

## Safeguarding Policy

Issue Date December 2022

Review Date December 2023

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## What is Child safeguarding?

*“The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully”.*

## Introduction and Aims

UK Guardians has a statutory and moral duty to ensure that we function with a view to safeguarding and promoting the welfare of children, young people accessing education in the UK, and to cooperate with outside agencies. This policy relates to all students under our care regardless of gender, age, ethnicity, nationality, religion, or disability. All children and young people have the right to protection from any kind of abuse and the right to exist in a safe and friendly environment whilst in the care of UK Guardians.

To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of children:

- To ensure consistent good practice
- To demonstrate the company’s commitment with regards to safeguarding children
- Create a culture of safe recruitment and adopt processes that help identify people who might abuse children and also children at risk of abuse.

This policy is in line with the requirements of the Association of Education and Guardianship of International Students (AEGIS) and KCSIE Guidance.

## Application of this Policy

This policy is mandatory for all staff and Host families to read and recommended for parents to have awareness.

The core purpose of UK Guardians is to help students make the most of their lives through learning in the UK and we are committed to working proactively with school staff, learners, and host families and outside agencies to provide an environment in which every student is free from harm or abuse.

The safety and welfare of children, or Child Protection, means protecting children from physical, emotional, or sexual abuse or neglect.

It is important to remember when dealing with a safeguarding concern or report that the child may not feel ready to tell someone they are being abused, exploited, or neglected. And they may not recognise signs of this happening to them. This should not prevent staff or host families from having a professional curiosity and speaking to the DSL if they have concerns about a child.

## Policy Statement

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who meets children has a role to play in safeguarding children. In order to fulfil this responsibility effectively, UK Guardians requires all staff and host family members to make sure their approach is always a child-centred one. This means that they should consider, at all times, what is in the best interests of the child. No individual can have a full picture of a child's needs and circumstances. If children are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action. To ensure this happens close liaison with Parents, Agents and partner schools will always take place to ensure the safety of the child.

This policy should be used read in conjunction with the following documents which can all be found on the Gov.uk website under the Safeguarding heading and UK Guardians policies are available on the website [www.ukguardians.co.uk](http://www.ukguardians.co.uk) or are available in hard copy on request.

## Principals

- To have a Designated Safeguarding Lead (DSL) that has received Child Protection Training and has the responsibility for responding to Child Protection concerns raised by staff/ students or hosts. UK Guardians will record any allegations/concerns and refer them where appropriate to the relevant Children's Services Duty team in their area. You can also contact our Company Director for advice and guidance if you are not sure whether your referral is a child protection issue or Child in need matter.
- To promote a policy of openness, trust and clear communication between all parties, school, students, agents, host families and UKG staff.
- To ensure that all guardianship personnel receive Child protection Safeguarding Awareness Training and to make them and the students in our care aware of the need to report allegations and suspicions of child abuse to a person they feel comfortable with, which will then be passed onto to the management team. In the case of a member of management not being available the on-call staff must make direct contact where appropriate with April Miller our DSL as delay could put a child/Young Person at further risk of harm.
- To promote an environment of trust, openness and clear communication between students, school and UK Guardians staff and our Host Families, so that student welfare, safety and pastoral care recognised as the top priority.
- To respond to any reported allegation or suspicion of a child protection or safeguarding issue in accordance with the principles and guidelines set out in the Child Protection Procedures of our Governing Bodies.
- To ensure that all guardianship personnel and personnel offering outsourced services, who come into direct contact with students in our care, are recruited using safe recruitment practices and are formally screened through the Disclosure and Barring service.

To maintain links with the appropriate Agencies who have a statutory responsibility to deal with child welfare and child protection concerns. If you have any reason to believe that a child in your care is suffering from any form of abuse or neglect, then please report it immediately in confidence to April Miller DSL or Hannah Pettengell (DDSL).

