



**Pearson**  
**TQ**

# **Safeguarding Policy & Procedure**

**February 2021**

# Contents

1. About This Policy	4
1.1 Purpose	4
1.2 Applicability	4
1.3 Personnel responsible for this policy	4
1.4 Terminology	4
1.5 References	5
2. Core Principles	5
3. Designated Staff with Responsibility for Safeguarding Children and Adults at Risk	7
4. Good Practice Guidelines	8
4.1 Additional good practice for learners attending Pearson TQ HQ premises	8
5. Procedure for Reporting Concerns	9
6. Reporting and Dealing with Allegations of Abuse against Members of Staff	9
7. Monitoring Effectiveness	11
8. Equality Impact Assessment	11
9. Review of Policy	11
10. Appendix 1	11
10.1 Definitions of Child Abuse – Working Together to Safeguard Children - 2018 HM Gov	11
10.2 Physical Abuse	12
10.3 Neglect	12
10.4 Sexual Abuse and Child Sexual Exploitation (CSE)	12
10.5 Child Sexual Exploitation (CSE)	12
10.6 Emotional Abuse	13
10.7 Bullying and Harassment	13
10.8 Children with Sexually Harmful Behaviour	13
10.9 Peer on Peer Abuse	14
10.10 Youth Produced Sexual Imagery/Sexting	14
10.10.1 Sexting and the Law	14
10.11 Honour Based Violence (HBV) – e.g. Female Genital Mutilation/Forced Marriage	15
10.11.1 Female Genital Mutilation (FGM)	15
10.11.2 Forced Marriage	15
10.12 Prevent Duty 2015	15
10.13 Anti-Radicalisation	15
10.14 Transition (Care Leavers)	16
11. Appendix 2	16
11.1 Definitions of Adult Abuse – Care and Support Statutory Guidance issued under the Care Act 2014	16

11.2 Adult Abuse and Neglect	16
11.3 Physical abuse	16
11.4 Domestic violence	17
11.5 Sexual abuse	17
11.6 Financial or material abuse	17
11.7 Psychological abuse	17
11.8 Modern slavery	17
11.9 Organisational abuse	17
11.10 Discriminatory abuse	17
11.11 Neglect and acts of omission	17
11.12 Self-neglect	18
11.13 Abuse by another adult with care and support needs	18
12. Appendix 3	18
12.1 Guidelines for Dealing with Disclosure	18
13. Appendix 4	19
13.1 Definition of Children and Adults at Risk	19
13.1.1 Definition of Child - Working Together to Safeguard Children - HM Gov 2018	19
13.1.2 Definition of an Adult at risk of abuse or neglect – Care Act 2014	19
14. Appendix 5	19
14.1 Safeguarding Legislation and Guidance	19
14.1.1 Education Act 2002	19
14.1.2 Care Act 2014 (statutory guidance)	20
14.1.3 Counter Terrorism and Security Act 2015	20
14.1.4 Working Together to Safeguarding Children (2018)	20
14.1.5 Keeping Children Safe in Education (2016)	20
14.1.6 Prevent Duty Guidance – England and Wales	20
14.1.7 Teaching Standards	20
14.1.8 Children and Social Care Act 2017	20
14.1.9 Child Sexual Exploitation Guidance – Gov UK 2017	21

# Safeguarding Policy & Procedure

## 1. About This Policy

### 1.1 Purpose

The purpose of this policy is to ensure the safety and wellbeing of our staff, customers and the learners we work with. Pearson TQ<sup>1</sup> has a statutory, moral and ethical responsibility to safeguard the welfare of all learners. Our workplace is a safe environment where all individuals are respected and valued. The aim of this policy is to ensure all learners are protected and receive the support, assistance, protection and respect they are entitled to and deserve. Pearson TQ aims to create a culture where the welfare of students is paramount and that all staff and contractors are trained and confident in addressing any concerns.

