from friends and family, as well as their cultural or religious background, and may also feel that they no longer fit into society.

Personal Crisis – may include significant tensions within the family home that makes the individual feel isolated from what is perceived as the 'norm'.

Personal Circumstances – individuals may feel that their career and lifestyle aspirations are being undermined by a perceived or real inability to achieve them. This can result in the development of a mindset that choses to opt out of conforming, and instead adopt a more antagonistic and /or aggressive viewpoint.

Criminality – a vulnerable individual may become involved in criminal activity, or criminal groups that have links to organised crime relating to terrorist related activities. It's important to note that radicalisers can exploit any of these vulnerabilities by providing the individual with a sense of worth, purpose or belonging.

Extremism

The Prevent Duty Guidance defines extremism as "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas."

Staff will have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response and to know the Designated Person to whom they need to refer any concerns.

Fundamental British Values Democracy

This is about exploring how citizens can influence decision-making through the democratic process and enabling participants to understand that freedom of speech and the freedom to hold other faiths and beliefs is protected in law. But it is also about recognising that there are boundaries and that discrimination or the encouragement to harm others is unlawful and needs to be challenged if this comes up in any of our programmes.

Democracy is also about equal rights, and we can help participants understand this in the way we support their personal, social and emotional development by giving them opportunities to develop their self-confidence and self-awareness to achieve the programme goals we agree with them.

Rule of Law. This is about understanding that rules matter and we need to help our participants recognise the importance of complying with the law as set by the British Parliament. It is about learning to manage our own feelings and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries and about dealing with the consequences. These underpin the basis on which we develop and implement our programmes.

Individual Liberty. We focus on building self-confidence and self-awareness with people and within communities. We help participants develop a positive sense of themselves to address the changes we are working with them to implement, to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. We encourage participants to explore the language of feelings

and responsibility; reflect on their differences and understand that we are all free to have different opinions.

Mutual Respect and Tolerance. Mutual respect and tolerance is where we learn to treat others as we want to be treated. How to be part of a community, manage feelings and behaviour, and form relationships with others. We should be encouraging an ethos of inclusivity and tolerance in the way we run our programmes, where views, faiths, cultures and races are valued and where we encourage participants to share how their cultures can help or hinder change in behaviours that may be required to gain access to employment or better integrate into society or in the workplaces etc.

What terrorism is

Terrorism is an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause. It's important to remember that not all extremist groups, whether Islamist, extreme right-wing or other, will commit terrorist or violent acts. However, some groups pose particular threats, both online and offline. The Government define Islamist terrorism as acts of terrorism perpetrated or inspired by politico-religiously motivated groups or people who support and use violence as means to establish their interpretation of an Islamic society.

In the UK we define terrorism as a violent action that:

- endangers a person's life, other than that of the person committing the action
- involves serious violence against a person
- causes serious damage to property
- creates a serious risk to the public's health and safety
- interferes with or seriously disrupts an electronic system (for example, erasing computer data or preventing a programme from running)

Remember –

- Extremism is not the same as terrorism and not all extremist groups will commit terrorist or violent acts.
- Terrorism is more than an attack it is about the below the surface, hidden activity that builds up leading to violence.
- Terrorism starts with attracting people with the objective to incite someone to support terrorism or become a terrorist themselves.

Pilot's Prevent Duty

We will find opportunities to promote British Values in the effectiveness of all our programmes and particularly through our leadership and management. We will actively promote equality of opportunity and diversity to counter any form of direct or indirect discriminatory behaviour. Our staff will not tolerate prejudiced behaviour and the promotion of fundamental British Values is at the heart of all our work.

We will ensure that all our participants feel safe, know how to raise concerns, and ensure these concerns are addressed sensitively through our trained staff and in accordance with our internal procedures.

We will continuously assess safeguarding risks and take action to prevent them. Managers and staff will work to protect learners, young people and participants from radicalisation and extremism and respond swiftly where participants are vulnerable to these issues. Any visiting speakers or trainers will be supervised when working with participants, and the content of their delivery observed by Pilot staff. Through training, we will develop vigilance, confidence and competency to challenge participants views that are a cause for concern and identify those who pose a risk to being drawn into terrorism.

Staff will encourage open and honest debate about the risk of terrorism and extremism, challenge extremist ideas and always ensure that a balanced presentation is given of all political issues and views.

Appropriate levels of IT filtering will be in place across the business to eliminate learners, young people, participants and staff from searching for inappropriate extremist content online. Pilot staff will ensure learners, young people and participants will also be taught about internet safety and keeping themselves safe online, both inside and outside of the business.

