




Learn2 Cornwall LTD

(Learn2 Cornwall)

**SAFEGUARDING YOUNG PEOPLE,
VULNERABLE PEOPLE AND STAFF POLICY & PROCEDURE**

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1 Policy

- 1.1 Learn2 Cornwall Ltd (Learn2 Cornwall) follows the Multi Agency Safeguarding Adults Policy for Cornwall. It has a commitment to ensure that all staff, learners and volunteers understand and adhere to the principles and procedures within that policy. For further information please see Cornwall Council's website: <https://www.cornwall.gov.uk/media/fvbknt32/adult-safeguarding-policy.pdf> which can be found on 'The Box' and a paper copy in the classroom filing cabinet. It has a duty of care in the safeguarding, safety and well-being of its staff, learners and volunteers. Our staff and learners also have an important role to play in safeguarding, in particular, the welfare of children, young people and vulnerable adults and preventing their abuse. Learn2 Cornwall also recognises that it has a responsibility to protect staff from unfounded allegations of abuse.
- 1.2 Further, Learn2 Cornwall recognises its duty to ensure that relevant checks are carried out on individuals who work with children and/or vulnerable adults. It has a duty, as an employer, to refer any relevant information to the Disclosure and Barring Service (DBS) if it has moved or dismissed an individual because of harm or risk of harm to a child or vulnerable adult. The Local Authority Designated Officer (LADO) will also be informed and advice sought.
- 1.3 Learn2 Cornwall is committed to increasing awareness of issues relating to young people and vulnerable people, promoting good practice and assisting members of staff in making informed and confident responses in relation to safeguarding issues for young people and vulnerable people. The policy is designed to safeguard young people and vulnerable people who come into contact with our community, and the staff working with young people and vulnerable people, to ensure that there are clear guidelines and procedures for identifying risk and reporting concerns.
- 1.4 This policy should be read with our Equality Duties. Learn2 Cornwall is committed to a practice that ensures young people and vulnerable people are safeguarded whilst enjoying opportunities to develop their full potential. This applies whatever their age, culture, disability, ethnic origin, gender, religious belief and/or sexual identity, for further details please see Learn2 Cornwall's Equality & Diversity Policy.
- 1.5 **Who do adult safeguarding duties apply to?**
Under the Care Act 2014 adult 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 aged 18 and over; If under the age of 18 then children's safeguarding will apply.
 - is experiencing, or at risk of, neglect or abuse; and;
 - as a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of, neglect or abuse.
- 1.6 The arrangements for safeguarding are premised on the basis that Learn2 Cornwall will:
- take all reasonable measures to ensure that the risks of harm to children or vulnerable adults through Learn2 Cornwall's actions or inactions are minimised;
 - take all appropriate actions to address concerns raised about the welfare of young people and vulnerable people in connection with Learn2 Cornwall's business.
 - record contact with young people clearly and accurately in proportion to the activity undertaken. Store information securely in line with Data Protection recommendations.
- 1.7 Learn2 Cornwall is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Prevent policy covers all

members of the Learn2 Cornwall community. Learn2 Cornwall take Safeguarding very seriously, therefore to ensure that we adhere to and achieve the Prevent duty we will;

- Provide appropriate training for staff.
- We ensure that our staff understand the risks so that they can respond in an appropriate and proportionate way.
- We will be aware of the online risk of radicalisation through the use of social media and the internet.
- We will follow the Prevent duty to promote British Values, which includes democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs through our behaviour and practice with students, colleagues and other people who we interact with through our work.
- Learn2 Cornwall aims to balance its legal duties in terms of both ensuring freedom of speech and also protecting student and staff welfare.

1.8 Learn2 Cornwall holds learner records in line with the Data Protection Act 2018 (And GDPR 2018). Specific information is gathered as part of IAG. EHCP requirements are dealt with on an individual basis and, where relevant, adjustments made.