### 1.2 Applicability

This policy covers all employees, officers, consultants, contractors, volunteers, interns, work experience, learners, casual workers and agency workers and our learning partners. The word 'staff' is used for ease of description.

This policy does not form part of any employee's contract of employment and we may amend it at any time.

### 1.3 Personnel responsible for this policy

The Company Directors have overall responsibility for the effective operation of this policy and for ensuring compliance with any relevant statutory framework. Day-to-day responsibility for operating the policy and ensuring its maintenance and review has been delegated to the HR Manager.

All managers have a specific responsibility to operate within the boundaries of this policy, to ensure that all staff understand the standards of behaviour expected of them and to take action when behaviour falls below its requirements.

### 1.4 Terminology

- The term 'child' means a person under 18 years of age.
- 'Adult at risk' of abuse or neglect means any adult (a person aged 18 or over) who has needs for care and support (whether the local authority is meeting any of those needs or not) and is experiencing, or at risk of, abuse or neglect; and as a result of care and support needs is unable to protect themselves from either the risk of, or the experience of, abuse or neglect.

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<sup>1</sup> TQ Education and Training Limited's brand is 'Pearson TQ' as it is part of Pearson Plc Group.

## 1.5 References

- Safeguarding Vulnerable Groups Act 2006
- [Disciplinary Procedure](#)
- Whistleblowing Policy
- Recruitment Policy
- Complaints Policy
- Prevent Policy
- Health and Safety Policy
- Equality and Diversity Policy
- Protection of Freedom Bill
- Children's Act 1998 and 2004
- Care Act 2014

## 2. Core Principles

Pearson TQ is fully committed to safeguarding the welfare of all children and adults at risk in our care by taking all reasonable steps to protect them from neglect, physical, sexual or emotional harm. Pearson TQ's Safeguarding Policy and Procedure is based on the principles contained within UK and international legislation and government guidance. All staff will, at all times, show respect and understanding for the rights, safety and welfare of the children and adults at risk in our care and conduct themselves in a way that reflects the principles of our organisation.

We will do this by:

- Ensuring that all new staff, including volunteers and interns, are made aware of Pearson TQ's arrangements for safeguarding children, adults at risk and their responsibilities.
- Providing mandatory safeguarding training for staff and volunteers which will be reviewed on an annual basis and updated in line with Local Multi-Agency Safeguarding Procedures for Children and Adults at Risk. The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) will receive training updated every two years, including training in interagency procedures.
- Recognising the roles and responsibilities of the statutory agencies in safeguarding learners and the responsibility and expertise of the relevant agencies in determining whether individuals have or may have been abused or otherwise harmed.
- Carefully assessing all risks which children and adults at risk encounter and taking all necessary steps to minimise and manage them.
- It is the responsibility of child protection and adult safeguarding professionals to determine whether abuse has taken place, but it is everyone's responsibility to report concerns. All staff must follow the procedures in place for reporting concerns or disclosures (See Appendix 3 & 5).

- Informing parents, children, adults at risk and any relevant parties on how to voice concerns or complaints about anything that they may not be happy with.
- Giving parents, children, adults at risk and staff information about what we do and what can be expected from us.
- Responding to allegations appropriately with full investigation and, if appropriate, implement Pearson TQ disciplinary and appeals procedures.
- Illustrating a clear commitment to prevention of abuse through rigorous selection (Disclosure and Barring Service disclosure checks) recruitment and training and the promotion of safer working practice which supports transparency and prompt reporting of suspicions or allegations.
- Monitoring and reviewing systems to ensure compliance with Child Protection Adult Safeguarding Legislation, Statutory Guidance and procedures.