Prevent Training

The main aim of training is to develop and maintain staff awareness of extremism and radicalisation, as well as the procedures to follow in the event of any concerns identified. PREVENT training will be delivered an annual basis.

Staff will receive training and guidance on how to deal with:

- Inappropriate or suspicious behaviours
- Disclosures by learners about their exposure to extremist actions, views or materials
- Accessing extremist material online (e-safety)
- Intolerance of difference, including faith, culture, gender, race or sexuality

Referral procedure if there is a concern about radicalisation

The following procedure is to be followed if a member of staff has any concern that a learner, young person or participant may be at risk of, or involved in radicalised behaviours.

This could mean taking action if, for example, they reveal that they are part of a banned extremist political group or if there is a concern about the actions or behaviour of another staff or a third-party deliverer.

Responding to a Concern-Notice – Check – Share

Notice-A staff member working with a learner, participant or young person could be the person to notice that there has been a change in the individual's behaviour that may suggest they are vulnerable to radicalisation. Every case is different, and there is no checklist that can tell us if someone is being radicalised or becoming involved in terrorism. There are some common signs that may mean someone is being radicalised.

- Expressing an obsessive or angry sense of injustice about a situation and blaming this on others.
- Expressing anger or extreme views towards a particular group such as a different race or religion.
- Suggesting that violent action is the only way to solve an issue, sharing extreme views or hatred on social media.

Check-The next step is for the staff member/volunteer to speak to the manager or safeguarding lead to better understand the concerns raised by the behaviours observed to decide whether intervention and support is needed. In many cases there will be an explanation for the behaviours that either requires no further action or a referral not related to radicalisation or extremism.

Share-Where the staff member still has concerns that the individual may be vulnerable to radicalisation, then they should complete the Prevent Referral Form. National Prevent referral form

This should then be reported it to their line manager who will then discuss the concerns immediately with the Designated Safeguarding Lead, or in their absence, the Deputy who is the Single Point of Contact for Prevent (SPOC). The SPOC will review the referral to establish whether the case is suitable for a Channel referral

Immediate Risk-

- If the individual involved is at immediate risk of danger, terrorist activity, or significant harm then the police will need to be contacted immediately and the DSL informed.

No immediate risk –

- SPOC to make a referral to the Regional Prevent Coordinator for the area
- Regional Prevent Coordinator to forward referral onto the relevant local authority
- Channel panel for that local authority will decide whether the case is appropriate for Channel intervention

Partners

Pilot will engage with the relevant partners to strengthen the fight against extremism and radicalisation.

Alamgir Sheriyar - alamgir.sheriyar@education.gov.uk - 07551 136132 - West Midlands Regional PREVENT Lead

Sam Slack - sam.slack@education.gov.uk - 07384 452156 - East Midlands Regional PREVENT Lead

David Layton-Scott - david.layton-scott@education.gov.uk - 07384 452155 - East of England Regional PREVENT Lead

Cheri Fayers- cheri.fayers@eduction.gov.uk – South West Regional Prevent Lead

MASH - Multi Agency Safeguarding Local Teams (detailed above)

FGM – NSPCC Helpline – 0800 028 3550 or email for advice fgmhelp@nspcc.org.uk.

The local West Midlands Police (101) to report incidents relating to extremism and radicalisation under the PREVENT strategy.

Statutory Guidance

The above definitions and information were sourced from:

- Keeping Children Safe in Education (2025)
- The Serious Crime Act (2015)
- Counter-Terrorism and Security Act (2015)
- Prevent Duty Guidance (2019)
- The seven golden rules for safeguarding information sharing (2018)

Version Control

Policy Date	Version	Person Responsible	Policy Change
Aug 2014	**1**	**Sue Selby**	**Implementation**
Mar 2016	**2**	**Sue Selby**	**Update**
Mar 2017	**3**	**Sue Selby**	**Update**
Nov 2018	**4**	**Nigel Scott**	**Update on DSL**
Dec 2019	**5**	**Nigel Scott**	**Update on legislation**
Dec 2020	**6**	**Nigel Scott**	**Update on legislation**
May 2021	**7**	**Hester Holland**	**Update on DSL**
Jan 2022	**8**	**Hester Holland**	**Policy review & update**
May 2022	**9**	**Hester Holland**	**Update on DSL**
Sept 2022	**10**	**Hester Holland**	**Policy review & update**
May 2023	**11**	**Hester Holland**	**Update on referral links**
Sept 2023	**12**	**Hester Holland**	**Policy review & update**
Nov 2023	**13**	**Hester Holland**	**Update on MASH details**
Jan 2024	**14**	**Hester Holland**	**Updated phone details**
Sept 2024	**15**	**Hester Holland**	**Policy review & update**
Apr 2025	**16**	**Hester Holland**	**Updated DDSL details**
Sept 2025	**17**	**Hester Holland**	**Policy review & Update**