## Supporting Procedures

- Anti-Radicalisation Policy
- Bullying E-safety & Social Policy
- Complaints procedure
- GDPR & Data Protection Policy
- Guardian Angel job description
- Homestay Host Handbook
- Homestay Host Job description
- Low level concerns 2022
- Major incident Plan
- Missing Child Policy
- Safer recruitment Policy
- Staff code of Conduct
- Student Handbook
- Whistleblowing Policy

External links

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101457/KCSIE\\_2022\\_Part\\_One.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101457/KCSIE_2022_Part_One.pdf)

## Liaison with LSP

UK Guardians ensures that we work closely with our local Authority and work together in the most effective way. With any concerns we may have regarding a child we liaise closely with:

BCP Council, contact [LADO@bcpcouncil.gov.uk](mailto:LADO@bcpcouncil.gov.uk) 01202 817 600

<https://www.bcpcouncil.gov.uk/Children-young-people-and-families/LADO/When-and-how-to-report-a-concern.aspx>

The Pan-Dorset Safeguarding Children Partnership (PDSCP) previously known as the Bournemouth and Poole Local Safeguarding Children Board (LSCB) is the main statutory board for promoting children's welfare

<https://pdscp.co.uk/>

Tel: 01202 127465

Children's Advice and Duty Service (ChAD):

Professional's Telephone Number: 01305 228558

<https://www.dorsetcouncil.gov.uk/children-families/children-and-families/worried-about-a-child>

Bournemouth, Christchurch or Poole contact the Multi Agency Safeguarding Hub (MASH):

Telephone: 01202 123334 out of hours 01202 738256

Email: [childrensfirstresponse@bcpcouncil.gov.uk](mailto:childrensfirstresponse@bcpcouncil.gov.uk)

### **UK Guardians Contacts**

The designated senior member of staff with lead responsibility for child or young person's safeguarding issues is April Miller – Student Operations and Welfare UK Guardians & Designated Safeguarding Lead.

April Miller can be contacted 24/7 on her mobile 07534258132. Other Team members will cover this role in urgent cases should April be unavailable.

Hannah Pettengell is DDSL and her contact details are 07931286205

April Miller is the designated contact and is responsible for:

- Overseeing the referral of cases of suspected abuse or allegations to Children and Families Services Department of the relevant local authority
- Providing advice and support to other staff on issues relating to child and vulnerable adult protection
- Ensuring the maintenance of accurate records of any child or vulnerable adult protection referral, complaint or concern (even where that concern does not lead to a referral)
- Ensuring that all students who may be vulnerable are aware of what to expect in the way of support from UK Guardians and how to access this support
- Ensuring that parents and carers of children, young people within the care of UK Guardians are aware of the Child Protection Policy
- Liaising with the Local Authority Services, Local Safeguarding Children's Boards and other appropriate agencies
- Ensuring appropriate liaison arrangements are in place with schools which accommodate the children, young people and to put in place individually focussed transition arrangements
- Ensuring that staff receive appropriate training in safeguarding issues and are aware of UK Guardians Policy and Procedures.

### **Designated Staff Member**

April Miller – UK Guardians Student Operations & Welfare (DSL)

[April@ukguardians.co.uk](mailto:April@ukguardians.co.uk)

Mobile 07534258132

Office: 01425 529118

## Emergency Contact Details

**April Miller** – UKG Student Welfare: [April@ukguardians.co.uk](mailto:April@ukguardians.co.uk), Mobile 07534258132  
Office: 01425 529118

### **Deputy DSL Hannah Pettengell**

[Hannah@ukguardians.co.uk](mailto:Hannah@ukguardians.co.uk)

Mobile 07931286205

Office 01425 529118

## Terminology

**“DSL”** Designated Safeguarding Lead

**“Safeguarding”** is the protection of children from maltreatment, preventing the impairment of children’s health/development and ensuring that children grow up in circumstances consistent with the provision of safe and effective care. Working together to safeguard children (HM Government 2019)

**“Child Protection”** is a part of safeguarding and promoting welfare to protect specific children, who are suffering or are at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the British Guardianship Organization, full time or part time, in either a paid or voluntary capacity.

**Child**, refers to all young people/students who have not yet reached their 18th birthday.

**Parent** refers to birth parents and other adults who are in a parenting role, for example stepparents or adoptive parents.

## Power and positions of trust

In your role as either a homestay host or member of staff, you will have power over students and will hold a position of trust. It is imperative that these are not abused in any way. You should be aware of your own conduct and ensure you set clear boundaries by treating students respectfully and fairly irrespective of culture, disability, gender, language, racial origin, religious belief and sexual orientation.

It is important to build relationships around trust with the aim of facilitating communication.