1.9 This policy takes into account, amongst others, the following publications and guidance:

- Disclosure and Barring Service
<https://www.gov.uk/government/organisations/disclosure-and-barring-service>
- Keeping Children Safe in Education (2021 update)
- 'Safeguarding Children and Safer Recruitment in Education' (DFES 2012 update)
- South West Child Protection Procedures <https://www.proceduresonline.com/swcpp>
- Cornwall & Isles of Scilly Multi-agency Safeguarding Vulnerable Adults Policy
- www.cornwall.gov.uk/safeguardingadults and the guide "Say No to Abuse"
- 'Safer Practice, Safer Learning' (NIACE 2007)
- 'What to do if you are worried a child is being abused' (DFES 2006)
- 'Inspecting Safeguarding in early years, education and skills settings' (Ofsted, August 2019)
- 'Are they safe' (Safe Network 2014)
- 'Safe Networking Standards' (Safe Network 2013)
- 'Working Together to Safeguard Children' (HM Government 2018)
- 'The Prevent Duty Guidance for England and Wales' (HM Government 2019 update)
- 'Prevent Duty Guidance for further education institutions in England and Wales' (HM Government 2019 update)
- Counter-terrorism and Security Act 2015 www.legislation.gov.uk
- Equality Act 2010
- Data Protection Act (2018) <https://www.gov.uk/data-protection/the-data-protection-act>

2 Purpose and key messages

2.1 Purpose

Learn2 Cornwall will perform its duties and commitments in respect of safeguarding learners and staff fully and effectively and in accordance with statutory guidance.

Learn2 Cornwall recognises that for this policy to be effective, it is essential that staff have an understanding of what safeguarding is, know that "safeguarding" is everybody's responsibility, know how to access safeguarding guidance information, know of any possible contribution they may be required to make to safeguard children, young people and vulnerable adults and how to access further advice, support or services.

2.2 Key Messages

The April 2015 update to the Care Act 2014 includes the addition of statutory guidance that enshrines the six principles of safeguarding:

1. **empowerment**- presumption of person led decisions and informed consent
2. **prevention**- it is better to take action before harm occurs
3. **proportionality**- proportionate and least intrusive response appropriate to the risk presented
4. **protection**- support and representation for those in greatest need
5. **partnerships**- local solutions through services working with their communities
6. **accountability**- accountability and transparency in delivering safeguarding.

3 Scope

The scope of adult safeguarding as defined in the April 2015 update to the Care Act is now:

Where a local authority has reasonable cause to suspect that an adult in its area (whether or not ordinarily resident there) –

(a) has needs for care and support (whether or not the authority is meeting any of those needs)

(b) is experiencing, or is at risk of, abuse or neglect, and

(c) as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it.

4 Roles and Responsibilities

Learn2 Cornwall follows the procedures set out in the South West Child Protection Procedures (www.swcpp.org.uk) and takes account of both national guidance issued by the Department for Children, Schools and Families and local guidance to ensure it complies with all requirements.

4.1 Staff are responsible for:

- Reporting to the Safeguarding Leads any suspicion, allegation or disclosure of abuse to a child, young person or vulnerable adult immediately.
- Attending safeguarding training as required, in accordance with guidelines (on induction and at least once every 3 years)

All staff who interact with young people and vulnerable people are in a position of trust and are expected to act accordingly.

5. Staff Induction and Training

- All Learn2 Cornwall staff will be given an induction to safeguarding which will be appropriate to their role and function.
- All staff will be expected to sign to acknowledge they have accepted the company's safeguarding policies and processes. Staff will be expected to familiarise themselves with existing, or revised policies at least annually.
- Learn2 Cornwall recognises its responsibility for the well-being of staff. Any staff member, who considers that they themselves may be a vulnerable adult, can seek support from the Managing Director.
- Learn2 Cornwall will ensure relevant and appropriate training and support is available for staff whose work involves contact with young people and vulnerable people and that this training equips them with the relevant knowledge and skills to undertake their work in accordance with

the duty set out in this policy. This training will be regularly reviewed and updated as a minimum every two years and will form part of the annual appraisal process