Oct 2025	**18**	**Hester Holland**	**Updated Staff Details**
Jul 2025	**19**	**Hester Holland**	**Updated on MASH details**

Please read this policy in conjunction with the following policies-

- Online Safey Policy
- Equality, Diversity & Inclusion Policy
- Recruitment & Selection Policy
- Whistleblowing Policy
- Code of Conduct

Appendix 1

Definitions of Abuse

1. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

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

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

d. Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

2. Bullying (including cyberbullying) Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, Pilot staff should report their concerns to the Designated Safeguarding Lead. Even where safeguarding is not considered to be an issue, the DSL may need to draw on a range of external services to support the young person who is experiencing bullying, or to tackle any underlying issue which has contributed to a young person engaging in bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual, or perceived, differences between children.

Stopping violence and ensuring immediate physical safety is obviously Pilot's first priority but staff need to be aware that emotional bullying can be more damaging than physical. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

3. Child Sexual Exploitation (CSE). Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse and may not identify themselves as being a victim.

4. County Lines. County lines, or 'going country' means groups or gangs using young people or vulnerable adults to carry and sell drugs from borough to borough, and across county boundaries. It is a tactic used by groups or gangs to facilitate the selling of drugs in an area outside of the area they live, reducing their risk of detection. This issue is areas across the country, not just large cities. County lines is a form of child criminal exploitation (CCE). CCE is when an individual or group take advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person in to committing a crime.

5. Domestic Violence. The definition of domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. A child witnessing domestic violence is likely to be a victim of emotional abuse (see also Teenage Relationship Abuse).

6. Honour Based Violence (HBV). Honour based violence (HBV) is a collection of practices, which are used to control behaviour and exert power within families to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that an individual has shamed the family and/or community by breaking their honour code. The individual is being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. It is often committed with some degree of approval and/or collusion from family and/or community members. HBV often focuses on the violence experienced by victims, but other forms of abuse should not be overlooked. Women are predominantly (but not exclusively) the victims of HBV, which is often used to assert male power in order to control female autonomy and sexuality. HBV can take place across national and international boundaries, within extended families and communities and often cuts across cultures, communities and faith groups. HBV may include murder, unexplained death (suicide), fear of or actual forced marriage, controlling sexual activity, domestic abuse, rape, kidnapping, false imprisonment, threats to kill, assault, harassment, forced abortion, breast ironing and female genital mutilation.

7. Female Genital Mutilation (FGM). Female Genital Mutilation (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. A young person may disclose that she is at risk of FGM, has suffered FGM or that a sister or family member is at risk. Pilot staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

The new mandatory reporting duty for FGM, introduced via the Serious Crime Act 2015, came into effect on 31 October 2015. This duty requires Pilot to report known cases of FGM in under 18-year-olds to the police.

For further information and advice - Protecting children from female genital mutilation (FGM) | NSPCC Learning

Female genital mutilation: resource pack - GOV.UK (www.gov.uk)

The NSPCC runs a National helpline on The helpline is available seven days a week between the following hours: Monday to Friday 8am to 10pm and Saturday and Sunday 9pm to 6pm. You can call and choose to remain anonymous on 0800 028 3550 or email fgmhelp@nspcc.org.uk.

8. Financial or Material Abuse. This can include theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions or the misuse, misappropriation of property, possessions or benefits

9. Forced Marriage. Forcing a person into a marriage is a crime in England and Wales. 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. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone

is made to feel like they're bringing shame on their family). Financial abuse (taking wages or not giving money) can also be a factor. 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 communities use religion and culture as a way to coerce a person into marriage.

An arranged marriage is not the same as a forced marriage. In an arranged marriage, the families take a leading role in choosing the marriage partner, but both parties are free to choose whether to enter into the marriage or not.

10. Gang Activity/Youth Violence. Groups of children and young people often gather together in public places to socialise, and peer association is an essential feature of most children's transition to adulthood. Groups of children and young people can be disorderly and/or anti-social without engaging in criminal activity. Young people on the periphery of becoming involved with street gangs and those young people already involved in some way can be described as 'A relatively durable, predominantly street-based group of young people who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity'. Youth violence, serious or otherwise, may be a function of gang activity. However, it could equally represent the behaviour of a child acting individually in response to his or her particular history and circumstances. 'Serious youth violence' is defined as 'any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19', i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences. Most children and young people do not become violent overnight. Their behaviour represents many years of (increasingly) anti-social and aggressive acts.