## Guidance For The Avoidance Of Allegations Against Staff & Host Families

- These guidelines are adapted from those offered to staff & Host families within UK Guardians, and should be viewed within the context of what constitutes child abuse.

- Definitions of abuse can include emotional abuse as well as sexual and physical. Abuse of Trust is a criminal offence whereby any person in a position of responsibility over a 'child' (under 18) who is seen to exploit that position can be prosecuted.
- Please note these are guidelines only – your professional judgement within a given situation should also be exercised.

#### Non-abusive acts (permitted physical contact):

- **Restraint** is permissible as long as it is consistent with legislation and guidance. In general terms you are allowed to use reasonable force to remove a dangerous item from a student or take a student away from a dangerous situation
- **Shepherding** with a hand on back or shoulder
- **Comforting** with a hand on arm, shoulder or back
- **Securing attention** – tapping a student's shoulder

#### Private Meetings:

- Should be conducted in rooms with visual access and doors should be kept open wherever possible
- There should be knowledge of another person that the meeting is taking place
- **Gratuitous physical contact:**
  - Must be avoided, and it is unwise to attribute touching to your daily life.
- **Inappropriate discussions**
  - Must be avoided, and insensitive, disparaging and sarcastic comments are unacceptable
  - Discussion about another student with a student or group of students is unacceptable

#### Types Of Abuse

"Abuse" includes any 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. Abuse can include:

3.1.1 **Physical abuse**, for example beating or punching.

3.1.2 **Emotional abuse**, for example rejection and denial of affection.

3.1.3 **Sexual abuse**, for example sexual assault or encouraging a child to view pornographic material:



## Signs Of Abuse

Government advice What to do if you are worried a child is being abused gives the following examples as potential indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed.
- Children with clothes which are ill-fitting and/or dirty and/or with consistently poor hygiene.
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason.
- Children who do not want to change clothes in front of others or participate in physical activities.
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry.
- Children who talk about being left home alone, with inappropriate carers or with strangers.
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason.
- Children who are regularly missing from school or education.
- Children who are reluctant to go home after school.
- Children with poor school attendance and punctuality, or who are consistently late being picked up.
- Parents who are dismissive and non-responsive to practitioners' concerns.
- Parents who collect their children from school when drunk, or under the influence of drugs.
- Children who drink alcohol regularly from an early age.
- Children who are concerned for younger siblings without explaining why.
- Children who talk about running away and/or children who shy away from being touched or flinch at sudden movements.

It may be difficult to recognise abuse the signs listed in these guidelines are only indicators. Children may behave strangely or seem unhappy for many reasons, as they move through stages of childhood or experience changes within the family unit. It is nevertheless important to know what could indicate that abuse is taking place and to be able to raise a concern or consult further.

## Abuse Indicators

**Physical abuse** is 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. N.B: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

Physical Abuse Indicators may include the following (this is not designed to be used as a checklist)

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds

- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

**Emotional abuse** is 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 cyberbullying), 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.

**Emotional Abuse Indicators** may include the following (this is not designed to be used as a checklist)

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces

**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 (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.

**Sexual Abuse Indicators** may include the following (this is not designed to be used as a checklist)

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (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.

**Neglect indicators** may include the following (this is not designed to be used as a checklist)

- Hunger, tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school with poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

**Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power, sexual gratification 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 doesn't 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.

**Child sexual exploitation indicators** may include the following (this is not designed to be used as a checklist)

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education

### Domestic Abuse

Is defined as any incident or pattern of incidents of controlling, coercive or 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. This can encompass but is not limited to the following types of abuse: Psychological, physical, sexual, financial and emotional.

Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group. Schools and Host Families are ideally placed to offer appropriate support, alongside other agencies, whether families are in crisis, or whether there are early signs of potential abuse.

Helplines: <http://www.nationaldomesticviolencehelpline.org.uk>

Advice: <http://www.nhs.uk/Livewell/abuse/Pages/domestic-violence-help.aspx>  
<http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse>

### **‘Honour’ based violence**

Encompasses crimes which have been committed to protect or defend the honour of the family and or the community, including Female Genital Mutilation, forced marriage and practices such as breast ironing. UK Guardians recognises that all cases of honour-based violence fall under the safeguarding and child protection umbrella and will be treated accordingly.