6 Health and Safety

- 6.1 Learn2 Cornwall has statutory duties in relation to negligence and health and safety, these being:
- to take reasonable care to avoid acts or omissions which Learn2 Cornwall could reasonably foresee would be likely to cause injury;
 - to conduct Learn2 Cornwall's undertaking in such a way as to ensure, so far as is reasonably practicable, that there is not an exposure to risks to health and safety.
- 6.2 The Learn2 Cornwall health & safety policy and procedures are adhered to by all staff.
- 6.3 In the case of contractors' operating on Learn2 Cornwall premises, they will be required to agree to and abide by safeguarding conditions set out by the company.
- 6.4 All Learn2 Cornwall members of staff are advised to minimise physical contact with students.
- 6.5 Staff are advised to make sure they are not left alone with a young person or adult where possible. For example, they should make sure that meetings are conducted with a third party present and doors are to be left open so that other members of staff are aware. When working 1:1 staff must take all reasonable steps to ensure the safety of themselves and the learner at all times.
- 6.6 Risk Assessments – Overview

The Managing Director is responsible for ensuring that the appropriate mechanisms are in place to ensure that risk assessments are carried out and suitable and sufficient control measures are in place and operational. This applies for activities that are taking place both on and off the premises.

7 Safer Recruitment and Selection

- 7.1 Learn2 Cornwall adheres to the guidance set out in 'Safeguarding Children and Safer Recruitment in Education' (Jan 2007).
- 7.2 Learn2 Cornwall's recruitment policy and procedures ensure that all appropriate measures are applied in relation to everyone who works for the organisation including temporary staff. It will also be applied to any external partners / contractors, including:
- Verifying identity and academic or vocational qualifications.
 - Obtain at least 2 professional and character references and checking previous employment history.
 - Obtaining a DBS enhanced disclosure for all new appointments to the workforce by Learn2 Cornwall.
 - Applying additional checks to all new employees who are non European Economic Area (E.E.A.) nationals.
 - Keeping a single central record detailing the range of pre-employment checks carried out on staff.

7.3 Implications of unsuitability from DBS check outcomes

Learn2 Cornwall obtains enhanced DBS disclosures for staff working in relevant positions. It will consider all information provided carefully and make fair and reasonable judgements regarding staff members.

7.4 Learn2 Cornwall has a responsibility for providing a safe working and learning environment and therefore reserves the right to deny employment to individuals where DBS checks suggest they may pose a danger.

7.5 Learn2 Cornwall reserves the right in accordance with its employment procedures, to suspend and/or dismiss staff members from employment or undertaking a specific role with respect to that employment. This may be undertaken in circumstances where the individual acquires a relevant criminal record, or where they have withheld relevant information about their criminal record at the point of employment. Action will be taken in line with the relevant policy or procedure and with due regard to the circumstances of each case.

8. Allegations about a Member of Learn2 Cornwall Staff

8.1 Any suspicion, allegation or actual abuse of a child, young person or vulnerable adult by a member of staff must be reported to the Managing Director as soon as possible and in any case within 2 hours of the initial concern arising.

8.2 The Managing Director will take such steps as she considers necessary to ensure the immediate safety of the child/young person/vulnerable adult in question or any other person who is considered at risk.

8.3 The Managing Director will rapidly consider the nature of the allegation and the evidence.

8.4 Where it is clear to the Managing Director that a child/young person/vulnerable adult appears to have been harmed or is at risk of significant harm or a criminal act appears to have been committed:

- An immediate referral will be made to social care or the police for investigation.
- The Managing Director will also inform the **Multi Agency Referral Unit: 0300 1231 116 for children and 0300 1234 131 for adults** the same day and ensure a report has been completed within 24 hours.
- The Managing Director will inform the alleged perpetrator or person about whom there is a concern of the allegation or concern as soon as possible AFTER consulting with the agencies and in accordance with any restrictions on information sharing that may be imposed by the police or social care.
- The Managing Director will inform the alleged perpetrator/person against whom the concern has been raised how enquiries will be conducted and possible outcomes e.g. disciplinary action, dismissal etc. and inform them of sources of support e.g. professional organisations/trades union. The Managing Director will ensure that Learn2 Cornwall operates within its Staff Disciplinary Procedure.