12. Child-on-Child (formally Peer-on-Peer abuse). All cases of child-on-child abuse are serious, whether physical, emotional or psychological. Child-on-child abuse can take various forms and include serious bullying, relationship abuse, domestic violence, child sexual exploitation, harmful sexual behaviour, and/or gender-based violence. This form of abuse occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse, upskirting, sexting and initiating/hazing type violence and rituals.

Child-on-child abuse, in whatever form, detrimentally affects the ability of our young people to achieve and progress to the best of their ability, their well-being and will not be tolerated in any form, or to any degree.

How and when does child-on-child abuse happen?

- Anytime – it may be a single isolated incident or over a period of time
- Anywhere might compromise the child's safety or wellbeing.

Recognising the signs of child-on-child abuse?

Staff will suspect child-on-child abuse is occurring if a young person:

- Becomes withdrawn and anxious
- Starts to attend erratically or persistently arrives late
- Has a 'fake' illness

- Prefers to stay with adults and appears fearful around other young people
- Becomes withdrawn or displays a sudden lack of confidence

Every young person will react differently, and Pilot recognises that this sort of abuse has serious impact on those who are victims, in terms of self-esteem and relationship outcomes. Pilot staff will intervene in "inappropriate behaviour" and have a zero-tolerance approach to sexual violence and sexual harassment, an important part of this is not laughing off or tolerating sexual banter or jokes.

13. **Upskirting.** This 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 may constitute sexual harassment. Cases of 'upskirting' have a mandatory requirement for being reported.

14. Youth Produced Sexual Imagery (Sexting). Making, possessing and distributing imagery of someone under 18 which is indecent is illegal. This includes imagery created by under 18s themselves. The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales). Specifically, it is an offence to possess, distribute, show and make images of children.

The Sexual Offences Act 2003 defines a child, for the purposes of indecent images, as anyone under the age of 18.

It is an offence for:

- A person under the age of 18 creates and shares sexual images of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

The sharing of sexual imagery of people under 18 by adults constitutes child sexual abuse and this should be reported to the police.

15. Teenage Relationship Abuse. This is similar to domestic violence. Teenage relationship abuse is defined as when there is actual or threatened abuse within a romantic relationship or a former relationship. One partner will try to maintain power and control over the other. This abuse can take a number of forms: physical, sexual, financial, emotional or social. This includes coercive and controlling behaviour.

16. Trafficking. Trafficking is defined as 'the recruitment, transportation, transfer, harbouring or receipt of children by means of threat, force or coercion for the purpose of sexual or commercial sexual exploitation or domestic servitude' (NSPCC). Any child transported for exploitative reasons is considered to be a trafficking victim - whether or not he/she has been deceived, because it is not considered possible for children to give informed consent in this situation. A child may be trafficked without crossing any national borders, e.g. only within the UK. A child may be trafficked between a number of countries prior to being trafficked into/within the UK. The child may have entered the UK illegally or legally (i.e. with immigration documents). The intention to exploit the child underpins the entire process.

The Modern Slavery Act 2015 consolidates current offences of trafficking and slavery and details the different forms of exploitation that a victim of trafficking may be forced into. Any child who is a suspected victim of trafficking should be referred to the National Referral Mechanism, a framework for identifying victims of human trafficking and ensuring they receive appropriate care and protection under law.

17. Radicalism and extremism. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.
People may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. Therefore, it is important that staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student/ pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others. The Government prevent strategy defines extremism as vocal or active opposition to fundamental British values.

These can include democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles

- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Appendix 2

The list below covers the current main specific safeguarding issues in England as identified by the Government. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on these but there is also a wealth of useful information available online.

For example, NSPCC offers information for settings on its website www.nspcc.org.uk and all settings can also access broad government guidance on the issues listed below via www.gov.uk . Clicking on the link below will take you to government guidance related to the topic for further information.