### **Child on child abuse**

Can manifest in many different ways, including but not limited to on-line bullying, sexting, banter, initiation rituals and inappropriate or harmful sexualised behaviours. In most instances, the conduct of children and young people towards each other will be covered by the school behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. UK Guardians recognise that children are capable of abusing their peers. It will not be passed off as ‘banter’ or ‘part of growing up’. The forms of child-on-child abuse are outlined below.

- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally ‘normative’ parameters and harmful to themselves and others.
- Serious Youth Violence – 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.

The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences. There are also different gender issues that can be prevalent when dealing with child-on-child abuse (i.e. girls being sexually touched/assaulted, or boys being subjected to initiation/hazing type violence). Research indicates that young people rarely disclose

child on child abuse and that if they do, it is likely to be to their friends. Therefore, we will also educate children and young people that we work with about how to support their friends if they are concerned about them, that they should talk to a trusted adult or someone at their school and what services they can contact for further advice.

**Any concerns**, disclosures, or allegations of child-on-child abuse in any form should be referred to the Designated Safeguarding Lead. Where a concern regarding child-on-child abuse has been disclosed to the DSL, advice and guidance will be sought from Children’s Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

## Sexting

Is the sending of an indecent image and can be illegal. A person under 16 is committing an offence if they send an indecent image of themselves and someone passing this on is also distributing an indecent image of a child. UK Guardians seeks to protect children from sexting and the significant impact it can have.

## Upskirting

Typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Advice for children and young people is available at:

<http://www.thinkuknow.co.uk>

<https://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>

Advice for adults involved in the safeguarding of Young People is available at:

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting>

## Radicalisation

Is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. The process of radicalisation is different for every individual and is a process, not a one-off event; it can take place over an extended period or within a very short time frame.

It is important that staff and volunteers are able to recognise possible signs and indicators of radicalisation. Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end. They can be drawn into violence, or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members' groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm.

## Prevent

Is part of the UK's counter terrorism strategy, it focuses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. PREVENT is not about race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people. Schools and Homestays can play an important part in safeguarding children from the risk of radicalisation. Effective early help relies on all staff being vigilant and aware of the nature of the risk for children and young people, and what support may be available.

### Potential indicators of radicalisation include:

- Use of inappropriate language
- Possession of violent extremist literature
- Changes in behaviour, language, clothing or appearance
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

### Female Genital Mutilation (FGM)

Is a form of physical abuse that involves female genital mutilation by way of female circumcision, excision or infibulation. The Prohibition of Female Circumcision Act 1985 makes FGM an offence, except on specific physical and mental health grounds and it is an offence to take a girl out of the UK for the purpose of FGM.

The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy. FGM is extremely harmful and has short- and long-term effects on physical and psychological health.

FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.

There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.

Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights. The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy.

However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

## Designated Staff With Responsibility For Safeguarding

### Staff Training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff will receive training during their induction. All staff, including the office staff, local coordinators, and homestays (main host) will receive training in safeguarding min level 1.

All DSLs are trained in PREVENT. All Homestay hosts are sent term end newsletters with updates in relation to child safety matters, as well as encouraged to sign up for the NSPCC newsletter.

<https://learning.nspcc.org.uk/newsletter/nspcc-learning-newsletter>

### Minimum Safeguarding Training

We have 1 Designated Safeguarding Lead (DSL) at our Head Office that has been trained to child safeguarding level 3. All other members of the team have completed Safeguarding Level 3. This is renewed every three years. Lastly, we advise our host families to undertake level 1 training as a minimum. Definitions of each level can be found below.

#### Level One: Introduction or Induction

In general, a 'Level One,' 'Introduction' or 'Induction' to safeguarding training course should entail how to recognise the signs of abuse, respond to a disclosure, report your concerns, and record information.

#### Level Two: Advanced Safeguarding

A 'Level Two' or 'Advanced Safeguarding' goes into detail about the procedures of safeguarding, scenarios and what happens after a referral. 'Advanced' or 'Level Two' safeguarding training will have material as it is devised for someone who has day to day or frequent contact with children or vulnerable people.

#### Level Three: Designated Safeguarding Lead

Level three is often used to refer to the training of Designated Safeguarding Lead. This training is far more detailed on handling a wider range and taking charge of safeguarding issues.