8.5 The Managing Director will not take any action that might undermine any future action or disciplinary procedure (e.g. interviewing the alleged victim, alleged perpetrator or possible witnesses) before agreeing this with the LADO, who will liaise with the police and social care.

8.6 The Managing Director will seek advice from the LADO about how, when and by whom parents or carers should be informed unless there is an emergency situation, such as when a child/young person/vulnerable adult has been injured and needs medical attention.

- 8.7 Any investigation conducted by the Managing Director after consultation with the LADO will follow the company procedures for investigations. Once the outcome is determined Learn2 Cornwall will take a view on how to proceed in line with its disciplinary policies.
- 8.8 Where a member of staff is dismissed from Learn2 Cornwall's employment or internally disciplined because of abusive conduct relating to a child/young person/vulnerable adult, the Managing Director will notify the Disclosure and Barring Service (DBS). She will also bring to the attention of the LADO by ringing the Central Referral Unit.
- 8.9 Where it is subsequently found that an allegation has been made maliciously, the matter will be dealt with in line with its disciplinary policies for staff and students.

9. Whistleblowing

- 9.1 Learn2 Cornwall has a Whistleblowing Policy that is available for all staff, learners, casual staff and subcontractors and should be read in conjunction with this Policy. The policy can be found on 'The Box' and a paper copy in the classroom filing cabinet.

10. Complaints

- 10.1 Learn2 Cornwall has a complaints policy that is available for all staff, learners, casual staff and subcontractors and should be read in conjunction with this policy. The policy can be found on 'The Box' and a paper copy in the classroom filing cabinet.

11 Harassment and anti-bullying

- 11.1 Learn2 Cornwall has a harassment and anti bullying policy that is available for all staff, learners, casual staff and subcontractors and should be read in conjunction with this policy. The policy can be found on 'The Box' and a paper copy in the classroom filing cabinet.

12 Records

- 12.1 Clear and accurate records are kept of contact with young people proportionate to the activity undertaken.
- 12.2 When making a referral to an external authority, the Safeguarding Lead shall retain a copy of:
- The referral form (and report, where appropriate)
 - Any notes, or other correspondence dealing with the matter
 - Any other relevant materials.

13 Confidentiality

- 13.1 All suspicions, allegations and investigations will be kept confidential and shared only with those who need to know.

14 Dealing with a Disclosure

The named Learn2 Cornwall Designated Safeguarding Officer is:

Kyrstie Mann

Mob: 07790282599

- 14.1 If an allegation is made against any named Learn2 Cornwall Safeguarding Adults Lead this should be reported directly to MARU.

If further disclosures are made by the same adult at risk, without evidence of any obvious action being taken from the original disclosure, immediate contact should be made with the Safeguarding Adults Lead and the Learn2 Cornwall Managing Director, to ensure the allegation is being suitably dealt with.

- It is not Learn2 Cornwall's responsibility to investigate abuse. Nevertheless, it has a duty to act if there is a cause for concern and to notify the appropriate agencies so that they can investigate and take any necessary action. Any suspicion, allegation or incident of abuse must be reported to the Safeguarding Lead who is responsible for Safeguarding at Learn2 Cornwall. This must be done as soon as possible but by the end of the classroom day at the latest.
- Allegations may be direct allegations from an individual, allegations from a third party (e.g. member of staff or student) or allegations from an external organisation e.g. police or social services.

- 14.2 All complaints, allegations or suspicions of abuse **must be** taken seriously.

- 14.3 Absolute promises of confidentiality **should not** be given as the matter may develop in such a way that these might not be able to be honoured.

- 14.4 If the complaint/allegation comes directly from the child/young person/vulnerable adult, questions should be kept to the minimum necessary to understand what is being alleged. Leading questions must always be avoided.

14.5 Procedure

If a disclosure of alleged abuse is made to a member of staff or volunteers it is not their responsibility to investigate the allegation; but wherever possible they should try to obtain the following information:

- details of the person who has disclosed that they have been abused
- the person they allege to be the abuser
- the type of abuse
- where the abuse has taken place
- when
- whether or not consent has been obtained from the Adult at Risk

- 14.5.1 The record should be, as far as possible, verbatim rather than summarised

and it should be factual in terms of what the child/young person/vulnerable adult or person making the disclosure (where not a direct disclosure) has reported and should not be based on opinion or assumptions.