Child abuse concerns: guide for practitioners - GOV.UK (www.gov.uk)

Criminal exploitation of children and vulnerable adults: county lines (accessible version) - GOV.UK (www.gov.uk)

Preventing bullying - GOV.UK (www.gov.uk)

Domestic abuse: how to get help - GOV.UK (www.gov.uk)

Drugs: advice for schools - GOV.UK (www.gov.uk)

Child abuse linked to faith or belief: national action plan - GOV.UK (www.gov.uk)

Multi-agency statutory guidance on female genital mutilation - GOV.UK (www.gov.uk)

Forced marriage - GOV.UK (www.gov.uk)

Advice to schools and colleges on gangs and youth violence - GOV.UK (www.gov.uk)

Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)

Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk)

Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)

Safeguarding children who may have been trafficked - GOV.UK (www.gov.uk)

https://www.ceopeducation.co.uk – Online Safety

County Lines Toolkit For Professionals | The Children's Society

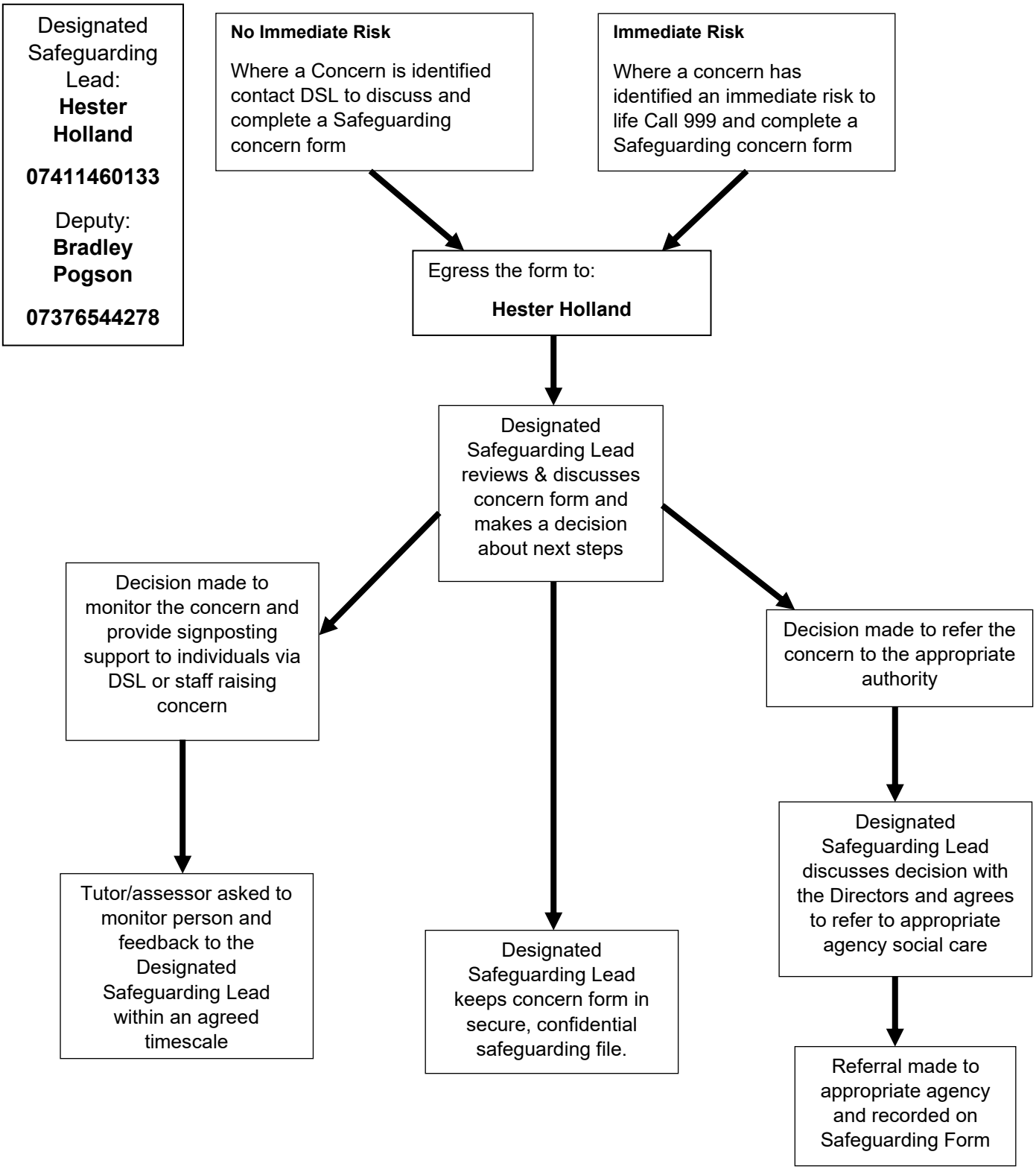
What is harmful sexual behaviour - Lucy Faithfull Foundation

Safe Young Lives | Young people & domestic abuse - SafeLives

Home - Shore- Support around sexual behaviour

Resources for education settings | CSA Centre – support for Child sexual abuse

Educate Against Hate - Prevent Radicalisation & Extremism

Appendix 3

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