## Keeping Children Safe in Education

All staff, homestay hosts and volunteers are advised to read Keeping Children safe in Education (Part 1)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101457/KCSIE\\_2022\\_Part\\_One.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101457/KCSIE_2022_Part_One.pdf)



## Handling Delayed suitability checks

Hosting, we will not place students in host families without full checks having been undertaken.

Teaching, we would not use teaching staff without the full relevant checks having been undertaken.

## Raising a safeguarding concern

Staff and host families should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff or host families from having a professional curiosity and speaking to a DSL if they have concerns about a child.

### DO:

- Listen carefully and stay calm
- Do not interview the individual, but question normally and without pressure, in order to be sure that you understand what they are telling you
- Do not put words into the individual's mouth or ask leading questions
- Reassure the individual that by telling you, they have done the right thing
- Inform the individual that you must pass the information on, but that only those that need to know about it will be told. Inform them who you will report the matter to.
- Note the main points carefully
- Make a detailed note of the date, time, place, what the individual said, did and your questions etc
- Report the issue as a matter of urgency to Helen Herridge, providing her with a copy of any notes you have made

### DO NOT:

- Investigate concerns or allegations
- Display shock, horror, anger or disgust
- Press for details
- Promise you will do something you may not be able to fulfil
- Offer to keep it in confidence
- Take any action beyond that agreed in the procedures

### Designated members of staff dealing with reports should consider the following:

Staff should not investigate concerns or allegations themselves as this could contaminate evidence in any future criminal case but should report them immediately to the Designated Person.

In the case of a child living with a host family, it should be recognised that their home or care provider may be implicated in an allegation of abuse. In view of this, the consent of the individual should be requested to inform the relevant Children Services Department. If it is judged that there is significant risk to the immediate safety of the individual, the Designated Person should inform the relevant authorities, including the Police, even if consent has been withheld. They should explain to the individual that their “duty of care” responsibilities requires this course of action.

### Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy, however they may also share information directly with children’s social care, police or the NSPCC if,

The situation is an emergency, and the DSL, Deputy or Company Director are not available.  
They are convinced that a direct report is the only way to ensure the child’s safety

The child’s educational Guardian will be the main point of contact with the parents and will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL.

### Referral to children’s social care

The DSL will make a referral to the children’s social care if it is believed that the child is suffering or is at risk of suffering significant harm, the parents will be told that a referral is being made.

### What to do if there is a concern about a member of staff/homestay host

If staff have a safeguarding concern or an allegation is made about another member of staff or homestay harming or posing a risk of harm to children, then:

- This should be referred to a DSL immediately
- In the event of a concern/allegation about a DSL, or a situation where there is a conflict of interest in reporting the matter to a DSL, this should be reported directly to the Local Authority Designated Officer(s) (LADOs) +44 1202 817600 / out of hours emergency number +44 1202 738256

<https://pdscp.co.uk/working-with-children/allegations-against-staff/>

When an allegation is made against a member of staff or host family, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator.

Even so, we must accept that some adults do pose a serious risk to children’s welfare and safety and we must act on every allegation made. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected

## Sources Of Help And Support

Wherever possible, potential, alleged or actual victims of abuse should be provided with contact information for organisations that can provide them with further information, advice, and support.

A full list can be found in the student handbook:

## Confidentiality, Records, and information Sharing Information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Designated Safeguarding Lead or her deputy. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Record of concern forms and other written information will be stored securely in a locked storage in the safeguarding folder and only made available to relevant individuals.

All relevant information will be stored separately from the child's Individual and academic file and kept in a separate private folder.

The Data Protection Act does not prevent the company's staff from sharing information with relevant agencies, where that information may help to protect a child.

Reporting directly to child protection agencies Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1062969/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1062969/Information_sharing_advice_practitioners_safeguarding_services.pdf)

## Whistle Blowing

Whistle blowing is for issues relating to children and young people.

The company adheres to the local authority whistle blowing policy and procedures that enable staff to raise concerns relating to:

- safeguarding
- crime
- a miscarriage of justice
- illegality
- health and safety
- environmental or property damage

- concealing or attempting to cover up any of the above

### **Reasons for blowing the whistle**

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that children are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences. Your action not only protects children, but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Whistle blowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the company, or they may be under stress and be relieved when their conduct is questioned.