NOTE Some children/young people/vulnerable adults with learning difficulties and/or disabilities may need additional support when making a disclosure. This may take the form of the child/young person/vulnerable adult's nominated carer or teacher being present at any interview to act as a facilitator or in an advocacy role. It should NEVER be assumed that a child/young person/vulnerable adult with learning difficulties and/or disabilities is not capable of providing credible evidence.

14.4.2 They should contact a named Safeguarding Adult Lead Person within Learn2 Cornwall who will make telephone contact with Adult Safeguarding Triage on 01872 326433 / 0300 1234131 (Option 3). If you cannot get hold of anyone on the phone then alternative email: accessteam.referral@cornwall.gov.uk An Adult Safeguarding Referral Form will be required to follow up the phone call.

14.4.3 Any further action to be taken by Learn2 Cornwall agreed with the referral agency should be noted and the Safeguarding Lead needs to confirm that this action is being/has been taken.

15 Work Placements

15.1 Employers and training organisations will be required to co-operate with Learn2 Cornwall in putting in place and subscribing to appropriate safeguards. Failure to do this will result in Learn2 Cornwall not using them as a Placement Provider.

15.2 Where a placement is long term or meets the criteria laid out in 'Safeguarding Children and Safer Recruitment in Education' (DCSF 2007, updated 2012) and 'Keeping Children Safe in Education' (2021), Learn2 Cornwall will ensure that additional safeguards are in place.

16 Monitoring and Review

16.2 The Learn2 Cornwall Managing Director has the overall responsibility of overseeing the implementation of this policy.

16.3 Monitoring

The implementation of this policy will be monitored on an annual basis and a summary of any concerns recorded.

16.4 Review

The Managing Director will ensure this Policy and the operation of associated protocols and guidance will be reviewed annually. Furthermore, the Policy may be subject to review in response to any legal or other developments in this area.

Appendix 1

What is abuse?

Abuse can consist of a single act or repeated acts. It can occur in any relationship and may result in significant harm to, or exploitation of, the person subjected to it.

Abuse is actual (or potential) harm or exploitation of a person. The categories of abuse defined in the Care Act are as follows:

Physical abuse including:

- assault
- hitting
- slapping
- pushing
- misuse of medication
- restraint
- inappropriate physical sanctions

Domestic violence including:

- psychological
- physical
- sexual
- financial
- emotional abuse
- so-called 'honour based' violence

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
- sexual assault
- sexual acts to which the adult has not consented or was pressured into consenting

Psychological abuse including:

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

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
- the misuse or misappropriation of property, possessions or benefits

Modern slavery encompasses:

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

Discriminatory abuse including forms of:

- harassment
- slurs or similar treatment, because of:
 - race
 - gender and gender identity
 - age
 - disability
 - sexual orientation
 - religion

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 structure, policies, processes and practices within an organisation.

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
- withholding of the necessities of life, such as medication, adequate nutrition and heating

Neglect is an often under reported or unchallenged concern for adults at risk of harm.

Self-neglect

This covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings and includes behaviour such as hoarding. It should be noted that self-neglect may not prompt a section 42 enquiry. An assessment should be made on a case-by-case basis. A decision on whether a response is required under safeguarding will depend on the adult's ability to protect themselves by controlling their own behaviour. There may come a point when they are no longer able to do this, without external support.

Other types of abuse can include:

Abuse:

A form of maltreatment. Somebody may abuse or neglect an adult at risk of harm by inflicting harm or by failing to act to prevent harm. It may be in a family or in an institutional or community setting by those known to them or, more rarely, by others (eg via the internet). Abuse can take place wholly online or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or a child or children.

Safeguarding incidents and/or behaviours can be associated with factors outside Learn2 and/or can occur between children/adults/vulnerable young people outside Learn2. All our staff need to consider the context within which such incidents and/or behaviours occur. This is known as 'contextual safeguarding', which means assessments of children should consider whether wider environmental factors are present in a learner's life that are a threat to their safety and/or welfare.