Pearson TQ is committed to ensuring that the organisation:

- Provides activities and events that are planned, taking into consideration the safety and well-being of children and adults at risk, and organised in a way which minimises the possibility of them being harmed.
- Practises safe recruitment in checking the suitability of staff (including agency staff), volunteers and contractors to work with or in an environment where young people and vulnerable adults are present-including Pearson TQ HQ.
- Notifies the DBS of any suspicions regarding staff or prospective members of staff.
- Identifies children and adults at risk who are suffering, or likely to suffer, significant harm. In addition, ensuring that the safety of children and adults at risk is always considered where domestic abuse, mental health or drug and alcohol abuse are known to be a factor.
- Takes appropriate action to see that such children and adults at risk are kept safe at all times.
- Takes appropriate action to ensure that such children and adults at risk have access to all appropriate, available support in order to improve life chances and opportunities to learn and achieve.
- Ensures staff are trained appropriately in recognising signs of child/adult abuse or neglect and the safeguarding procedures they need to follow including the signs and symptoms that may suggest a child or adult at risk is being drawn into terrorism or violent extremism See Appendix 1.6 Prevent Duty
- Ensure staff are trained in procedures to protect themselves and limit the opportunities for misconduct allegations.
- Complies with the DBS reporting requirement where it has concerns that a member of staff has caused harm or poses a future risk of harm to vulnerable groups, including children.  
<https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#who-has-a-legal-duty-to-refer>
- Conducts a risk assessment if disclosures are identified to assess the risk to learners prior to being recruited with Pearson TQ.

In the pursuit of these aims, Pearson TQ will annually review policies and procedures with the aim of:

- Raising the awareness of issues relating to the welfare of children and adults at risk and the promotion of safe environments in which they can learn.
- Aiding the identification of children and adults at risk of significant harm, from others or themselves, and providing procedures for reporting concerns.

- Establishing procedures for reporting and dealing with allegations of abuse against members of staff.
- Ensuring the effective and safe recruitment of staff. Pearson TQ will assess all posts to be filled and ensure recruitment checks, including DBS checks are undertaken in line with the Pearson TQ Recruitment Policy. Recruitment, selection and pre-employment vetting are carried out in accordance with Keeping Children Safe in Education 2018.

In developing these policies and procedures, Pearson TQ will consult with, and take account of, guidance issued by the Department for Education, the Department for Health & Social Care, the DBS and any other relevant bodies and groups.

Appendix 1 details the definitions of child abuse that staff will be trained in recognising.

Appendix 2 details the definitions of adult abuse that staff will be trained in recognising.

### 3. Designated Staff with Responsibility for Safeguarding Children and Adults at Risk

The Designated Safeguarding Lead (DSL) is Senior Quality & Compliance Manager, Neil Saunders, who can be contacted on 07872 456564 and address

Both the DSL and DDSL are members of Pearson TQ Senior Leadership Team. The DSL has a key duty to take lead responsibility for raising awareness within the staff of issues relating to the welfare of children and adults at risk, and the promotion of a safe and positive learning environment.

The DSL and the DDSL will receive training in safeguarding children and adults at risk, issues and inter-agency working, and will receive refresher training every two years.

The DSL is responsible for:

- Overseeing the referral of cases of suspected abuse or allegations to the relevant investigating agencies.
- Ensuring that, when appropriate, Early Help Procedures for children are implemented e.g. Common Assessment Framework (CAF) procedures and overseeing the CAF process.
- Providing advice and support to staff on issues relating to safeguarding.
- Maintaining a proper record of any safeguarding referral, complaint or concern (even where that concern does not lead to a referral to an external agency).
- Ensuring there is effective liaison with the Local Authority and the local Safeguarding Children Board and Safeguarding Adults Board and other appropriate agencies.
- Ensuring there is effective liaison with schools which allow their pupils to attend training events to ensure that appropriate arrangements are made for the pupils.
- Ensuring that all staff receive training in safeguarding issues and are aware of Pearson TQ safeguarding procedures.
- Complying with the duties under the Care Act 2014, the Children Act 1989 & 2004, Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2018.