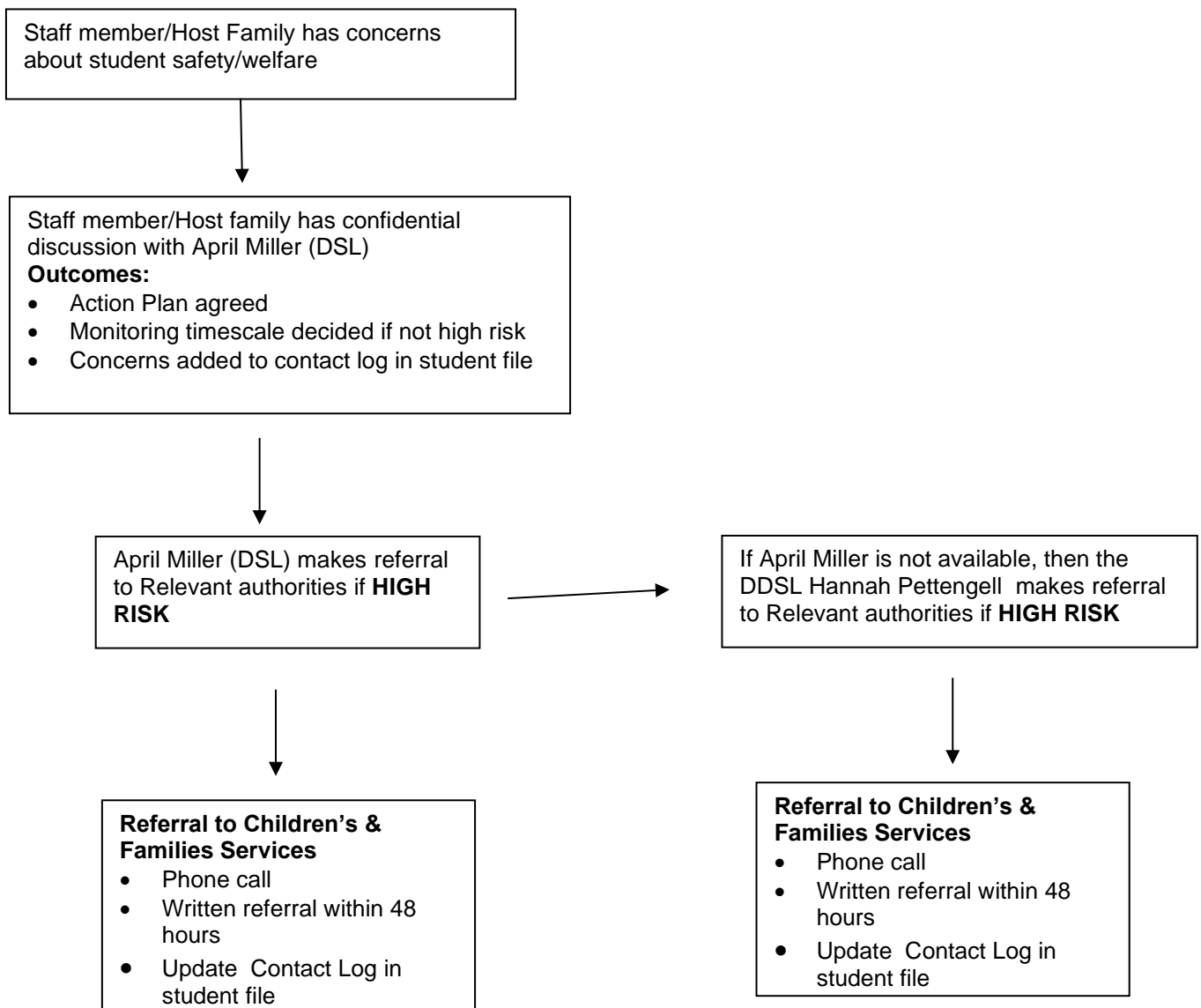
Staff who deliberately fail children and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the child.

### **if you have any concerns, queries, or questions:**

**Please speak to April Miller, UK Guardians Student operations & Welfare, who is the designated member of staff responsible for such matters.**

- The situation is an emergency and the Designated Safeguarding Lead; their deputy and the Director are all unavailable.
- They are convinced that a direct report is the only way to ensure the child's safety.

## Safeguarding Concerns – Flow Chart



END