Radicalisation:

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Some young people and adults at risk of harm may be vulnerable to radicalisation for the purpose of violent extremism. Concerns regarding radicalisation will be referred to the Safeguarding Team who will liaise with the Multi Agency Safeguarding Hub (MASH), Adult Safeguarding Unit and/or the Counter Terrorist Unit (CTU) for advice. If appropriate, a referral will then be made to Channel which is a multi-agency panel who will offer guidance and

support with the aim of preventing activity which could be deemed as criminal. The Counter Terrorism Unit (CTU) will be advised of any emerging themes or immediate concerns/disclosures.

Bullying

Learn2 has a separate policy and procedure for bullying and harassment. Bullying someone because of their age, race, gender, sexual orientation, disability and/or transgender will not be tolerated, as Learn2 operates a zero tolerance approach. Bullying of this nature is also against the law. Bullying can take many forms and includes:

- **Emotional:** Being excluded, tormented (eg hiding things, threatening gestures)
- **Physical:** Pushing, kicking, punching or any use of aggression and intimidation
- **Racial:** Racial taunts, use of racial symbols, graffiti, gestures
- **Sexual:** Unwanted physical contact, sexually abusive comments including homophobic comments and graffiti
- **Verbal:** Name calling, spreading rumours, teasing
- **Cyber:** All areas on internet, such as email and internet, chat room misuse; mobile threats by text message and calls; misuse of associated technology ie camera and video facilities, sexting (Youth Produced Sexual Imagery - YPSI)

Students with Special Educational Needs (SEND)

Students with special educational needs and disabilities can face additional safeguarding challenges. Hate crime against disabled people is said to be on the rise, including so-called 'mate crime' where people pretend to befriend a vulnerable person, while secretly stealing from or abusing them. Students within this cohort can be disproportionately impacted by things like bullying without showing any signs. All staff should be vigilant to ensure that they are mindful of signs of abuse which could include changes in behaviour, mood and/or injury and should be aware that there may be communication barriers which may make it more difficult for these students to share concerns and issues.

Child on Child Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. We should not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", or "just having a laugh". Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Further information and guidance can be found in the DfE Guidance [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#).

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003, which are, rape, assault by penetration and sexual assault.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and in the context of child on child sexual harassment. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

So-Called Honour Based Violence (HBV)

So-called 'honour based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community including Female Genital Mutilation (FGM), forced marriage and practices, such as, breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of so-called HBV are abuse and staff should refer any concerns to the Safeguarding Team. There are a range of potential indicators that a child or adult at risk of harm may be at risk of HBV.

3.17 Forced Marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Pages 13-14 of the [Multi-agency guidelines: Handling cases of forced marriage](#) give potential indicators of someone facing a forced marriage with pages 32-36 focussing on the role of schools and colleges. The Forced Marriage Unit has also published [statutory guidance](#).

3.18 **County lines**

Criminal exploitation of children and/or adults at risk of harm is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children, young people and adults at risk of harm to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

3.19 **Online Safety**

The use of technology has become a significant component of many safeguarding issues. With child sexual exploitation; radicalisation; sexual predation, technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content – being exposed to illegal, inappropriate or harmful material, such as, pornography, fake news, racist or radical and extremist views
- Contact - being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as, making, sending and receiving explicit images, or online bullying

3.20 **Mental Health**

Children or adults at risk of harm exposed to multiple risks such as social disadvantage, family adversity and cognitive or attention problems are much more likely to develop behavioural problems. In order to help learners succeed, we have a role to play in supporting them to be resilient and mentally healthy.

3.21 **Reasonable Force**

There are circumstances when it is appropriate for our staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain a learner. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between learners or blocking a learners path, or active physical contact such as leading a learner by the arm out of the classroom.

When using reasonable force in response to risks presented by incidents involving learners with SEN or disabilities or with medical conditions we will consider the risks carefully and recognise the additional vulnerability of these learners.