## 4. Good Practice Guidelines

To ensure the objectives of this Policy are met, a certain level of conduct is required from all our staff:

- Treat all staff, pupils, business partners and learners with respect.
- Recognise that challenging behaviour or changes in behaviour may be an indicator of abuse.
- Avoid befriending learners on a personal level or sharing any personal information i.e. personal telephone numbers, email addresses, social media.
- Ensure dignified and positive conduct with learners at all times even when faced with challenging behaviour.
- Avoid all physical contact with learners and unnecessary time alone.
- Respect professional boundaries with other staff when learners are present.
- Careful use of reasonable force and only in times of physical danger. All instances of force used must be reported to the DSL and recorded.
- Deal with any issues of learner infatuation and misconduct in a professional way and report it to the HR Manager at the first opportunity.
- Refer all concerns about a learner's safety and welfare to the DSL, or, if necessary directly to police or children's/adult's social care.
- Limit the use of photography of other staff and learners and with their consent. Photos must not be taken of learners unless the purpose has been previously identified and agreed with the DSL.
- Avoid all inappropriate behaviour towards learners under the Sexual Offences Act (2003). It is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual.

### 4.1 Additional good practice for learners attending Pearson TQ HQ premises

Whilst the majority of Pearson TQ tutors and staff make use of existing reporting pathways i.e. in education settings or in Job Centres, the staff and tutors providing training for both child and adult learners at Pearson TQ HQ will not be able to make use of these pathways.

Staff and tutors teaching on Pearson TQ premises will report any safeguarding concerns to the Pearson TQ DSL.

The DSL will ensure that the concern is recorded and escalated to the Local Authority (adult or child) MASH or Safeguarding teams where appropriate.

- Smoking areas or times to be different for child learners and other adults.
- Lunch/break times (water dispenser visits) to be monitored for child learners where possible.
- Make early contact with learners who fail to attend sessions.
- Report any non-attendance of a learner to the relevant commissioning body/organisation the same day (this will be agreed and managed through contracts).

- Safeguarding information posters will be made available for learners both in the public training rooms and other more private areas (e.g. toilets).

## 5. Procedure for Reporting Concerns

Staff working with children and adults at risk will be issued with guidance and training on safeguarding procedures as part of Pearson TQ's Welcome Induction. The reporting process is as follows:

- If the situation reported is life threatening or an individual is in a harmful situation, then contact the police on 999 immediately.
- Immediate notification to the Lead Trainer or Line Manager who will notify the organisation's DSL for all safeguarding matters (this is followed by notification to their Team Leader who will report the incident to the National Programme Manager).
- DSL will advise and feedback to the member of staff reporting the concern.
- In the absence of any of the Designated Contacts, if at any point there is a risk of immediate harm to a child or adults at risk, staff are responsible for reporting the concern directly to Social Care and/or the Police immediately.
- The DSL will be responsible for ensuring there is effective liaison with schools to ensure that appropriate arrangements are made for the learners.
- This policy should be read in conjunction with Pearson TQ's Whistleblowing Policy, Prevent Policy, Equality and Diversity Policy and Health and Safety Policy.
- All allegations must be reported whether disclosures are on or off the record. Nothing must be kept a secret.

## 6. Reporting and Dealing with Allegations of Abuse against Members of Staff

In rare instances, professionals involved in the training of children and adults at risk have been found responsible for abuse. Due to their frequent contact with children and adults at risk, staff may have allegations of abuse made against them. Pearson TQ recognises that an allegation of abuse made against a member of staff may be made for a variety of reasons. However, Pearson TQ will respond to all allegations on the basis that they are true until proved otherwise. It is a matter for professional investigators and not Pearson TQ to determine the truth of an allegation. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough and not subject to delay.

Pearson TQ recognises that the Children Act 1989 and 2004 states that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions regarding a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within Pearson TQ will do so with sensitivity and will act in a careful, measured way.

A member of staff who receives an allegation about another member of staff from a child or adult at risk should follow the guidelines in Appendix 3 for dealing with disclosure.

The allegation should be reported immediately to the DSL, unless this manager is the person against whom the allegation is made, in which case the report should be made to the Vice Principal.

The Designated Safeguarding Lead (DSL) or Vice Principal must:

- Conduct a speedy initial investigation, gathering relevant facts from both parties.
- Make an initial assessment of the need to report the allegations to the school, employer or appropriate external agencies.

Where the allegation is considered to be either a potential criminal act or indicates that the child or adult at risk has experienced, is experiencing or is likely to experience significant harm, the matter should be reported immediately to the school and/or appropriate agencies.

The appropriate external agency (Police/Social Services) will then be expected to conduct an investigation.

The DSL or Vice Principal in consultation with Local Authority Designated Officer (LADO) at the local Safeguarding Children Board or Safeguarding Adults Board, will also assess the case for suspension of the member of staff.

Should this action seem advisable, the Lead (DSL) or Vice Principal will decide whether to recommend suspension under the terms of the Disciplinary Policy.

Suspension may be recommended in the following cases:

- where a child or 'adult at risk' is at risk;
- to alleviate stress on the member of staff concerned during investigation;
- where necessary, for the good and efficient conduct of the investigation.

In all cases involving an investigation by an external agency, even when the Pearson TQ Disciplinary Policy has been invoked, Pearson TQ's internal investigation procedures will be held in abeyance, pending advice from the investigating agency that Pearson TQ procedures will not compromise the external investigation.

Where the allegation is NOT considered to warrant an immediate report to the Safeguarding Children Board, Safeguarding Adults Board or appropriate agencies, an internal investigation under the Pearson TQ Complaints Policy should be undertaken. Several outcomes from this investigation are possible:

1. The investigation concludes that although it is neither potentially a crime nor a cause of significant harm to the child or adult at risk, the allegation represents inappropriate behaviour or poor practice by the member of staff. The matter should then be addressed in accordance with Pearson TQ Disciplinary Policy.
2. The investigation concludes that the allegation cannot be substantiated on the balance of probabilities and no malpractice can be apportioned to the member of staff. No formal disciplinary action should be taken. However, in some circumstances, it may be considered appropriate to hold a discussion with the member of staff to agree expectations of future conduct, offer advice and support for the member of staff and / or training.
3. The investigation concludes that the allegation can be shown to be false. In these cases, when the allegation has been made by a child or young person, the designated senior manager will liaise with the school, employer or relevant organisation or Student Discipline Policy may be invoked where appropriate.

In cases of false allegations, the DSL should also take the following actions:

- Inform the member of staff against whom the allegation is made, orally and in writing, that no further disciplinary or safeguarding action will be taken. Consideration may be given to offering counselling/support to the member of staff.
- Inform the parents/carers of the alleged victim of the outcome of the investigation.
- Where the allegation was made by a child or adult at risk other than the alleged victim, consideration should be given to informing the parents/carers of that young person/ adult at risk.
- Prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken. A record of the allegation must be kept and, since false allegations may be indicative of problems of abuse elsewhere, consideration should be given to a referral to other agencies who may act upon the information.
- All staff will be issued with a guide for Safer Working Practices.

## 7. Monitoring Effectiveness

Where an allegation has been made against a member of staff, the DSL and other colleagues as appropriate, should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of Pearson TQ's procedures. Consideration should also be given to the training needs of staff.

## 8. Equality Impact Assessment

This policy has been assessed for its impact on equal opportunities and has been informed by the aim to eliminate all forms of discrimination in all strands of the equal opportunities legislation.

## 9. Review of Policy

The above policy will be reviewed annually or as required subject to legislative changes.

## 10. Appendix 1

### 10.1 Definitions of Child Abuse – Working Together to Safeguard Children - 2018 HM Gov

Safeguarding and promoting the welfare of children is defined in this Statutory Guidance as:

- protecting children from maltreatment

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

Child 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.

## 10.2 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.

## 10.3 Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

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

## 10.4 Sexual Abuse and Child Sexual Exploitation (CSE)

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

## 10.5 Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

- a. in exchange for something the victim needs or wants, and/or
- b. for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

## 10.6 Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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, though it may occur alone.

## 10.7 Bullying and Harassment

There is no legal definition of bullying. However, the Government's Bullying at School website says it is usually defined as behaviour that is repeated:

- intended to hurt someone either physically or emotionally;
- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation.

It takes many forms and can include:

- physical assault;
- teasing;
- making threats;
- name calling;
- cyberbullying is bullying via mobile phone or online (e.g. email, social networks and instant messenger).

(<https://www.gov.uk/bullying-at-school/bullying-a-definition>)

Bullying and/or harassment expressed verbally or through electronic media (SMS, social networking, texts, etc.) can be regarded as a form of abuse in its own right, or may feature in any of the main forms of abuse outlined above. Peer on Peer abuse will also be considered within bullying and any cyber bullying, sexting, hate crimes should be reported in the correct manner.

## 10.8 Children with Sexually Harmful Behaviour

A child who demonstrate harmful sexual behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a learner's sexual behaviour should speak to the DSL in line with this Policy.

## 10.9 Peer on Peer Abuse

Keeping Children Safe in Education 2018 states in Para. 48:

All staff should be aware that safeguarding issues can manifest themselves via peers on peer abuse. This is most likely to include but is not limited to:

- Bullying (including cyber bullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Peer on peer abuse is abuse and will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. All allegations of peer on peer abuse should be recorded as a child welfare concern with the DSL/DDSL liaising with the school. The matter will be dealt with in line with the school behaviour policy and anti-bullying policy in addition to Pearson TQ Code of Conduct.

## 10.10 Youth Produced Sexual Imagery/Sexting

Youth produced sexual imagery/sexting is when someone shares sexual, naked or semi naked images or videos of themselves or others. It includes the sending of sexually explicit images, or text messages. The images or messages can be sent by mobiles, tablets, smart phones or laptops or any device that enables messages and images to be shared or sent.

### 10.10.1 Sexting and the Law

A young person is breaking the law if they;

- Take an explicit photo or video of themselves or a friend;
- Share an explicit image or video of a child, even if is shared between children of the same age;
- Possess, download or explore an explicit image or video of a child, even if the child gave their permission for it to be created.

As of January 2016, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action is not in the public interest.

All incidents involving youth produced sexual imagery should be responded to in line with the safeguarding procedure.

## 10.11 Honour Based Violence (HBV) – e.g. Female Genital Mutilation/Forced Marriage

### 10.11.1 Female Genital Mutilation (FGM)

This practice is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff who are aware of this are under a duty to report it to the DSL and police.

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

### 10.11.2 Forced Marriage

It is illegal and a form of child abuse for an individual to be forced into marriage against their will. Staff with knowledge or suspicions that forced marriage has occurred or is causing concern for a learner are under a duty to disclose it to the DSL.

<https://www.gov.uk/stop-forced-marriage>

## 10.12 Prevent Duty 2015

From 1<sup>st</sup> July 2015 Pearson TQ's staff are under a duty to have due regards to prevent children and adults at risk from being drawn into terrorism. It is essential that staff are able to identify learners who may be vulnerable to radicalisation and know what to do when they are identified. Pearson TQ staff should follow the normal safeguarding procedures and report such concerns to their local Police Force Single Point Of Contact' (SPOC).

## 10.13 Anti-Radicalisation

Being aware of indicators that may indicate a child or young person is being drawn into terrorism/violent extremism is part of our wider safeguarding duty. We need to intervene where possible to prevent learners being radicalised.

The signs can be as follows:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of material or symbols associated with an extremist cause (e.g. the swastika for far-right groups).
- Attempts to recruit others to the group/cause/ ideology.
- Communications with others that suggest identification with a group/cause/ideology.
- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills.

- Using insulting or derogatory names or labels for another group.
- Speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology.
- Condoning or supporting violence or harm towards others.
- Plotting or conspiring with others.
- Having a history of violence.
- Being criminally versatile and using criminal networks to support extremist goals.
- Having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction).
- Having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

## 10.14 Transition (Care Leavers)

Where someone is over 18 but still receiving children's services and a safeguarding concern is raised, this should be dealt with as a matter of course through adult safeguarding procedures. Where appropriate, the DSL will involve the Local Authority's children's safeguarding colleagues as well as any relevant partners (e.g. police or NHS) or other persons relevant to the case. This also applies where someone is moving to a different Local Authority area after receiving a transition assessment but before moving to adult social care.

# 11. Appendix 2

## 11.1 Definitions of Adult Abuse – Care and Support Statutory Guidance issued under the Care Act 2014

<https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance>

## 11.2 Adult Abuse and Neglect

This section considers the different types and patterns of adult abuse and neglect and the different circumstances in which they may take place. This is not intended to be an exhaustive list but an illustrative guide as to the sort of behaviour, which could give rise to a safeguarding concern.

## 11.3 Physical abuse

Including assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions.

## 11.4 Domestic violence

Including psychological, physical, sexual, financial, emotional abuse; so, called 'honour' based violence.

## 11.5 Sexual abuse

Including rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, sexual photography, subjection to pornography or witnessing sexual acts, indecent exposure and sexual assault or sexual acts to which the adult has not consented or was pressured into consenting.

## 11.6 Financial or material abuse

Including theft, fraud, internet scamming, coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

## 11.7 Psychological abuse

Including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, cyber bullying, isolation or unreasonable and unjustified withdrawal of services or supportive networks.

## 11.8 Modern slavery

Encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

## 11.9 Organisational abuse

Including neglect and poor care practice within an institution or specific care setting such as a hospital or care home, for example, or in relation to care provided in one's own home. This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structures, policies, processes and practices within an organisation.

## 11.10 Discriminatory abuse

Including forms of harassment, slurs or similar treatment; because of race, gender and gender identity, age, disability, sexual orientation or religion.

## 11.11 Neglect and acts of omission

Including ignoring medical, emotional or physical care needs, failure to provide access to appropriate health, care and support or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating.

## 11.12 Self-neglect

This covers a wide range of behaviour; such as neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding.

## 11.13 Abuse by another adult with care and support needs

Where the potential source of risk is also an adult with care and support needs, the safety of the person who may have been abused is paramount. Organisations may also have responsibilities towards this person, and certainly will have if they are both in a care setting or have contact because they attend the same place (e.g. a day centre). In this situation it is important that the needs of the adult who is the alleged victim are addressed separately from the needs of the potential source of risk.

It may be necessary to reassess the adult who is the potential source of risk. This may involve a meeting where the following could be addressed: the extent to which this person is able to understand his or her actions; the extent to which the abuse or neglect reflects the needs of this person not being met (e.g. risk assessment recommendations not being met); the likelihood that this person will further abuse the adult or others.

The principles and responsibilities of reporting a crime apply regardless of whether this person is deemed to be an adult with care and support needs.

# 12. Appendix 3

## 12.1 Guidelines for Dealing with Disclosure

If a child or adult at risk tells a member of staff about possible abuse, the member of staff should:

- Listen carefully and stay calm, never promise confidentiality.
- Not interview the alleged victim, but question normally and without pressure, in order to be sure that the member of staff understands what the alleged victim is telling them.
- Not put words into the alleged victim's mouth.
- Reassure the alleged victim that, by telling the member of staff, they have done the right thing.
- Inform the alleged victim that the information must be passed on, but that only those that need to know about it will be told. Inform the alleged victim whom the matter will be reported to.
- Record the main points carefully.
- Make a detailed record of the date, time, place, what the alleged victim said, did and the questions asked by the member of staff etc.

Staff should not investigate concerns or allegations themselves, but should report them immediately to the Designated Safeguarding Lead. For 2018-19 this is: Neil Saunders – Senior Quality & Compliance Manager.

In his absence, the report must be made to a member of the team of designated managers listed below. The group comprises: Martyn Leader – Vice Principal.

Contact details for Pearson TQ designated safeguarding managers and key external agencies will also be included in the Business Continuity Plan.

## 13. Appendix 4

### 13.1 Definition of Children and Adults at Risk

#### 13.1.1 Definition of Child - Working Together to Safeguard Children - HM Gov 2018

The policy and procedures apply to all children up to the age of 18 years. Within the document the terms “children” or “child” refer to all children and young people up to the age of 18 years.

The fact that a child has become sixteen years of age, is living independently or is in further education, is in the armed forces, in hospital, or in prison or a young offender’s institution, does not change their status or their entitlement to services or their protection under the Children Act 1989.

#### 13.1.2 Definition of an Adult at risk of abuse or neglect – Care Act 2014

When a young person reaches the age of 18 the responsibility for their well-being may transfer to adult service providers. Although they cease to be subject of the Safeguarding Children Procedures, some adults may continue to be at risk of abuse or neglect.

The safeguarding duties apply to an adult who:

- has needs for care and support (whether or not the Local Authority is meeting any of those needs) and;
- is experiencing, or at risk of, abuse or neglect; and
- as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.

Since the publication of the Care Act 2014, the range of people considered to be vulnerable has been widened to include victims of trafficking and modern slavery, adults encountering domestic abuse, substance misusers, asylum seekers and those who self-neglect.

<https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance>

## 14. Appendix 5

### 14.1 Safeguarding Legislation and Guidance

#### 14.1.1 Education Act 2002

Section 157 and 175 cover arrangements for safeguarding and promoting the welfare of children and learners.

### **14.1.2 Care Act 2014 (statutory guidance)**

The core purpose of adult care and support is to help people to achieve the outcomes that matter to them in their life. Throughout this guidance document, the different chapters set out how a local authority should go about performing its care and support responsibilities. Chapter 14 'Safeguarding' provides guidance on sections 42 to 46 of the Act 2014.

<https://www.gov.uk/government/publications/care-act-statutory-guidance/care-and-support-statutory-guidance#safeguarding-1>

### **14.1.3 Counter Terrorism and Security Act 2015**

Section 26 Applies to schools and other providers; to prevent children and learners being drawn into terrorism.

### **14.1.4 Working Together to Safeguarding Children (2018)**

Covers the requirements of Local Safeguarding Partnership Arrangements to monitor the effectiveness of safeguarding in schools and details how learning establishments should safeguard child welfare.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

### **14.1.5 Keeping Children Safe in Education (2016)**

Is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. This covers Guidelines for schools and colleges for safeguarding.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

### **14.1.6 Prevent Duty Guidance – England and Wales**

These Guidelines cover section 29 Counter Terrorism and Security Act 2015, to prevent terrorism.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

### **14.1.7 Teaching Standards**

The Teacher Standards 2012 state that teachers, as part of their professional duty, should safeguard children's wellbeing and maintain public trust for their profession.

### **14.1.8 Children and Social Care Act 2017**

This act includes a wide range of measures, to give greater clarity to the role of Councils as “corporate parents” of children and young people in care, and care leavers, as well as to what Councils and other agencies should do in safeguarding cases. <https://www.legislation.gov.uk/ukpga/2017/16/contents>

## 14.1.9 Child Sexual Exploitation Guidance – Gov UK 2017

It should be read alongside Working Together to Safeguard Children (most recent updates available on gov.uk) which continues to provide statutory guidance covering the legislative requirements on services to safeguard and promote the welfare of children, including in relation to child sexual exploitation.

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>